








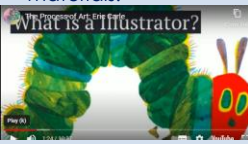



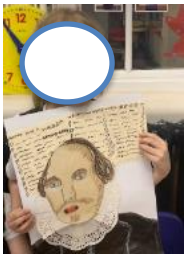






















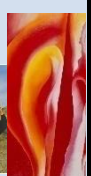




## Art Curriculum Progression Overview

<b>Rationale</b>	<p><b>For all children to:</b></p> <ul style="list-style-type: none"> <li>- Know and understand a visual language with which to process and understand the world around them and express themselves creatively.</li> <li>- Be exposed to a wide range of art and design throughout art history including culturally and ethnically diverse art and artists.</li> <li>- Develop creativity, resilience and critical thinking skills for personal development.</li> <li>- Have access to working artists and well-resourced lessons for the children to work like real artists and explore their creative potential.</li> <li>- Develop knowledge and skills through experimenting with a wide range of materials and techniques.</li> <li>- Use key language and art terms to confidently express their opinions and critique their and other's artworks articulately.</li> </ul>
<b>Approach</b>	<ul style="list-style-type: none"> <li>- Each half term, with a specialist teacher, pupils are taught a broad and balanced, progressive curriculum that encourages personal responses to the art, artists, designers and craftspeople they are exposed to.</li> <li>- Sketchbooks are used as a creative tool, as a place to discover, experiment, think through ideas, gather knowledge, record observations and reflect and revisit ideas.</li> <li>- Exploration of materials and techniques allows the pupil to independently and confidently gain the mastery and control to make choices and realise their intentions.</li> <li>- The teaching of the formal elements of art is balanced with practical exploration and self-expression.</li> <li>- Children develop critical thinking skills through appreciation and analysis of artworks using the language of art, craft and design.</li> <li>- Children learn how to evaluate and self-assess their artwork asking themselves questions throughout the process.</li> <li>- Artwork is celebrated through displays around the school.</li> <li>- Artwork is not marked in sketchbooks, assessment is carried out formatively, with an emphasis on self and peer evaluation.</li> </ul>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>- Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>- Develop their own ideas and then decide which materials to use to express them.</li> <li>- Explore colour and colour-mixing.</li> <li>- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>- Make simple models which express their ideas.</li> <li>- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>- Use drawing to represent ideas like movement or loud noises.</li> <li>- Join different materials and explore different textures.</li> <li>- Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>- Participates in small group, 1:1 and class discussions, offering his/her own ideas, using recently introduced vocabulary</li> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>- Explore the work of established artists including Wassily Kandinsky and Mark Rothko</li> <li>- Experiment with colour.</li> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> </ul>




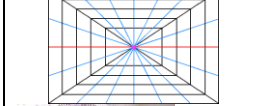




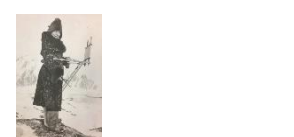




Y1	Autumn 1 Links to Science	Autumn 2 Links to Geography	Spring 1 Links to British values	Summer 2 Links to PSHCE	Summer 1 Links to Science	Spring 2 Links to Science
<i>Builds on prior learning...</i>	<b>Drawing and Mark-Making</b>	<b>Drawing and Mark-Making</b>	<b>Painting and Colour Theory</b>	<b>Painting and Colour Theory</b>	<b>Printing and Collage 3D Form</b>	<b>Printing and Collage 3D Form</b>
	<ul style="list-style-type: none"> <li>• Become familiar with drawing exercises.</li> <li>• Discover the interplay between materials.</li> <li>• Explore observational drawing.</li> <li>• Working spontaneously and expressively.</li> <li>• Draw characters and settings.</li> <li>• Name tools, techniques and some formal elements</li> <li>• Introduce Sketchbook use as a place to respond to the world.</li> <li>• Record what you feel.</li> <li>• Make a variety of marks and lines using different drawing materials.</li> <li>• Explain what you like about the works of others.</li> <li>• Use watercolour, ink, pencils.</li> </ul> <p><b>Appreciation</b> Impressionism Claude Monet</p> 	<ul style="list-style-type: none"> <li>• Experiment with a range of media: pencils, paint, colouring pencils.</li> <li>• Draw on different surfaces, with a range of media.</li> <li>• Explore observational drawing</li> <li>• Name tools, techniques and some formal elements</li> <li>• Introduce Sketchbook use as a place to respond to the world.</li> <li>• Understand background/foreground.</li> </ul> <p><b>Appreciation</b> AI generated images.</p>  	<ul style="list-style-type: none"> <li>• Draw on different surfaces, with a range of media.</li> <li>• Understand the ability to break down an object into shapes</li> <li>• Name the primary colours and identify them on a colour wheel and in other forms.</li> <li>• Fold, crumple, tear and overlap papers and other materials.</li> <li>• Join materials.</li> <li>• Learn about a cultural festival and traditions by observing pictures of artwork from artists that work in this field.</li> </ul>  <p><b>Appreciation</b> The history and craft behind traditional dance costumes Art and design from different culture – China/East Asia</p>  	<ul style="list-style-type: none"> <li>• Mix primary colours to make secondary colours, predicting resulting colours.</li> <li>• Paint on different surfaces with a range of media</li> <li>• Explore shades of colours - lightening and darkening paint with the use of black or white.</li> <li>• Experiment with painting with different brush sizes and types.</li> <li>• Warm and cool colours</li> <li>• Contrasting colours</li> <li>• Look at and talk about their own work and that of other artists, the techniques they use.</li> <li>• Start to acknowledge likes and dislikes</li> </ul> <p><b>Appreciation</b> Lubaina Himid - Carpet of Colours</p>  <p>Gillian Ayres</p> 	<ul style="list-style-type: none"> <li>• Interpret 2D artwork to 3D artwork</li> <li>• Take rubbings to understand and inform their own textured prints and patterns.</li> <li>• Use a stencil to create a picture.</li> <li>• Work from memory and imagination, using line to create patterns and represent objects.</li> <li>• Develop the ability to break down an object into shapes.</li> <li>• Examine positive and negative space.</li> <li>• Explore a range of 3D forms</li> <li>• Share their ideas, experiences and imagination.</li> <li>• Express their likes and dislikes.</li> <li>• Introduce positive and negative space</li> <li>• Practice cutting skills</li> <li>• Explore differences in organic and geometric shapes</li> </ul> <p><b>Appreciation</b> Picasso paper cut outs- large scale- Extend: use torches to video the shadows.</p> 	<ul style="list-style-type: none"> <li>• <b>Links to Industry- Illustration</b></li> <li>• Create simple pictures by printing from objects.</li> <li>• Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges.</li> <li>• Fold, crumple, tear and overlap papers and other materials.</li> </ul>  <p><b>Appreciation</b> Eric Carle- for illustration in industry</p>









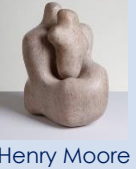



Y2	Autumn 2 Links to Diwali Indian Folk Art	Spring 1 Links to History	Autumn 1 Links to History	Spring 2 Discrete	Summer 2 Discrete	Summer 1 Links to Science- plants
<i>Builds on prior learning...</i>	<b>Drawing and Mark-Making</b>	<b>Drawing and Mark-Making</b>	<b>Painting and Colour Theory</b>	<b>Painting and Colour Theory</b>	<b>Printing Collage 3D Form</b>	<b>Printing Collage 3D Form</b>
	<ul style="list-style-type: none"> <li>Continue to investigate mark making.</li> <li>Explore tone and different mediums.</li> <li>Demonstrate control over types of marks made with a range of media such as oil pastels.</li> <li>Create tones of light and dark in a drawing.</li> <li>Develop the skills of breaking an image down into shapes</li> </ul> <p><b>Appreciation</b> Traditional Art: Gond Art from India</p> <ul style="list-style-type: none"> <li>Recognise and describe some simple characteristics of different kinds of art,</li> </ul>  	<ul style="list-style-type: none"> <li>Demonstrate control over types of marks made with a range of media such as oil pastels.</li> <li>Create different tones with colouring pencils to create shades of light and dark.</li> <li>Combine different mediums to show the texture of an object.</li> <li>Demonstrate control over types of marks made with a range of media such as oil pastels.</li> </ul> <p>Learn the proportions of a face Understand methods for portrait drawing and feel confident in recreating a portrait using these methods</p> <p><b>Appreciation</b></p>  <p>Explore the portraits that have been painted of William Shakespeare from Artist John Taylor to Gilbert Soest. Learn about a prominent figure within history – Links to World Book Day.</p> 	<ul style="list-style-type: none"> <li><b>Links to Industry- Architecture</b></li> <li>Revisit primary and secondary colours and apply colour mixing skills to the project.</li> <li>Extend colour mixing adding white to create tints and black to create tones.</li> <li>Express thoughts and feelings about a piece of art. "How does the art make you feel?" – link the feelings to the emotions.</li> <li>Introduce perspective using colour.</li> <li>Use real life and photographic sources as a starting point.</li> <li>Start to form opinions of an artwork that can be discussed with fellow students.</li> </ul> <p><b>Appreciation</b> Stephen Wiltshire*</p>  <p>Christopher Wren – Architect</p>  	<ul style="list-style-type: none"> <li>Revisit primary and secondary colours and apply colour mixing skills to the project.</li> <li>Experiment with layering colour.</li> <li>Experiment with painting tools – acrylic.</li> <li>Put patterns and textures into artwork.</li> <li>Recognise and describe some simple characteristics of different kinds of art, crafts and design.</li> </ul> <p><b>Appreciation</b> Patrick Caulfield</p>  <ul style="list-style-type: none"> <li>Recognise and describe some simple characteristics of different kinds of art,</li> </ul>    	<ul style="list-style-type: none"> <li>Experiment with 3D design.</li> <li>Translate a 2D design into a 3D model</li> <li>Share ideas, experiences and imagination.</li> <li>Use a range of materials creatively making their own choices throughout the process.</li> <li>Investigate, experiment and explore materials and processes that form the way their designs and artworks evolve.</li> <li>Learn through design.</li> </ul>  <p><b>Appreciation</b> Alexander Calder Kinetic Art/Abstraction</p> <p>Recognise and describe some simple characteristics of different kinds of art,</p>	<ul style="list-style-type: none"> <li><b>Links to Industry- Ceramics</b></li> <li>Use sketchbooks to record observations, to review, extend and revisit ideas.</li> <li>Develop 2D and 3D works in a range of different media.</li> <li>Mono printing techniques – carbon paper/ soft materials.</li> <li>Use tools to mould clay.</li> <li>Recognise and describe some simple characteristics of different kinds of art,</li> </ul>   <p><b>Appreciation</b> Clay as an art form</p>  <p>Relief sculpture on the monument.</p> 







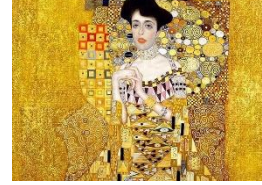










Y3	Autumn 1 Discrete	Spring 2 Links to PSHCE	Spring 1 Links to History Ancient Egypt	Summer 1 Links to Science	Autumn 2 Discrete	Summer 2 Links to History
<i>Builds on prior learning...</i>	<b>Drawing and Mark-Making</b>	<b>Drawing and Mark-Making</b>	<b>Painting Colour Theory</b>	<b>Painting Colour Theory</b>	<b>Printing Collage 3D Form</b>	<b>Printing Collage 3D Form</b>
	<ul style="list-style-type: none"> <li>Drawing from observation in different techniques.</li> <li>Use real life and photographic sources as a starting point.</li> <li>Exploring careful looking, seeing big shapes.</li> <li>Experiment and test the qualities of materials and techniques in order to develop practical skills.</li> <li>Add detail, shading, texture and tonal value to a drawing.</li> <li>Understand the difference between shape and form</li> </ul> <p><b>Appreciation</b> Yayoi Kusama Abstract</p>   <p>Art.</p>	<ul style="list-style-type: none"> <li>Use sketchbook to develop and practice drawing skills.</li> <li>Make marks and lines with a wide range of drawing implements – pencil, oil pastels, paint, and collage</li> <li>Select appropriate materials and techniques to create their own work.</li> <li>Use observational drawing as a starting point then develop using imagination.</li> <li>Explore automatic drawing</li> <li>Experiment with shape and form</li> <li>Draw from memory</li> <li>Use drawing as a form of self-expression.</li> </ul> <p><b>Appreciation</b></p>  <p>Joan Miro L'Etoile</p> 	<ul style="list-style-type: none"> <li>Prepare a background</li> <li>Experiment with ways that surface detail can be added to drawings, sgraffito</li> <li>Continue to break down an object into simple shapes.</li> <li>Explore shading with different media to achieve a range of light and dark tones,</li> <li>Apply simple use of pattern and texture in a drawing</li> <li>Experiment with different effects and textures using paint.</li> <li>Continue to explore the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>Respond to art from other cultures and periods of time.</li> </ul> <p><b>Appreciation</b> Ancient Art of Egypt</p>  	<ul style="list-style-type: none"> <li>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects.</li> <li>Experiment with applying colour in an expressive manner.</li> <li>Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects.</li> <li>Build on understanding of the colour wheel, by layering paints</li> <li>Work on different scales, selecting suitable brush size and type.</li> </ul> <p><b>Appreciation</b> Large Scale and Close Up Georgia O'Keeffe</p>  	<ul style="list-style-type: none"> <li>Develop and evaluate 2D and 3D works in a range of different media.</li> <li>Use sketchbooks to record observations, to review, extend and revisit ideas. (Human form)</li> <li>Plan, design and make models from observation or imagination.</li> <li>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> </ul>  <p><b>Appreciation</b> Alberto Giacometti Etruscan art</p> 	<ul style="list-style-type: none"> <li>Explore printing techniques, e.g. the edge of a ruler, sponges or discarded materials.</li> <li>Drawing anatomical forms from second hand observation.</li> <li>Mixing own colours with a range of materials including natural materials.</li> <li>Explore simple printing techniques with natural materials and found objects with texture.</li> <li>Painting on different surfaces.</li> <li>Testing the effects of paint with different materials.</li> <li>Respond to historical artworks through modelling a sculptural form and drawing from it.</li> </ul> <p><b>Appreciation</b> Stone Age art – the first artists.</p>  



Y4	Summer 2 Discrete	Autumn 1 Discrete	Spring 2 Links to Geography	Summer 1 Links to Science	Spring 1 Links to Music	Autumn 2 Discrete
<i>Builds on prior learning...</i>	<b>Drawing and Mark-Making</b>	<b>Drawing and Mark-Making</b>	<b>Painting Colour Theory</b>	<b>Painting Colour Theory</b>	<b>Printing Collage 3D Form</b>	<b>Printing Collage 3D Form</b>
	<ul style="list-style-type: none"> <li>Build on observational and experimental drawing skills.</li> <li>Use a wide tonal range to emphasise light and shade.</li> <li>Blend materials to create tonal differences.</li> <li>Understand proportions in figurative drawing in order to consciously abstract them.</li> <li>Show expression and body language.</li> <li>Create atmosphere/mood with colour and light.</li> <li>Use marks to show texture.</li> </ul> <p><b>Appreciation</b> Amedeo Modigliani Abstraction</p>  	<ul style="list-style-type: none"> <li>Build on observational and experimental drawing skills.</li> <li>1 point perspective</li> <li>Draw from memory, imagination or observation.</li> <li>Discuss and review their own and others' work, expressing thoughts and feelings and explaining their views.</li> <li>Use different grades of pencils and other drawing implements to achieve variation in tone and mark.</li> <li>Apply tone to a drawing in a simple way.</li> </ul> <p><b>Appreciation</b> Battle of San Romano-early understanding of perspective. Use of 1 point in landscape/street scenes.</p>     <p>op art. Sunny and Kai.</p>	<ul style="list-style-type: none"> <li>Apply previous knowledge to combine elements of a completed piece.</li> <li>Use watercolours</li> <li>Draw a horizon</li> <li>Build on knowledge of foreground and background.</li> <li>Use colour theory knowledge to make colours lighter or darker using white and black.</li> <li>Experiment with colour using water to lighten/dilute the paint.</li> <li>Create sketches.</li> <li>Develop an image, making more than one to refine a technique.</li> <li>Make decisions about when a piece is completed.</li> <li>Use of dark colours over light.</li> <li>Explore how paint can create a sense of atmosphere.</li> </ul> <p><b>Appreciation</b> Understand how artists have responded to the environment. – Linda Mackey Lang</p>   	<ul style="list-style-type: none"> <li>Experiment with mark-making in paint. Using layering and brush strokes.</li> <li>Understand how artists have experimented with paint techniques in the past.</li> <li>Use paint to represent form by looking at tones and shades.</li> <li>Understand light sources and where a shadow will fall.</li> <li>Use knowledge of the colour wheel to mix own colours using only primary colours.</li> <li>Use colour theory knowledge to make colours lighter or darker, using complementary colours.</li> <li>Reflect and explain the successes and challenges in a piece of art they have created.</li> <li>Identify changes they might make or how their work could be developed even further.</li> </ul> <p><b>Appreciation</b> Georges Seurat-Pointillism</p>  	<ul style="list-style-type: none"> <li>Use different media to create tone to show light and dark contrasts.</li> <li>Explain own thought processes behind the purpose of each piece e.g. linked to design, techniques or media choice.</li> <li>Discuss and review their own and others' work, expressing thoughts and feelings and explaining their views.</li> <li>Reflect and explain the successes and challenges in a piece of art they have created.</li> <li>Identify changes they might make or how their work could be developed even further.</li> </ul> <p><b>Appreciation</b> Fauvism (and Collage) Henri Matisse</p> 	<ul style="list-style-type: none"> <li><b>Links to Industry-</b> Manufacturing aesthetic products.</li> <li>Record their observations and use them to review and revisit ideas, developing their imagination, generating ideas for alternatives and improvements in their own work.</li> <li>Identify changes they might make or how their work could be developed even further.</li> <li>Etch designs onto metal</li> <li>Create a drawing that will be transformed into a design that can be carved.</li> </ul> <p><b>Appreciation</b> Arts and Crafts Movement Art in industry/ Art with purpose William Morris, textile designer</p> 

Y5	Autumn 2 Discrete	Summer 1 Discrete	Autumn 1 Discrete	Summer 2 Discrete	Spring 2 Links to History	Spring 1 Links to PSHE
<i>Builds on prior learning...</i>	<b>Drawing and Mark-Making 1</b>	<b>Drawing and Mark-Making 2</b>	<b>Painting Colour Theory</b>	<b>Painting Colour Theory</b>	<b>Printing Collage 3D Form</b>	<b>Printing Collage 3D Form</b>
	<ul style="list-style-type: none"> <li>Continue to develop drawing exercises, giving children time to look back at earlier practice and reflect on the changes in their work.</li> <li>Explore the relationships between line, form and colour.</li> <li>Develop a key element of their work: line, tone, pattern, texture.</li> <li>Begin to develop an awareness of composition, balance, scale and proportion.</li> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Make observational drawings.</li> <li>Use different techniques for different purposes e.g., shading, hatching within their own work.</li> </ul> <p><b>Appreciation</b> Paul Cezanne Still Life</p> 	<ul style="list-style-type: none"> <li>Develop a key element of their work: line, tone, pattern, texture.</li> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Continue to practise drawing exercises.</li> <li>Revisit observational drawing skills.</li> <li>Explore drawing and mark making on new surfaces</li> <li>Make independent choices about materials, surfaces and techniques to develop and realise intentions</li> </ul> <p><b>Appreciation</b> Cubism – Braques and Picasso.</p> 	<ul style="list-style-type: none"> <li><b>Links to Industry</b> –Architecture</li> <li>Develop a simple perspective in their work using a single focal point and horizon.</li> <li>Progress to 3 2 point perspective</li> <li>Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Mix colours, shades, tones with confidence.</li> <li>Explore the relationship between colour and perspective.</li> <li>Understand that cool colours recede, warm colours advance.</li> <li>Explore a range of artists and architects.</li> <li>Use their sketchbook as a place to learn and explore ideas.</li> <li>Explore what happens when you mix primary and secondary colours, (tertiary colours)</li> </ul> <p><b>Appreciation</b> Surrealist Landscapes</p> 	<ul style="list-style-type: none"> <li>Develop a narrative through images.</li> <li>Learn about artist tools (canvas)</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Discuss and review their own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>Start to develop a painting from a drawing.</li> <li>Confidently control types of marks made and experiment with different effects and textures.</li> <li>Study the human figure through gesture and design.</li> <li>Use expressive marks in paint to represent movement.</li> <li>Use abstract marks to represent human form.</li> </ul> <p><b>Appreciation</b> Kandinsky</p>  	<ul style="list-style-type: none"> <li>Continue to develop mixed media work, combining collage, painting and printing, using knowledge acquired through experimentation and practise.</li> <li>Experiment further with different forms of printing, collagraph as well as intaglio</li> <li>Use a range of materials to collage.</li> <li>Discuss and review their own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Compare and contrast various styles and different approaches.</li> <li>Explore a specific process with final outcomes.</li> </ul> <p><b>Appreciation</b> Islamic Art</p>  	<ul style="list-style-type: none"> <li>Who helps me? Who are my supports when I have a worry?</li> <li>Draw human form by breaking down shapes.</li> <li>Create a maquette</li> <li>Use positive and negative space with clay.</li> <li>Realise an idea in 3D form.</li> <li>Mold clay into organic forms.</li> <li>Create abstract forms representing the figure.</li> <li>Explore sculptural ideas of balance, both physical and aesthetic</li> <li>Work in groups to create large sculptures</li> <li>Photograph to record – use of white cube and lighting.</li> </ul> <p><b>Appreciation</b> Barbara Hepworth</p>   <p>Henry Moore</p> 



Y6	Autumn 1 Links to Science(summer)	Autumn 2 Links to English	Spring 1 Discrete	Spring 2 Discrete	Summer 2 Links to Transition	Summer 1 Discrete
<i>Builds on prior learning...</i>	<b>Drawing and Mark-Making</b>	<b>Drawing and Mark-Making</b>	<b>Painting Colour Theory</b>	<b>Painting Colour Theory</b>	<b>Printing Collage 3D Form</b>	<b>Printing Collage 3D Form</b>
	<ul style="list-style-type: none"> <li>Use sketchbooks for experimenting with lines, shading and creating textures with pencils.</li> <li>Draw objects using the grid method.</li> <li>Use skills previously taught to create tone, shade using pencils.</li> <li>Make choices about the subject matter of their work.</li> <li>Use line and sketching techniques taught to show form.</li> <li>Explore use of charcoal, chalk, rubbers to create light and dark.</li> <li>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</li> <li>Use light to create form.</li> </ul> <p><b>Appreciation</b> Albrecht Durer</p>  <p>Frank Auerbach</p>   	<ul style="list-style-type: none"> <li>Use drawing to represent facial structures and the pupils own unique features to make a self-portrait.</li> <li>Use grid method to transfer an image.</li> <li>Gain a deeper understanding of the artistic process by studying artists who use similar techniques to inspire and inform their work.</li> <li>Make own choices from drawing to design to finished work.</li> <li>Record their observations and use them to review and revisit ideas, developing their imagination, generating ideas for alternatives and improvements in their own work.</li> <li>Explore shape and space</li> </ul> <p><b>Appreciation</b> Chris Ofili</p>  <p>Fridha Kahlo</p>  <p>Gustav Klimt</p>  <p>Kehinde Wiley</p> 	<ul style="list-style-type: none"> <li>Use a viewfinder.</li> <li>Work in a sustained and independent way to create detailed drawing and painting.</li> <li>Use a variety of dry and wet media to make marks, lines, patterns and textures.</li> <li>Begin to develop an awareness of scale and proportion in their drawings of landscapes</li> <li>Work with sustained independence and confidence to develop their own style of painting.</li> <li>Mix colour, shades and tones with confidence to achieve their intended effect.</li> <li>Use acrylic paint.</li> <li>Create a painting from a drawing.</li> <li>Explore how artists have used colour, texture and movement to express emotions.</li> <li>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</li> <li>Learn about a great artist and how they have influenced contemporary art and the way to art we see today.</li> <li>Understand the process of making artwork from ideas and drawings to final painting.</li> </ul> <p><b>Appreciation</b> Post-impressionism Vincent Van Gogh</p>   	<ul style="list-style-type: none"> <li>Mix varied tonal palette</li> <li>Revisit observational drawing skills.</li> <li>Make independent choices about materials, surfaces and techniques to develop and realise intentions</li> <li>Understand the process of making artwork from ideas and drawings to final painting.</li> <li>Mixing skills, thinking about how different colour groups can affect outcome.</li> <li>Explore what happens when you mix primary and secondary colours, (tertiary colours)</li> <li>Develop the idea of colour as a way of expressing a meaning.</li> </ul> <p><b>Appreciation</b> Pop Art Andy Warhol</p>  <p>Wayne Thiebaud</p>   	<ul style="list-style-type: none"> <li>Continue to develop mixed media work, combining collage and drawing, using knowledge acquired through experimentation and practise</li> <li>Take creative risks, follow intuition.</li> <li>Use knowledge of skills to underpin their own creative journey.</li> <li>Explore transformation of materials into an object that reflects the personality of the maker.</li> <li>Explore form with mixed media.</li> <li>Consider space and composition.</li> <li>Explore Balance in a collage composition</li> <li>Explore drawing and mark making on new surfaces-found materials.</li> <li>Make independent choices and realise intentions.</li> <li>Work in a sustained and independent way to create a personal piece.</li> <li>Make choices of materials that reflect a personal theme</li> <li>Self-direct choices of layering and positioning to create own composition.</li> <li>Recognise the art of key artists and begin to place them in movements or historical significance and events.</li> <li>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</li> <li>Use recyclable materials to create art and experiment with the materials, exploring both its benefits and challenges.</li> <li>Further develop their understanding to include investigation, experimentation and exploration.</li> </ul> <p><b>Appreciation</b> Aaron Douglas Harlem Renaissance – identity and equality</p>  <p>Grayson Perry</p> 	<ul style="list-style-type: none"> <li><b>Links to Industry</b>-Product design</li> <li>Explore design ideas both physical and aesthetic.</li> <li>Develop further manipulation of materials and understanding of their qualities.</li> <li>Take creative risks</li> <li>Know the fundamentals of tool holding and creating marks, of the process of printing e.g. inking, and printing.</li> <li>Experiment with other printing techniques such as mono, collagraph and gel plate printing to create a background for their print.</li> <li>Understanding the variety of artistic skills with in creative industries.</li> <li>Apply the skills learnt to create an image in layers.</li> <li>Choose colours based on their sketchbook preferences.</li> <li>Print on different surfaces.</li> </ul> <p><b>Appreciation</b> Rachel Newling – Artist and Maker for industry. Lin Onus – Print artist</p> 