



# All achieve, all believe, all create, all a family..

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## 12 Year Rolling Programme for Art (links with our School Vision are in red)

Mixed-year groups	Autumn <b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)  Inspiration: Frida Kahlo, Jean Michel-Basquiat, Picasso (self portraits)	Spring <b>Texture</b> (textiles, clay, sand, plaster, stone)  Inspiration: Chris Ofili (paints in Trinidad and Tobago - traditional scenes), Eric Carle (illustrator, colour),	Summer <b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)  Inspiration: Archimboldo (food) Andy Warhol, Karen Lederer (American printmaker), Blexbolex,
Project Yr A R/Y1	<i>What makes a Polar Bear Perfect/What does a hedge hide?</i> (15: Life on Land)	<i>Story-based project e.g. Julia Donaldson</i> (11: Sustainable Cities and Communities)	<i>What makes a good knight?</i> (3: Good Health and Wellbeing)
Year A – R/1 2021/22	<p>Begin to use a variety of drawing tools.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines.</p> <p>Encourage accurate drawings of people.</p>	<p>Explore different textures</p> <p>Handling, manipulating and enjoying using materials.</p> <p>Sensory experience.</p> <p>Simple collages.</p> <p>Simple weaving.</p>	<p>Rubbings (tree bark, brass, texture tiles)</p> <p>Print with a variety of objects (natural finds, cutlery, shapes, toys etc)</p> <p>Print with block colours using rollers (emulsion rollers, ink rollers etc)</p>



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<i>End of EYFS</i>	<i>Exploration of line using a variety of marks and tools</i>	<i>Developing an understanding of texture and comparison between textures</i>	<i>Exploration of foundation print skills</i>
<b>Year B</b>	<b>Autumn - Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels) Inspiration: Roy Lichtenstein (pop art - cartoon/superhero link)	<b>Spring - Form</b> (3D work, Clay, dough, boxes, wire, paper sculpture, mod roc) Inspiration: Elizabeth Catlett (African American sculptor and artist, theme of slavery)	<b>Summer: Pattern</b> (paint, pencil, textiles, clay, printing) Inspiration: Jean Francois Millet (French artist, lots of agricultural/countryside scenes)
<b>Project Year B R/1</b>	<b><i>What makes a superhero?</i></b> <i>(16: Peace, Justice and Strong Institutions)</i>	<b><i>What does water cost?</i></b> <i>(6: Clean Water)</i>	<b><i>Farms/Growing/Farms around Lincolnshire</i></b> <i>(3: Good Health and Wellbeing)</i>
<b>Year B – R/1 2020/21</b>	Begin to use a variety of drawing tools.  Name all the primary colours  Experimental Mixing of colours  Find collections of colour  Applying colour with a range of tools	Handling, feeling, and manipulating materials.  Constructing in 3d using a variety of materials.  Shape and model making inspired by 'My world'	Repeating patterns  Irregular patterns  Simple Symmetry through folding.



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<i>End of EYFS</i>	Experimental use of colour. Linking colour to season and mood	Work independently using 3d construction methods	Recognise and produce simple patterns
<b>Year A</b>	<b>Autumn</b> <b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software) <b>Inspiration: Samuel Silva (Portuguese artist), Armin Mersmann (German artist - eye drawings),</b>	<b>Spring</b> <b>Texture</b> (textiles, clay, sand, plaster, stone) <b>Inspo: Chris Ofili, Van Gogh,</b>	<b>Summer</b> <b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string) <b>Inspo: Andy Warhol, Elizabeth Catlett, Karen Lederer, Blexbolex,</b>
<b>Yr A, 1/2 Project:</b>	<b><i>What can toys teach us? (3: Good Health and Wellbeing)</i></b>	<b><i>What makes the world flourish? (13: Climate Action)</i></b>	<b><i>What matters more - the past or the future? (15: Life on Land)</i></b>
<b>Year A – 1/2 2021/22</b>	Extend the variety of drawing tools (sticks/ink, charcoal, eraser, fingers etc)  Observe and draw landscapes.  Observe anatomy and begin to draw with more precision (faces, limbs)	Paper based Collage  Sort according to specific qualities.  How textiles create things... Simple textile modification eg, Alter the appearance of a plain tshirt (cutting, sticking, adding colour etc)	Create patterns in a variety of ways.  Develop skills with impressed images.  Introduction to Relief printing (Potato Printing or polystyrene tiles)



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Year B	<b>Autumn - Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels) Inspiration: William Turner (paintings - landscape esp sea/stormy weather)	<b>Spring - Form</b> (3D work, Clay, dough, boxes, wire, paper sculpture, mod roc) Inspiration: Claude Monet/Caneletto/Pissaro (paintings of London landmarks, <a href="https://www.timeout.com/london/art/top-20-public-sculptures-in-london">https://www.timeout.com/london/art/top-20-public-sculptures-in-london</a> (London sculptures))	<b>Summer: Pattern</b> (paint, pencil, textiles, clay, printing) Inspiration: Gustav Klimt (pattern), Henri Toulouse-Latrec (circus), Pablo Picasso (circus), Edgar Degas (circus)
Year B, 1/2 Project	<b>Does chocolate grow on trees?</b> (8: Decent Work for All)	<b>Why is London our capital?</b> (7: Affordable and Sustainable Energy)	<b>What is the wonder of the Big Top?</b> (15: Life on Land)
Year B – 1/2 2020/21	Practise drawing skills using different materials.  Make as many tones of one colour as possible (using white)  Darken colours without using black.  Using colour on a large scale	Awareness of natural and man-made forms.  Replicate patterns and textures in a 3-D form  Explore and appraise the work of other sculptors	Investigate pattern in the environment  Simple pattern design using ICT  Make patterns on a range of surfaces (permanent and non-permanent)



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<i>End of Key Stage 1</i>	Understand the impact of colour and how colour can impact mood	Identify natural and manmade forms. Understand the difference between shape and form	Identify both natural and manmade patterns Replicate and create a range of patterns
<b>Year A</b>	<b>Autumn Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software) <b>Inspiration:</b> Edgar Degas, Vincent Van Gogh,	<b>Spring Texture</b> (textiles, clay, sand, plaster, stone)  <b>Inspiration:</b> Van Gogh (French, colourful, self portraits/landscape - textures), clay inspiration: the Terracotta Army	<b>Summer Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)  <b>Inspiration:</b> Andy Goldworthy (sculptures, found materials), Elizabeth Catlett, Karen Lederer, Blexbolex,
<b>Yr A, 3/4 Project</b>	<b><i>Which festival means the most?</i></b> (2: Zero Hunger)	<b><i>What is the value of a story?</i></b> (16: Peace, Justice and Strong Institutions)	<b><i>Back in Time</i></b> (11: Sustainable Cities and Communities)
<b>Year A – 3/4 2021/22</b>	Experiment with the potential of various pencils.  Close observation drawing.  Recording both positive and negative shapes	Investigating joining textiles.  Use smaller eyed needles and finer threads.  Introduction to weaving.  Tie dying, batik or similar surface resist methods.	Print with a growing range of objects  Identify the different forms printing takes and explain how to create positive (relief) & negative (impressed) lines.



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Year B	Autumn - <b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels) Inspiration: Vincent van Gogh, Hokusai ('The Great Wave painting - Japanese'), Joseph Wright of Derby (Vesuvius in Eruption painting)	Spring - <b>Form</b> (3D work, Clay, dough, boxes, wire, paper sculpture, mod roc) Inspiration: Paul Nash (war artist), Henry Moore (modern sculpture - form)	Summer: <b>Pattern</b> (paint, pencil, textiles, clay, printing) Inspiration: Nike Davies Okundaye (Nigerian Textile designer and artist)
Year B, 3/4 Project	<i>What makes the earth angry?</i> (13: Climate Change)	<i>Are all wars won on the Battlefield?</i> (Peace, Justice and Strong Institutions)	<i>Are we all born equal? (Archbishop of York YL Award)</i> (1: No Poverty; 10: Reduced Inequalities)
Year B – 3/4 2020/21	Initial sketches as a preparation for painting.  Colour mixing and matching; tint, tone, shade.  Observe and describe colours  Colour to reflect mood	Shape, form, model and construct ( malleable and rigid materials)  Develop understanding of different adhesives and methods of construction.  Aesthetics  (Outcome must vary from cycle A)	Pattern in the environment.  Design using ICT to repeat patterns.  Make patterns on a range of surfaces Simple symmetry
Year A	Autumn <b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)	Spring <b>Texture</b> (textiles, clay, sand, plaster, stone)  Inspo: Chris Ofili,	Summer <b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)



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	Inspiration: Albrecht Durer (German - pencil, printing), Pablo Picasso (see 'dove' drawing - simple line drawing contrast to Durer's detail)		Inspo: Andy Warhol, Elizabeth Catlett, Karen Lederer, Blexbolex,
<b>Yr A, 5/6 Project</b>	<i>Is there life beyond space?</i> (5: Gender Equality)	<i>Does the punishment fit the crime?</i> (9: Peace, Justice and Strong Institutions)	<i>Healthy Body - Healthy Mind</i> (3: Good Health and Wellbeing)
<b>Year A – 5/6 2021/22</b>	<p>Effect of light on objects and people from different directions.</p> <p>interpret the texture of a surface through sketch and produce increasingly accurate drawings of people.</p> <p>concept of perspective</p>	<p>Use stories, music &amp; poems as stimuli.</p> <p>Select and use materials based on their texture.</p> <p>Embellish work (stitch, bead, layer)</p> <p>Fabric making (weaving &amp; knitting, knotting or paper making).</p> <p>Explore and reference textile artists.</p>	<p>Develop Print design combining prints and stencils to create layered designs</p> <p>Graffiti - Art or Asbo?</p> <p>Monoprinting.</p> <p>Printing on different media (Paper, fabric, clay)</p> <p>Discuss and evaluate own work and that of others</p>
<b>Year B</b>	<p><b>Autumn - Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels) Inspiration: Banksey, James Mayle (local graffiti artist)</p>	<p><b>Spring - Form</b> (3D work, Clay, dough, boxes, wire, paper sculpture, mod roc) Inspiration: for clay -Johnson Tsang (Chinese clay artist - lots of faces, body parts); found material sculpture e.g. Marcel Duchamp (see 'ready-mades') - Is it Art?</p>	<p><b>Summer: Pattern</b> (paint, pencil, textiles, clay, printing) Inspiration for clay: , Grayson Perry (British - contemporary, vases, unusual creations). Giocometti-style wire sculptures.</p>





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<b>Yr B 5/6 Project</b>	<b><i>Is fashion more important than function?</i> (5: Gender Equality)</b>	<b><i>How do species adapt?</i> (15: Life on Land; 13: Climate Action)</b>	<b><i>Where is home?</i> (11: Sustainable Cities and Communities; 1: No Poverty)</b>
<b>Year B – 5/6 2020/21</b>	<p>Explore hue, tint, tone, shades and mood.</p> <p>explore the use of texture in colour colour for purposes colour to express feelings.</p>	<p>Plan and develop ideas based on Shape &amp; form. Confidently Model and join materials (paper, card, clay, fabric)</p> <p>Draw from observation and imagination Discuss and evaluate own work and that of others</p>	<p>Explore environmental and man made patterns.</p> <p>Tessellation</p> <p>Repeat pattern methods and application (fashion/interiors/gift wrap)</p>
<b><i>End of Key Stage 2</i></b>	<p>Full understanding of primary and secondary colours, how to mix and achieve tint, tone and shade. Confidently talk about and demonstrate the impact of colour</p>	<p>Manipulate form using both negative and positive space working in a variety of mediums.</p>	<p>Identify and replicate patterns, Understand repeat patterns and how the repeat is produced</p>





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