

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Drawing	Painting	Collage	Printing	Textiles	3D
Year 1	<p>Investigate mark making using tools, found materials and different surfaces, representing different textures and making controlled drawings.</p> <p>Context Produce from their imagination a scene from The Three Little Pigs.</p>	<p>COLLAGE Explore and represent ideas and feelings by selecting contrasting colours and materials, tearing, overlapping and sticking materials.</p> <p>Context Collage work in response to the work of Patrick Heron.</p>	<p>PAINTING Explore painting techniques using thick and thin paint, different brush strokes and colour mixing.</p> <p>Context Respond to various stories (King Cuthbert's birthday, Spots on the tummy, Princess and the pea, Fred the dragon) by exploring shape, texture and colour.</p>	<p>Explore printmaking with primary colours using negative stencils, clay slab blocks and collograph blocks producing printed images.</p> <p>Context Create own pattern inspired by Orla Kiely's work.</p>	<p>Explore tools and techniques used in weaving, wrapping and knotting materials.</p> <p>Context Create placemats, inspired by the textile artist Gunta Stölzl.</p>	<p>Explore pattern and line in 3D form by manipulating and pressing found and natural objects into clay and plaster casts.</p> <p>Context Produce natural sculptures exploring the work of Andy Goldsworthy.</p>
Year 2	<p>Different marks in response to descriptive vocabulary – focus on tone. Marks in response to music – line and mark, tools and techniques. Marks on a prepared surface. Work from the imagination in response to a story. Collecting shapes and using marks to show texture. Drawing from different angles.</p> <p>Context Tudor houses – charcoal drawing</p>	<p>Wassily Kandinsky – respond to his work through lines, shapes and colours. Handwriting patterns – investigate and use the visual elements of line, colour and space. Investigate shape and patterns to respond to a story. Anthony Frost – construct, select and develop painting surfaces. Working from imagination – use a story as a starting point.</p> <p>Context Hot and cold environments</p>	<p>Matisse 'The Snail' – work on a large-scale collaborative project. Primary and complementary colours – cut, tear, arrange, review, collect, select, record and evaluate. Bridget Riley – investigate and develop responses. Kurt Schwitters – 'non-art' materials.</p> <p>Context Artist study</p>	<p>Positive and negative stencils – tear, print, layer, overlap. Clay slab prints using 3 colours – overprinting process. Develop clay slab relief printing with tissue inlays. Direct prints – found objects, selected colours and surfaces. Printed designs.</p> <p>Context Simple designs inspired by Chinese symbols</p>	<p>Dip dye – investigate materials and processes. Indian relief printing blocks – try out tools and techniques and apply to materials and processes. Relief blocks – produce own relief printing blocks. Card wraps – investigate the possibilities of materials and processes.</p> <p>Context Collaborative wall hanging</p>	<p>Signs and symbols in Aboriginal art. Didgeridoos – select and develop ideas into 3D work. Clay 1 'King Cuthbert' – rolling, coils. Clay 2 'Magic Garden' – rolling, forms, surface decoration. Clay 3 'Matilda the hen and the space eggs' – pulling, pinching, smoothing.</p> <p>Context Clay tiles with Kente repeating pattern</p>

Year 3	<p>To investigate different marks that can be made using pencils To explore shading techniques and talk about and investigate light/medium/dark tone. Develop and enlarge patterns.</p> <p>Context Stone Age mural</p>	<p>To mix colour tints using primary and secondary colours & white. To discuss colours produced and say what they think and feel about them. Make colour charts to respond to Vincent Van Gogh's starry night.</p> <p>Context Stone Age art and 'Extreme Earth' – natural disasters, volcanoes</p>	<p>PRINTING Use a roller and printing ink to experiment with mark making. Investigate mono printing. Respond to animal markings and create monoprints. Stamp blocks and overprinting colours.</p> <p>Context Inspired by Nature</p>	<p>COLLAGE Paul Klee – Highways and Byways (relate to roman roads). Victor Vasarely- regular, irregular, straight and vertical lines. Henri Matisse – positive and negative in his jazz images.</p> <p>Context Roman roads</p>	<p>3D Use brown gummed paper to create a bowl. Look at work of Howard Hodgkin. Clay slab dish and tile. 3D paper surface.</p> <p>Context Everyday objects</p>	<p>TEXTILES Explore pattern. Dip dye backgrounds. Collograph blocks. Surface printing collograph blocks. Plasticine relief printing block.</p> <p>Context Windsor Castle – wall hanging</p>
Year 4	<p>To use a viewfinder to select and record observations of linear patterning in natural objects. To select from and use own drawings to develop work. To compare ideas, methods and approaches in own and others' work. To use landscape as a starting point for artwork. To respond to the work of John Brunsdon. To use fine control with a pencil to make detailed, analytical observational drawings.</p> <p>Context John Brunsdon – artist study</p>	<p>Paint on different surfaces. Overpaint using small brushes and brush strokes. Look at Georgia O'Keefe's flower paintings. Select and draw parts of the flower. Use a wash technique in the style of Turner.</p> <p>Context All around the world through Turner's landscapes</p>	<p>Matisse the dance – tissue paper. Francis Bacon- distorted portraits. Andy Warhol – Campbell's soup</p> <p>Context Andy Warhol – artist study</p>	<p>Investigate African prints. Revise mono printing process. Press print relief blocks. Collographs using African prints. Monoprints method 2.</p> <p>Context St Charles School in Kenya (our link school)</p>	<p>Monoprinting on fabric. Dip dye surfaces and linear designs. Develop knotting and wrapping techniques in response to Michael Bennand's work (wood textile artist).</p> <p>Context Michael Bennand – artist study</p>	<p>Wellington from brown paper. Create a clay coiled pot.</p> <p>Context Water vessels</p>

Year 5	<p>Hundertwasser drawings. Developing images: using layering, working from imagination, working in the negative.</p> <p>Context Hundertwasser - artist study.</p>	<p>Fauvist paintings. Developing ideas, pattern development using different tools and media.</p> <p>Context Different views of the school building.</p>	<p>PRINTING Reduction block press printing. Combining printmaking processes.</p> <p>Context Viking symbology.</p>	<p>COLLAGE Exploring collage techniques. Drawing natural forms as starting points, developing and overworking with stains and inks.</p> <p>Context Outside of the school building/local area.</p>	<p>Construction and destruction: hangings, relief panels.</p> <p>Context Wall hangings fit for Hampton Court.</p>	<p>Modroc figure sketch. Idea development and creation.</p> <p>Context Giacometti study.</p>
Year 6	<p>Drawing fruit or vegetables, working on scaled up drawings, enlarging, developing.</p> <p>Context Harvest artwork.</p>	<p>PRINTING Analytical drawing, batik.</p> <p>Context Rainforest.</p>	<p>Developing and building collage designs in response to work of Klimt.</p> <p>Context Klimt - artist study.</p>	<p>PAINTING Collecting natural forms, looking at line and contour.</p> <p>Context Patrick Heron study and cubism study.</p>	<p>Influence of architecture (Norman Foster, Gaudi), record responses to these.</p> <p>Context Changing World – how has architecture changed over time.</p>	<p>Clay figure sketches. Idea development and creation.</p> <p>Context Henry Moore study.</p>