

Art-Why here, why now?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year A	Transient Art	Starry Night	DT	Monet and Metzinger	Dt	Dt
	Content	The natural artworks of Andrew Goldsworthy	Life and works of Van Gogh-Starry Night and Sunflowers		Monet and Metzinger, painted landscapes and mosaic collage landscapes		
	Why here, why now	Use of natural materials, linked to weather topic, allows children to look at art in natural world around them	Links to After Dark topic, early work on tints and shades and colour matching		Introduction to different media, pastels and collage, and different techniques,		
	Key Vocabulary	Starting point, observation, natural colours, form tints, shades	Primary and secondary colours, tints, shades, artist, blend, mix, line		Pattern, texture, collage, landscape, pastels, medium		
	Year B	Self portraits	DT	paper art	DT	Arcimboldo	DT
	Content	Self-portraits and portraits in style of Picasso		using different types of paper to make a range of paper art including stained glass, collage, beads, papier mâché,		Arcimboldo and his famous vegetable and fruit pictures	
	Why here, why now	Links to Both history and science topics, initial unit to develop early drawing skills and pencil control		exploring a familiar material in a range of ways, using a variety of techniques to create art		links to food glorious food topic and use of natural materials allows children to look at art in the natural world around them	
	Key Vocabulary	portrait, artist, colour, emotion, abstract		paper, text Yep, finish, collage, tissue paper, papier mâché, card		starting point, observation, collect, emotion, tone,	

# Art-Why here, why now?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Year A	Transient Art	DT	DT	Monet and Metzinger	DT	African art
	Content	The natural artworks of Andrew Goldsworthy			Monet and Metzinger, painted landscapes and mosaic collage landscapes		Creating a range of themed products for an exhibition
	Why here, why now	Use of natural materials, linked to weather topic, allows children to look at art in natural world around them, build on previous year's work on collage, form and texture			Introduction to different media, pastels and collage, and different techniques, representing different moods and feelings in their work, collage linked to science work on materials		Develop a range of art products, using repeating patterns, colour blending and clay work, provides opportunities to develop early skills in a range of mediums,
	Key Vocabulary	Starting point, moods, inspiration, foreground, middle ground observation, natural colours, form tints, shades			Pattern, texture, collage, landscape, pastels, medium		Landscape, silhouette, repeating pattern, jewellery, clay, model, sculpture
	Year B	Portraits	DT	DT	magical realism	Arcimboldo	DT
	Content	Self-portraits and portraits in style of Picasso, DaVinci, Klee and Warhol			the work of Joan Miro, paintings and sculptures similarities and differences in techniques, changing style overtime	Arcimboldo and his famous vegetable and fruit pictures	
	Why here, why now	Links to Both history and science topics, initial unit to develop drawing skills and pencil control, Introducing children to a range of portrait styles and asking for personal viewpoints.			an early introduction to a key artist including painting and sculpture, opportunities for children to try a variety of different styles, using materials and tools effectively including sculpting tools to add details	links to food glorious food topic and use of natural materials allows children to look at art in the natural world around them, building on previous years' work on collage, form and texture.	
	Key Vocabulary	portrait, artist, colour, emotion, abstract			Realism, abstract, similarities, differences, techniques, paintings, sculptures, symbols, shapes	starting point, observation, collect, emotion, tone,	

# Art-Why here, why now?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Year A	3D landscapes	Monet	DT	DT	Indian art techniques	DT
	Content	Sculpture as art in 3d, selecting materials to create a 3-d landscape representing natural forms	In depth study of the impressionist work of Monet, especially landscape and Giverny works			Hastimangala festival, elephant sculptures and decorations, henna rangoli patterns	
	Why here, why now	Link to previous work on collages and sculpture, developing an understanding of shape and texture, adding colour to represent the natural world (links to Goldsworthy) links to mapwork in geography and contouring	Builds on KS1 introduction to Monet, further development of impressionist style, developing perspective and colour choices to represent the natural world, focus on personal response to paintings			Links to previous unit on African art and utilising different techniques, incorporating clay sculptures and embellishment, links to Hindu beliefs and practices in RE	
	Key Vocabulary	Landscape, 3-dimensional, collage contouring, structure,	Foreground, background, abstract, impressionism, techniques			Hastimangala, sculpture, decorations, patterns, medium, symmetrical, rangoli	
	Year B	Van Gough	DT	DT	British artists and art	European artists and art	DT
	Content	the work and life of Vincent van Gough including some of his most famous works sunflowers, starry night,			about the artworks of Freud Hodgkin, Kapoor, Gainsborough and Boyce	about the work of Anselm Kiefer, Michelangelo, Rembrandt, La Corbusier,, Dali and Coco Chanel	
	Why here, why now	links to previous work on Van Gough and development of children's understanding of techniques, creating shapes and tints, and early work on proportion			Exploring the work of a range of British artists including portraiture, sentry boxes, memory postcards, allowing children the opportunity to develop a range of skills and techniques building on previous work	Builds on the experiences from the previous unit on British artists and looks further at the work of a range of European artists covering buildings, portraits, design and surrealist art,	
	Key Vocabulary	Polar, foreground, middle ground, background, shades,			technique, media, plasticine, primary	Combine shapes rectangular, concrete, architect, brim, peak,	

# Art-Why here, why now?

		tints, Deptford, techniques,			colours, textured internal materials	boco, shadow, light, marionette,	
--	--	------------------------------	--	--	--------------------------------------	----------------------------------	--

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Year A		Lowry		Anglo Saxon manuscripts and tapestry	Julian Opie, Henry Moore, Giacometti and Vivienne Westwood	
	Content		Life and work of LS Lowry, creating a large-scale picture		Create an illuminated letter and an image from the Bayeux tapestry to combine with others to make a scene	Different sculpture techniques to create a lifelike maquette, moving from charcoal portraits to dressed wire frame maquettes	
	Why here, why now		Development from work on city landscapes and impressionist style from previous units and use of foreground, middle ground and background to create depth and perspective, use of tonality, limited palette range and naïve approach		Links to Anglo Saxon topic in history,, development of skills in illustration- repeating patterns from earlier units and progress in stitching techniques to create a layered image (layering, quilting etc	Development of sculpting techniques, moving from 2d outlines to 3d models,,, creating a wire form sculpture, building on previous sculpture work with increased emphasis on form and technique	
	Key Vocabulary		Blend, mix, line, tone, shape, abstract, impressionism, naïve style		Illuminated, manuscript, enhancement, pattern, technique,	Portrait, 2d, sculpture, 3d, form, maquette, wire frame,	
	Year B	Landscapes,		Ancient Egypt			
	Content	recording from first hand experiences developing understanding of relative size, distance, shape and texture, the works of Constable, Monet and Turner		observation of drawings in charcoal ancient Egyptian masks the work of Leger, Hockney and Man Ray			
	Why here, why now	building on from previous work on landscapes, focusing on an increased awareness of shape, and perspective come up understanding different approaches that artists might take towards a familiar subject		Linked to topic on Ancient Egypt, extended topic giving children opportunities to produce a range of works both original and in the style of some famous artists, includes work with clay, charcoal, photographs and papier mâché, and adding embellishments , developing skills from earlier work			

Art-Why here, why now?

	Key Vocabulary	blend, mix, tone, shade, abstract, colour, perspective, accuracy		Play, form, process, charcoal, Hockney, photograph, Man Ray, papier mâché			
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 and 6	Year A	Street Art	Abstract art			Leonardo Da Vinci	
	Content	Graffiti, Banksy	Singer Seargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Mary Cassatt, Andy Warhol			Work of Da Vinci, including drawings, portraiture, sketches, inventions	
	Why here, why now	Links to geography topic on land use and illustration, development of stencilling techniques and repeated patterns, incorporating these into a design	Links to geography topic on Americas, focus on development of different art types, including portraits, (Sargent and Cassat) photography, abstract art of Frankenthaler (American artists)			Links to science topic on scientists and inventors, covers a range of techniques and materials and combines a range of previously learnt skills in portraiture, perspective, sketchbooks	
	Key Vocabulary	Sketchbook, street art, graffiti, shape, form, structure	Half painting, landscape, abstract, architecture, photography			Mediums, realism, perspective, composition, shading, hatching, renaissance, impact	
	Year B	Watercolours	action drawings			Islamic art	
	Content	creating an agate watercolour slice, incorporating concentric ring shades,	showing movement in art, Muy bridge, Boccioni and Delauney			similarities and differences between pieces of Islamic art, shapes and patterns, arabesque designs, calligraphy, Islamic architecture	
	Why here, why now	Links to geography topic on resources and the environment, developing understanding of creating light and dark shades of the same colour and blending effectively add a material for texture	Builds on previous work on portraiture and develop skills in first hand observation and drawing, recording from experience and imagination and using colours to reflect an idea or emotion, using techniques in a difficult area of drawing			builds on previous work on calligraphy from manuscripts unit, and links to RE topics on Creativity [term 2]	
	Key Vocabulary	pattern, structure, blend, mix, tone, shade,	sequence, observation, movement, features, activity, colours, action, layering, montage			Geometric, tessellating, arabesque, motif, calligraphy, structural, decorative	

Art-Why here, why now?