



Art Curriculum

Our Art Curriculum Intention



A quality art curriculum will introduce children to creativity at the highest level. It will engage, inspire and challenge . It will equip children with the knowledge and skills to experiment, invent and create their own works of art.

The Moss Valley Art curriculum is focused on children learning to observe the world around them by being taught the skills of observational drawing and collating their ideas in a sketchbook, in readiness to be able to present their ideas creatively and proficiently through the medium of drawing, painting, printing and sculpture. Through a series of well-planned progression units of work, a narrowed core curriculum will ensure children are given the opportunity each year to master skills in drawing and painting . In alternate years they will become proficient at block printing and sculpture with clay.

The emphasis on the teaching of painting will be mainly through Powder Paint. The teaching of sculpture will be mainly through the medium of clay; other media used to create sculpture will aid mastery of this art form. The teaching of printing will be mainly through block printing, with opportunities to experience and have knowledge of other printing processes.

The children will be taught to think critically and develop a more rigorous understanding of art and design by investigating the work of a diverse range of artists, designers, and craftspeople . Through the rigour of the curriculum , children will know how art and design both reflect and shape our history, contribute to our culture, creativity, and wealth of the nation.

Moss Valley will also provide opportunities for children to experience other additional art forms . These short standalone experiences will be delivered annually to offer a breadth of experiences.

The children will use drawing, painting, printing and sculpture to develop and share their ideas, experiences and imagination. They will study artist's work and be taught the language to describe the differences and similarities between different practices and disciplines and make links to their own work. During KS2, children will continue to build on and develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will improve their mastery of art and design techniques in drawing, painting, printing and sculpture. They will continue to be taught about and be inspired by the work of artist and craftspeople and will use what they have learnt to inspire and critically inform their own work.

Teachers will make explicit reference to where children have met concepts before in the curriculum. Horizontal links will be explicitly made e.g. the mark making that children complete in the art drawing units leads into brush control in the painting units. Observational drawing will be a thread which links all units of work. Vertical links will be made where knowledge and understanding are built upon from previous art units. Diagonal links will be made, particularly where this is cross-curricular e.g. links to History

EYFS Curriculum

What an EYFS artist needs to understand?	What do they need to know?	How can they show they are artists?
That there is a variety of materials that can be used to express ideas.	Understand that materials can be different and be used for different effects. Join different materials and explore different textures. Choose the right resources to carry out their own plan.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
That different tools and techniques create different effects.	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings – happiness, sadness, fear etc. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Use large-muscle movements to wave flags and streamers, paint and make marks. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Hold a pencil effectively in preparation for fluent writing - using
That color can be manipulated to create and effect.	How to explore colour and colour mixing. How to create different colours. To begin to understand shade and contrast in colour	Use a range of small tools, including scissors, paintbrushes and cutlery.
That art can be used to express my feelings and emotions	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Share their creations, explaining the process they have used. Draw faces that show different emotions. Explore how different colours can be linked to different emotions.

Curriculum Overview

		Autumn	Spring	Summer
KS1	Year 1	Drawing : Past and Present Foods	Painting: Expressive painting	Printing: Seascapes
	Year 2	Painting: The Great Fire of London	Sculpture: Animals around the world	Drawing: Flora and Fauna
Lower KS2	Year 3	Drawing: Cityscapes	Printing: Ancient Egyptian Patterns	Painting: Cloth, thread, paint
	Year 4	Sculpture: Anglo-Saxon and Viking Architecture	Drawing: Still Life	Painting: Landscapes
Upper KS2	Year 5	Printing: Ancient Grecian Patterns	Drawing: Self- Portraits	Painting: Reflections and Light
	Year 6	Painting: Rainforest Art	Sculpture: Architecture	Drawing: Political Art

Progression of Content						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Past and Present Foods- Line and shape Autumn term	Flora and Fauna- Tone and shading (access art) Summer term	Cityscapes- Linear perspective Autumn term	Still Life- Composition and shade (access art) Spring term	Self- Portraits- Exploring Identity (access art) Spring term	Political Art- Expressive poster (access art) Summer term
Painting	Expressive painting- Representation or abstract (access art) Spring term	The Great Fire of London- Mixed media and paint Autumn term	Cloth, Thread, Paint- Painting and Sewing (access art) Summer term	Landscapes- Local scenes Summer term	Reflections and Light- Rivers Summer term	Rainforest Art- Animals and plants Autumn term
Printing	Seascapes- Water patterns Summer term		Ancient Egyptian Patterns -Repetition and layered printing Spring term		Ancient Grecian Patterns- Layered printing Autumn term	
Sculpture		Animals around the world- Patterns and model Spring term		Anglo- Saxon and Viking Architecture - Houses and settlements (access art-model examples) Autumn term		Architecture- Set designer (access art) Spring term

Cross-curricular links:

History



Geography



Year 1 : What do we want the children to know?

Year 1 Autumn term: Drawing

Theme/ Inspiration	Past and Present foods– line and shape History topic - My Family History, food
Learning objectives: <u>SEND</u>	<ul style="list-style-type: none"> • <u>To make spiral drawings with different medium.</u> • To make simple sketches from imagination or memory of foods they know. • To make observational sketches from photographs and adverts from 1950s and of the present day. • To make observational drawings from other artists with use of colour. • <u>To explore pastel using different drawing techniques.</u> • <u>To observe a still-life in the classroom and create a final piece.</u>
Final Outcome:	A drawing coloured with pastel from a present day food still-life arrangement.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can draw with my fingertips, wrist, elbow, my shoulder and my body. • I can control the direction of my lines on paper. • I can make a drawing using a continuous line for a minute or two. • I can make quick sketches or detailed drawings in my sketchbook. • I can draw from observation a few minutes at a time. • I can draw from imagination or memory. • I can observe and talk about different styles from other artists. • I can use different drawing tools to show colour. • I can control how hard I press on the paper to show light and dark. • I can explore pastels and how to create different effects such as overlapping of colours and smudging. • I can share, reflect and discuss my work and other children’s work using WWW and EBI (what went well and even better if).
Artists covered	Vincent Van Gogh– Still Life with Apples Paul Cezanne– Apples and Oranges, Paul Cezanne and Fruit Nicola McBride Marcello Barenghi
Required Resources	Pencils: HB multi-purpose and less smudging 4H-2H light marks, good for sketching, outline work or technical drawing B grades for shading and tonal work Higher B grades for smudging and blending Coloured pencils Handwriting pens Biros –different colours Chalks Graphite Pastels Sketch books Large. A2 or A3 coloured paper Cartridge paper Prints of the artists’ work for the children to copy

Year 1 : What do we want the children to know?

Year 1 Spring term: Painting

Theme/ Inspiration	Expressive painting- Representation or abstract (Access art: Expressive Painting)
Learning objectives: SEND	<ul style="list-style-type: none"> • To explore the work of other artists with the focus of colour and mark making. • <u>To identify primary and secondary colours and explore mixing paint.</u> • To observe artists' works of loose brushstrokes and thickness of paint used for expressive art. • <u>To demonstrate gestural mark making, line and composition using inspiration from still life.</u> • To experiment with collage with the focus of form and colour. • <u>To explore and be imaginative with using paint and how it is applied.</u>
Final Outcome:	A piece of art with gestural mark making (see access art) that is a representation or abstract taken from inspiration of the artists and still life. The final piece can include materials or collage with addition to paint.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • I can start to share my response to the work of other artists. • I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. • I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. • I can make a loose drawing from a still life. • I can use various home made tools to apply paint in abstract patterns. I can be inventive. • I can see colours and shapes in the still life. • I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. • I can share my experiments and final piece with others and share what I liked and what went well. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Marela Zacarias Charlie French Van Gogh Cezanne
Required Resources	Powder paint, paint brushes, water, paper towels, palettes to mix and bowls/pots to hold the powder paint.– lesson 2 mixing colours Access Art uses acrylic– use poster paint for this lesson Design to go in sketch books, final piece can be larger paper. Soft pencils handwriting pens Artists' work for the children to copy A selection of 'found tools' such as old shoe brushes, string, wire, rags, thick strips, sticks– mark making tools resource on access art A selection of bright still life objects to draw eg plastic blocks, cups, balls, colourful mugs Collage materials– tissue paper, card, newspaper, magazines, scraps of materials

Year 1: What do we want the children to know?

Year 1 Summer term: Printing	
Theme/ Inspiration	Seascapes– Water Patterns Geography topic - Beside the Seaside
Learning objectives: <u>SEND</u>	<ul style="list-style-type: none"> • To make and observe water patterns with different resources and print it onto paper. • <u>To draw water marks and patterns from photographs, drawings and prints.</u> • To understand how light can change water and how the seasons can change it. • <u>To explore and analyse an artist's work.</u> • To create a water pattern that is simple in design. • <u>To produce a print using my design and experiment with colour and materials used to print on.</u>
Final Outcome:	A simple water pattern design on print that is repeated on the same material in different colours. The same design used again and printed on a different material and repeated printing in the same way.
Key Skills: What the children will need to be able to do.	<ul style="list-style-type: none"> • I can use oil in water to observe and make different patterns. • I can make ripples, splashes and water movement using heavy objects in water. I can explain how the water patterns looks and how it makes me feel. • I can control my pencil and make circles of curves on the paper. • I can talk about how light can change the appearance of water and what season has more sunlight. • I can talk about David Hockney and explain what I like about it or how it makes me feel. • I can make a simple water design and understand what it is to repeat a pattern. I can draw carefully onto the foam, applying the right amount of pressure. I have some understanding of how printing works that the paint will not go onto the drawn lines on the foam tile. • With support I can print my design onto different materials. I can explain which material I liked the best to print on and which colour I preferred. • I can describe the materials, tools and processes used to create a simple print. • I can talk about the differences between a print and painting. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	David Hockney Katsushika Hokusai– The Great Wave of Kanguwa (print)
Required Resources	Printing list from: Accessible Printmaking Techniques (teacher resources) Artists works (teacher resources) Food coloring/oil/marbling ink, water and bowl—paper to dip Stones/something heavy to drop in water to observe patterns and container of water Cloth or material to print on. Newspapers/text to print on. Cartridge paper to print on. Sketch books can be used to practise the print first.

Year 2 : What do we want the children to know?

Year 2 Autumn term: Painting	
Theme/ Inspiration	The Great Fire of London– Mixed media and paint History topic—The Great Fire of London
Learning objectives: SEND	<ul style="list-style-type: none"> To respond to the events of The Great Fire of London and artists' impression of it. <u>To mix primary colours and focus on a limited colour palette to express fire.</u> To research artists and different styles of painting by making observational paintings. <u>To use a variety of materials to paint with to represent fire.</u> To draw and recreate a scene from The Great Fire of London. <u>To paint my final piece.</u>
Final Outcome:	An individual interpretation of London ablaze using paint and another medium of choice. Mixed media may also be used (mixed materials, such as collage or tissue paper). A black card template of the London skyline might be used so the children can focus on painting the fire.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> I can draw from paintings of the past (Battlehook and Griffier) and explain why there were no photographs. I can say the primary colours and what colours to mix to make secondary colours. I can use a limited colour palette to make a painting and to create colour harmony (colours that look good together). I can look at making different shade of the same colour by adding tint or shade. I can talk about Piper, Van Gogh and Turner's different styles in painting and experiment with some different painting techniques such as wax and water colour, large brushstrokes and bold colours. I can use a variety of materials and talk about which one I liked the best to work with for my final piece. I can cut out a section from The Great Fire of London. I can enlarge it by drawing, recreate and interpret it how I wish to. I can talk about what medium I want to use with the paint for my design, (oil pastels, ink, pen, collage etc). I can select my paint colours based on warm and cool, primary and secondary. I can control my hand an wrist movements to make a fire image with either paint brushes or a different material. I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Paintings of the era: Jan Griffier Jan Griffier I (c.1652–1718), Josepha Jane Battlehooke 1675, or any images found of that time. Inspiration: John Piper, Gothic Folly, Stowe, 1985 Vincent Van Gogh, The London Fire William Turner, The Burning of the Houses of Lords and Common
Required Resources	Powder Paint, palettes, brushes, water pots, paper towels, pots for the powder. Cartridge paper for final piece oilpastels, pastels, water colours, chinks, pens, anything the children want to try with paint. This can be before or after the paint. Additional ideas use : Access Art : Monoprint and painting: The great fire of London Ink– ink and marbling paper Ideas for painting: sponges, blowing paint through straws, cotton buds, sticks, paper towels, fingers, plastic forks, cardboard. Possible skyline template used for all or some children, then they paint only the fire. Images from all the artists for the children to copy. Brief introduction and facts to The Great Fire of London.

Year 2 : What do we want the children to know?

Year 2 Spring Term: Sculpture

Theme/ Inspiration	Animals around the world– Patterns and model Geography topic– My World: Continents and oceans
Learning Objectives: <u>SEND</u>	<ul style="list-style-type: none"> • To explore artists' work and discuss the medium clay. • <u>To make observational sketches of animals to learn about different animal forms.</u> • To experiment with clay and discuss how this will effect my decision with what animal to choose. • <u>To practise carving techniques and manipulation of clay by creating clay tiles.</u> • To draw my final design with focus on body position showing stillness or movement. • <u>To create the final clay animal piece using my design.</u>
Final Outcome:	A clay animal sculpture, showing movement or stillness from the continent of choice.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can experiment with mark making in clay using various materials. • I can mould and manipulate clay by using water and use my fingers to smooth out any lines. • I can cut, mould, decorate clay with the appropriate tools. • I can create relief (3D) by adding smaller parts of clay to the main part. • I can start with a main body of the animal and add small amounts of clay to add body parts for the animal. • I can add intricate detail of the animal using a picture/photo as inspiration. • I can shape, form and model a clay animal using my plan. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Pippa Hill Helen Burgess
Required Resources	'How to clay play'—access art– lesson Images of artists' work Images of various animals Clay Clay tools Water pots Pencils Sketch books Rolls of paper for the tables

Year 2: What do we want the children to know?

Year 2 Summer term: Drawing	
Theme/ Inspiration	Flora and Fauna– Tone and shading (Access Art– lesson plans)
Learning objectives: <u>SEND</u>	<ul style="list-style-type: none"> • To explore artists' work inspired by flora and fauna. • <u>To make quick observation sketches using a variety of media.</u> • <u>To draw an insect in detail, thinking about a larger scale to facilitate the media charcoal and oil pastel.</u> • To create a mini beast collage. • To experiment with different drawing tools to capture a a wild flower meadow. • <u>To draw and add colour for my final Flora and Fauna piece.</u>
Final Outcome:	To have a background of a wild flower meadow and on a different piece of paper, an insect. To cut around the insect and stick on the background for the final piece.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can interpret works of other artists inspired by flora and fauna. • I can look closely at insects and plants and make drawings using pen to describe what I see. • I can experiment using charcoal and oil pastel and make my own insects/plant/flower. • I can cut out shapes in different colours, and use these shapes to make an insect. I can think about its body parts and use the appropriate shape to represent the insect. • I can independently chose the medium I want to use, for drawing and adding colour to my art. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Henri Rousseau Hannah Borger Jan van Kessel Eric Carle
Required Resources	Pencils: HB multi-purpose and less smudging 4H-2H light marks, good for sketching, outline work or technical drawing B grades for shading and tonal work Higher B grades for smudging and blending A range of drawing tools, pens, ink, felt tips etc Charcoal Oil pastels Cut out card in shapes needed for insect collage Coloured card/tissue paper Eric Carle– The very hungry caterpillar to show Access art– full lesson coverage and videos Any extra images wanted for drawing of insects and plants Can make observational drawings outside– a local walk or school grounds

Year 3 : What do we want the children to know?

Year 3 Autumn term: Drawing	
Theme/ Inspiration	Cityscapes-Linear perspective Geography topic– The UK
Learning objectives: SEND	<ul style="list-style-type: none"> To explore and compare artists' work inspired by buildings, cityscapes and composition. <u>To interpret photographs of cityscapes with the focus of pencil and shade.</u> To develop drawing skills through point of perspective. <u>To develop a background scene using Lowry for inspiration.</u> To design a final piece with annotation for background, foreground and medium used. <u>To create a final piece inspired by cityscapes.</u>
Final Outcome:	A drawing using mainly pencil of a cityscape. The children will chose inspiration from artists and photographs to recreate their own composition.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> I can interpret artists' work and use their different styles to inspire me. I can compare different artists. I can use photos and artists images to draw my own cityscapes. I can use a range of pencils to create depth and shade. I can use a variety of drawing tools for the buildings and for the greenery of a cityscape. I can discuss Lowry's style and how I have used his work for inspiration for my background. I can talk about 1 point and 2 point perspective and demonstrate it in drawing. I can create a final piece with a mix of inspiration from artists and my own interpretation of a cityscape. I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Range of Architects as per resource Access Art: Drawing Source Material: Amazing Architectural Homes The Shoreditch Sketcher TS Lowry Stephen Wiltshire
Required Resources	Photos of the UK cityscapes Images for artists Any other drawing medium wanted; pens, felt tips, coloured pencils etc, charcoal Pencils: HB multi-purpose and less smudging 4H-2H light marks, good for sketching, outline work or technical drawing B grades for shading and tonal work Higher B grades for smudging and blending A range of drawing tools, pens, ink, felt tips etc Paper

Year 3: What do we want the children to know?

Year 3 Spring term: Printing

Theme/ Inspiration	Ancient Egyptian Patterns- Repetition and Layered Printing History topic- The Egyptians
Learning objectives: SEND	<ul style="list-style-type: none"> • <u>To recognise Ancient Egyptian Patterns and to interpret some designs.</u> • To analyse Ancients Hieroglyphics and select some patterns from them. • To analyse and interpret artists' work. • <u>To design a pattern influence by Ancient Egypt.</u> • <u>To produce the first print to my piece.</u> • To rework my design and reprint with different colours and rotation.
Final Outcome:	A simple pattern inspired by Ancient Egypt. It can be repeated however many times the children want, with different colours and rotation etc.
Key Skills: What the children will need to be able to do	<p>Repeat and extend the printing processes learned in Year 1 becoming more independent in the approach.</p> <ul style="list-style-type: none"> • I can draw and have some understanding of how Ancient Egyptian patterns look like. • I can interpret hieroglyphics and demonstrate some independence in recreating of the patterns. • I can compare, discuss and analyse Klimt, Kusama and Warhol and their work. • I can use my imagination and knowledge learnt to design my own pattern that is simple and effective. • I can describe the materials, tools and processes used to create a simple print. • I can talk about the differences between a print and painting. • I can draw carefully onto the foam, applying the right amount of pressure. I have some understanding of how printing works and that my image on the foam tile will produce a negative image and be reversed when printed. • I can explore with the repeating of the print by rotating the image and changing the colour. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Gustav Klimt, The tree of Life 1905-1911 (influenced by Egyptian patterns) Yayoi Kusama, Pumpkin (uses repetition in pattern) Andy Warhol, 9 flowers (repeated prints) May want to use various artefacts and patterns, some links below.
Required Resources	<p>https://www.accessart.org.uk/accessible-printmaking-techniques/ https://www.ducksters.com/history/art/ancient_egyptian_art.php https://www.123rf.com/photo_19874356_ancient-egyptian-patterns.html or any simple Egyptian design https://stock.adobe.com/uk/search?k=egyptian+patterns PowerPoint hieroglyphics Artists' work for the children to copy Patterns printed Palettes, rollers, ink, foam tiles, blunt pencils, cartridge paper Sketch books for design and practise of printing Cartridge paper for final piece</p>

Year 3 : What do we want the children to know?

Year 3 Spring term: Painting

Theme/ Inspiration	Cloth, Thread, Paint-Painting and Sewing Access Art
Learning objectives: SEND	<ul style="list-style-type: none"> To explore textiles artists and media used. <u>To find and imitate mark making found in artists' work.</u> <u>To paint various backgrounds on cloth fabric squares in order to understand how the materials affects the paint.</u> <u>To develop mark making with stiches on top of the paint on the fabric squares.</u> To design a final piece and chose a theme after analysing my fabric squares. To create a final enlarged piece with the preferred theme, paint and stitches.
Final Outcome:	A landscape or seascape painted on fabric with stitches on top for mark making. Inspiration can be taken from artists, local images, images from the internet, linked to the water cycle or inspired from imagination.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> I can explore how artists combine media and use them in unusual ways to make art. I can share my response to artists' work. I can use my sketchbook to make visual notes capturing ideas that interest me. I can use my sketchbook to test ideas and explore colour and mark making. I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape. I can thread a needle with cotton. I can use a running stitch to create marks. I can explore with stitches to make as many different marks as possible. I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Hannah Rae Alice Kettle
Required Resources	Can do local area (photos) and landscape/water scenes etc, videos from access art or own images Can link the topic to the water cycle and focus more on water scenes Material cut up in small squares. Material cut for final pieces. Paint, brushes, water pots, palettes Cotton– different colours Needles– different sizes for different abilities scissors

Year 4 Spring term: Drawing

Theme/ Inspiration	Still Life- Composition and shade (Access art– lesson plans (adapted from the year 4 ‘Exploring Still Life’)
Learning objectives: <u>SEND</u>	<ul style="list-style-type: none"> • <u>To discuss line, shape and colour whilst looking at an artist.</u> • To use the four colour gestural drawing technique. • To explore contemporary and traditional still life artists. • <u>To experiment with shade, tone and shadows to create 3D graphic images.</u> • To design a still life composition. • <u>To create a still life drawing with depth.</u>
Final Outcome:	To create a still life drawing with texture and shadow. This could be achieved with collage to add relief and layers or it could be simply drawn with pencil. The children can choose their own medium and technique for the final outcome.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can interpret works of other artists inspired by still life. • I can explain what still life means. • I can look closely at the objects, fruit or plants and make drawings using pencil to describe what I see. • I can experiment using charcoal, oil pastels, ink, felts, pens and any other drawing medium. • I can cut out shapes in different colours, and use these shapes to make a objects for my composition. I can think about the colour, shape, size and shadow to create a 3D image. • I can independently chose the medium I want to use, for drawing and adding colour to my art or I can choose to concentrate on pencil tone and not add colour. • I can develop my skills of shade, tone and tint and work with light and shadows. • I can share, reflect and discuss my work and other children’s work using WWW and EBI (what went well and even better if).
Artists covered	Paul Cezanne Hilary Pecis Nicole Dyer Bas Meeus Hirasho Sato
Required Resources	Pencils: HB multi-purpose and less smudging 4H-2H light marks, good for sketching, outline work or technical drawing B grades for shading and tonal work Higher B grades for smudging and blending A range of drawing tools, pens, ink, felt tips etc Charcoal Oil pastels Cut out card in shapes needed for collage Coloured card/tissue paper Access art– full lesson coverage and videos on lesson plans and artists Any images of artists’ work printed out Any items to create a real still life for the centre of the classroom: jug, bowl, vase, flowers, plants, cloth, fruit etc. This can change weekly, take photos, keep copies and the children can take inspiration from them to create their own composition or they can draw what is in front of them on the final week.

Year 4 : What do we want the children to know?

Year 4 Autumn term: Sculpture

Theme/ Inspiration	Anglo– Saxon and Viking Architecture -Houses and settlements History topic– Anglo-Saxon and Vikings (Sculpture ideas on access art)
Learning objectives: SEND	<ul style="list-style-type: none"> • To explore artist's work and compare their styles with sculpture. • <u>To make quick observational sketches using various drawing tools.</u> • To explore with manipulating clay and mark making with tools. • <u>To design my model using inspiration from historical images.</u> • <u>To create my final piece working with clay and mixed materials.</u> • To make amendments or improvements to my final piece after analysing it.
Final Outcome:	A clay sculpture that is inspired from historical Anglo-Saxon and Viking images. Not a replica but to be inspired by the style. In addition to clay, any materials to enhance the look could be used.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can experiment with mark making in clay using various materials. • I can mould and manipulate clay by using water and use my fingers to smooth out any lines. • I can cut, mould, decorate clay with the appropriate tools. • I can create relief (3D) by adding smaller parts of clay to the main part. • I can start with a main body of the house and add smaller parts for detail. • I can add intricate detail of the house using tools. • I can shape, form and model a clay house using my plan. • I can use additional materials and understand how to mould them to the clay. • I can evaluate my work after it has dried and discuss any areas that have not gone to plan or that may need amendments . • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	John Brickels Neil Spalding
Required Resources	Clay Clay tools Water pots Resources to add if wanted: wool, twigs, sticks, stones, grass, leaves, lollipops, wire etc Access art: Show Me What You See: Drawing Inspired by Anglo Saxon Architecture A Sketchbook Pathway: Anglo Saxon Architecture Sculptures with Personality, Inspired by Anglo Saxon Houses Images from access art Images of artists' work

Year 4 : What do we want the children to know?

Year 4 Summer term: Painting

Theme/ Inspiration	Landscapes-Local scenes Geography topic: Settlements Access art—mixed media landscapes
Learning objectives: SEND	<ul style="list-style-type: none"> • <u>To compare an impressionist, abstractionist and a modern day artist who are inspired by landscapes.</u> • To draw observational sketches on thin, elongated paper. • <u>To explore mixed media to capture energy and spirit of a place.</u> • To demonstrate painting using watercolour. • To practice mixing skills with primary, secondary and tertiary colours. • <u>To design a composition for my landscape and to paint the final piece.</u>
Final Outcome:	A landscape painting with mixed media.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I have seen how artists respond to landscapes in various ways by using inventive mixed media combinations. • I have seen how artists work outside amongst the land which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. • I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. • I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. • I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Vanessa Gardiner Claude Monet Paul Cezanne Wassily Kandinsky
Required Resources	Can make observational drawings outside– a local walk or school grounds Powder paint Water pots Brushes Palettes Watercolour Any mixed media: cardboard, recycling, straws, lollipop sticks, twigs, leaves, any found material, any found drawing/painting tools etc

Year 5 : What do we want the children to know?

Year 5 Autumn term: Printing	
Theme/ Inspiration	Ancient Grecian Patterns- Layered printing History topic; Ancient Civilisations: The Greeks
Learning objectives: <u>SEND</u>	<ul style="list-style-type: none"> • <u>To recognise Ancient Grecian Patterns and to interpret some designs.</u> • To analyse and interpret artists' work. • <u>To design a pattern influenced by Ancient Greece.</u> • To practise reprinting, understand how it changes and how the design will need adapting. • <u>To produce the first print to my piece.</u> • To rework my design and reprint.
Final Outcome:	A simple pattern inspired by Ancient Greece. It can be repeated however many times the children want, with different colours and rotation etc. The children will have one print or more on a piece of paper. Each child will have more than one layer where the design has been reworked and reprinted with a different colour. See access art for details on printing. SEND– based on ability may need to produce a print without reworking into the foam for a different design.
Key Skills: What the children will need to be able to do	<p>Repeat and extend the printing processes learned in Year 1 becoming more independent in the approach. Become more confident and explorative in the layered technique, building on skills learned in year 3.</p> <ul style="list-style-type: none"> • I can draw and have some understanding of how Ancient Grecian patterns look like. • I can compare, discuss and analyse various artists and their work. • I can use my imagination and knowledge learnt to design my own pattern that is simple and effective. • I can describe the materials, tools and processes used to create a simple print. • I can talk about the differences between a print and painting. • I can draw carefully onto the foam, applying the right amount of pressure. I have some understanding of how printing works and that my image on the foam tile will produce a negative image and be reversed when printed. • I can explore with the repeating of the print by rotating the image and changing the colour. • I can work into the tile after the initial print to adjust the next print and understand that my design will change when reprinting. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Damien Hirst Anni Albers Keith Haring Andy Warhol, 9 flowers (repeated prints) Various prints of patterns and artefacts from the era printed off– lesson 1
Required Resources	https://www.accessart.org.uk/accessible-printmaking-techniques/ Artists' work printed for the children to copy Patterns/artefacts printed Palettes, rollers, ink, foam tiles, blunt pencils, cartridge paper Sketch books for design and practise printing Cartridge paper for final piece

Year 5 : What do we want the children to know?

Year 5 Spring term : Drawing

Theme/ Inspiration	Self-Portraits– Exploring Identity (Access art: Exploring Identity)
Learning objectives: SEND:	<ul style="list-style-type: none"> • To discover artists who work with notions about identity and to practise with line and tone. • <u>To make observational drawings of peers and to pose for others.</u> • <u>To imitate and explore artists’ work of portraits.</u> • <u>To draw a self– portrait using a range of drawing tools.</u> • To add a background that represents my identity. • To finalise my art with recycled materials to create a layered self-portrait.
Final Outcome:	To have a layered self-portrait using drawing tools that have been independently chosen. The piece will have used recycled materials. The children should be able to identify that the piece reflects them in any way they want to represent themselves.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can reflect and talk about what identity is to me and how other artists have shown theirs. • I can practise and explore linear patterns and mark making e.g. scribble, hatching, cross hatching, smudging, pressure of pencil and I have some idea of what pencil to use. • I can explore a variety of drawing tools and use different materials such as straws, cotton buds, sticks etc —anything that makes a mark. • I can develop my observational skills, focussing on loose, quick sketches or fine detailed work. • I can understand scale and composition of my work to create a final piece. • I can share, reflect and discuss my work and other children’s work using WWW and EBI (what went well and even better if).
Artists covered	Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett
Required Resources	<p>At the start of the topic ask the children to start collecting recycling materials to bring in for their art: cardboard, lids, material scarps, old clothes, magazines, anything that they want to use.</p> <p>Talking points of artists (access art– Exploring Identity PDF) Lesson 3 artists’ websites https://www.njidekaakunyilicrosby.com/ https://yinkashonibare.com/ https://thandiwemuriu.com/</p> <p>Photographs of the children for self-portraits Pencils: HB multi-purpose and less smudging. 4H-2H light marks, good for sketching, outline work or technical drawing. B grades for shading and tonal work. Higher B grades for smudging and blending Bubble wrap and recycled materials—lesson 6 Any drawing tools available: pencils, pens, felts, pencils crayons, inks Any paints available for the background of portrait (do not have to use paint) Palettes, brushes, water pots, paper towels Cartridge paper for final piece.</p>

Year 5: What do we want the children to know?

Year 5 Summer term: Painting

Theme/ Inspiration	Reflections and Light- Rivers Geography topic: Rivers
Learning objectives: SEND:	<ul style="list-style-type: none"> • <u>To explore artists' work and compare them.</u> • To make quick observational sketches to discuss composition of images. • To create texture with a range of tools. • <u>To observe how water moves and how light can dramatically change it.</u> • To design my piece and discuss realism and abstract. • <u>To create my final piece.</u>
Final Outcome:	A painting that shows water with depth, light or reflection in some way. This could be a seascape using other objects such as a boat and the sky or it can be more abstract. Let the children decide their own composition and design.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can share my response to artists' work. • I can use my sketchbook to make visual notes capturing ideas that interest me from artists' work. • I can use my sketchbook to test ideas and explore colour and mark making with a range of painting medium. • I can use my knowledge of primary, secondary and tertiary to mix powder paint and make colours. • I can explore how artists use composition to arrange a painting. • To use a range of tools to create texture: sponges, sticks, straws etc. • I can decide what I want to draw and paint for my final piece taking inspiration from artists and photographs. • I can understand how colour affects mood of a painting and what feeling I want for my piece. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Van Gogh David Hockney Turner
Required Resources	Photographs/prints of water, ripples etc Prints of artists' work Powder paint Water pots Palettes/plates for mixing Brushes– thick and thin A range of tools for texture; sponges, straws, sticks, glue sticks, end of brushes (pointillism), anything that makes a mark that is not a brush Pencils Sketch books for designs Paper for final piece

Year 6: What do we want the children to know?

Year 6 Autumn term: Painting

Theme/ Inspiration	Rainforest Art- Animals and plants Geography topic: The Rainforest
Learning objectives: <u>SEND</u>	<ul style="list-style-type: none"> • To explore artists' work inspired by rainforests, animals or plants. • <u>To make quick observation sketches using a variety of media.</u> • <u>To focus on one plant or animal to capture colour, line and shape.</u> • To create a composition for a scene from the rainforest. • To experiment with different paints and techniques. • <u>To design and create my final piece inspired by the rainforest.</u>
Final Outcome:	A painting of animals/one animal/one plants/a scene/or mixed plants and animals– let the children decide their design
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can share my response to artists' work. • I can use my sketchbook to make visual notes capturing ideas that interest me. • I can use my sketchbook to test ideas and explore colour and mark making. • I can draw a range of animals, plants, trees and rainforests scenes. • I can use my knowledge of primary, secondary and tertiary to mix powder paint and make colours. • I can explore how artists use composition to arrange a painting. • I can use a range of painting medium—powder, poster and water colour. • I can decide what I want to draw and paint for my final piece. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Henri Rousseau John Dyer Betty Lou (fineartamerica)
Required Resources	Images printed of animals and plants/trees etc Artists' work printed Paint, brushes, water pots, palettes Powder paint– palettes or plates to mix Sketch books for drawings, designs Pencil Paper for the final piece Pencils, pencil crayons or any other colouring medium– felts etc for practise of design and drawing in sketchbooks.

Year 6: What do we want the children to know?

Year 6 Spring term: Sculpture	
Theme/Inspiration:	Architecture– Set Designer
Learning objectives: SEND	<ul style="list-style-type: none"> • <u>To explore designer work in a theatre.</u> • To create small sets and to represent the set through dramatic charcoal pictures. • <u>To design and draw a set with annotations of what materials are needed.</u> • <u>To build a set design for the theatre.</u> • To make the props for my set. • To add more detail to the set using colour.
Final Outcome:	To respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys the children’s interpretation of the mood/narrative of the original stimulus. To be creative in response to materials that many are recycled or found.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can respond to the work of a set designer and think about what has been achieved, such as, atmosphere, how it makes the audience feel, what materials have been used, how it makes me feel and how do I see the role of a set designer. • I can make expressive and energetic drawings with charcoal/graphite/black pastel. • I can use props/toys/torches to create drama into my scene. • I can use my imagination from a stimulus to design a set and plan what materials I want that is accessible and achievable. • I can talk about what elements are needed: backdrops, flats and props and not worry about them looking too literal and can be built roughly. • I can reflect as I am building and creating, problem solving throughout and changing my plan if needed. • I can add colour to my set imaginatively. • As much as I am able, I can source the materials for myself and think creatively on what I can use. • I can share, reflect and discuss my work and other children’s work using WWW and EBI (what went well and even better if).
Artists covered	Rae Smith– Set designer Fausto Melotti- sculptor
Required Resources	Recycled objects and materials, old clothes, beads, newspapers, magazines, cardboard, lids, ribbons, sticks from outside, wood (if possible) – ask the children to start collecting when starting the topic and collect anything they want to put in their final piece. Show or print off the set designs from access art to inspire the children. Art cupboard supplies: lollipop sticks, straws, beads, cardboard (some) coloured paper and card, clay (can use to make some objects, not all), glue gun and glue x 2, masking tape, PVA glue, string, material, tissue paper Lesson 2– small toys, animals, dolls, lego etc (ask children or nursery to supply these) -Charcoal/black pastels -Large coloured paper

Year 6 SUMMER TERM : DRAWING

Theme/ Inspiration	Political Art- Expressive poster History topic: WW2 (Access art unit– Inspiration taken from : Print and Activism)
Learning objectives: SEND	<ul style="list-style-type: none"> • <u>To analyse posters from WW2.</u> • To explore murals and artists' work. • To practise drawing techniques with small, quick sketches of WW2 posters. • <u>To use a range of drawing medium and experiment with text in a poster.</u> • To design my poster inspired by the propaganda of WW2. • <u>To create my final poster in my selected medium.</u>
Final Outcome:	Use Access Art Pathway : Print and Activism – Make a poster. To link these ideas to historical work on WW2 and how propaganda works to encourage a way of thinking. Create a poster of expression that could have been used for the war. The children may have mixed drawing medium or have collaged areas if wanted cut out letters used for text.
Key Skills: What the children will need to be able to do	<ul style="list-style-type: none"> • I can reflect and talk about what propaganda is and discuss posters used in WW2. • I can explain what a mural is and give examples in Manchester. • I can practise previous drawing techniques shown (scribble, hatching, cross hatching, smudging, pressure of pencil) and decide what I need to use. • I can explore a variety of drawing tools (charcoal, pen etc). • I can develop my observational skills, focussing on loose, quick sketches or fine detailed work. • I can understand scale and composition of my work to create a final piece. • I can produce realistic art that represents a notion that is wanting to be pushed upon the audience. • I can share, reflect and discuss my work and other children's work using WWW and EBI (what went well and even better if).
Artists covered	Luba Lukova, Faith Ringgold, Shepard Fairey Images from WW2 art/posters Murals –artists of the murals
Required Resources	Use Access Art Pathway : Print and Activism – Make a poster. Political art to link to topics 'Manchester- This is the place' and 'The impact of war - WW2'. Murals of Manchester https://streetartng.com/ Black Lives Matter movement (George Floyd) Corona virus pandemic (Debra Williams) Votes for Women- the Suffragettes (Serenity) WW2 posters: Imperial War Museum – have some on display, Evacuate the children (Don't do it Mother), Raise funds and save (Wanted for Sabotage) US WW2 posters - https://www.defense.gov/News/Feature-Stories/story/Article/1990131/wwii-posters-aimed-to-inspire-encourage-service/ Pencils– other drawing tools wanted; charcoal, pens, ink etc Pencil crayons Brightly coloured drawing tools: sharpies, felts etc Paper for final piece Sketch books for design May want newspaper/magazines or printed text/letters for lesson 4– text work.