

Year Group Narrative – A summary of what learning is taught in each phase.

	Cycle A			Cycle B		
KS1	<p>Autumn Mix It Y1 - In this project, children are introduced to colour theory. They revisit the names of the primary colours and use them to make the secondary colours. They explore ways of making hues by varying the amount of each primary colour they want to mix. They explore and describe the use of colour in various paintings from different artists and genres and describe them using colour related vocabulary. They paint a simple colour wheel and use primary and secondary colours to paint a colourful, patterned composition.</p>	<p>Spring Rain and Sunrays In this project, children are introduced to the method of collagraph printmaking. They are introduced to the term 'motif' and practise making simple weather motifs using transient materials. They learn about the visual elements of line and shape and their importance in printmaking. Children use the collagraph method to design and make a simple print block on the theme of weather symbols then make single and repeated patterns.</p>	<p>Summer Street view In this project, children are introduced to relief sculpture and mural making. They observe local buildings and their features, take photographs and make thumbnail sketches. They explore and compare art on the theme of urban landscapes and discuss how they are similar or different. They are introduced to American artist James Rizzi's work and are taught about his techniques and use of bright and lively colours. They revisit previous learning about the colour wheel from the project Mix it Y1</p>	<p>Autumn Mix it Y2 – In this project, children revisit colour theory, including recalling the names of primary colours and to use them to make the secondary colours. They explore ways of making hues by varying the amount of each primary colour that they mix. They explore and describe the use of colour in various paintings from different artists and genres and describe them using colour-related vocabulary. They paint a simple colour wheel and use primary and secondary colours to paint a colourful composition. Still Life – In this art project, children are introduced to the term 'Still Life'. They observe and make thumbnail sketches of famous still life artworks and discuss the use of visual elements, including subject matter, colour, composition</p>	<p>Spring Flower Head In this project children build on their understanding of sculptural forms through the subject matter of flowers. They build on their earlier experiences of relief sculpture in Y1 project Street View. Children draw from direct observation, both in and out of the classroom and study floral art from different artists and genres, focusing on how artists use visual elements to create interesting pieces. In practical activities, children explore the properties of shape, form, texture, colour and pattern and use various materials to make simple 3D forms. Children are introduced to the Japanese artist Yayoi Kusama and her giant flower sculptures. They use paper or clay to make 3D flowers sculptures in her style.</p>	<p>Summer Portraits and Poses IN this art project, children revisit the theme of portraiture initially studied in the Y1 project Funny faces and fabulous features and the concept of monarchy introduced in the Y1 project Bright lights, big city. Children are introduced to Tudor portraits and study their style and symbolic importance. They make simple sketches of each other holding a pose or prop to mimic symbolism in Tudor art. They use art software to create simple line drawings from their initial studies, building on their experiences with software in the Y1 project funny faces and fabulous features. Children also learn about methods of modern portraiture, using digital devices to take photographs of each other. They edit their portraits, using art software to create a regal portrait.</p>

	<p>Y1 - Funny faces and fabulous Features.</p> <p>In this project, children are introduced to the theme of portraiture. They explore the meaning of the term portrait and look at and talk about examples from different artists and genres. They are introduced to the term collage and use paper, fabric and digital software to make funny face imaginative portraits. They explore how facial features and expressions make a portrait interesting and use a range of textural materials to compose a self-portrait with details like eyebrows, teeth, lips and hair.</p>		<p>before working collaboratively to make a relief mural about their local community in the style of James Rizzi.</p>	<p>and texture, They study still life paintings by significant artists including Paul Cezanna, Van Gogh and George Braque, and explore the use of colour in more depth by identifying colours in a small section of painting and mixing and matching colours. In a carousel of activities on the theme, children practise drawing an object first hand, drawing outlines and making forms with texture from clay. They use their learning to organise a still life and paint it using powder paint.</p>		
LKS2	<p><u>Autumn Contrast and Complement – Y3</u></p> <p>In this project, children build on learning from the projects Mix Y1 & Y2, revisiting and</p>	<p><u>Spring Ammonite</u></p> <p>In this art project, children revisit the theme of nature as a starting point for artwork studied previously in the Y2</p>	<p><u>Summer Beautiful Botanicals</u></p> <p>In this project, children revisit the idea of nature as a starting point for art, explored in projects such as Flower Head</p>	<p><u>Autumn Contrast and Complement – Y4</u></p> <p>IN this project, children build on their learning from Mix it Y1 & Y2 and Y3 contrast and complement, revisiting their understanding of colour</p>	<p><u>Spring Vista</u></p> <p>IN this art project, children revisit the theme of landscapes from the Y3 project people and places. They explore and discuss examples of famous</p>	<p><u>Summer</u></p> <p>In this art project, children revisit the theme of figurative art, last studied in the Y3 project People and Places. They explore the 3D representation of the human form in sculpture, including</p>

	<p>extending their understanding of colour theory by learning about colour families, including analogues, complementary, warm, cool and tertiary colours.</p> <p>Children are introduced to watercolour paint and explore the properties and techniques of watercolour painting. They revisit the concept of a colour wheel from their earlier learning and paint colour wheels to record each colour family. They also analyse a favourite painting to make and mix its colours accurately, using them to design and create an imaginative colour composition.</p> <p><u>Prehistoric Pots</u></p> <p>In this project, children learn about the cultural and artistic significance of Bell Beaker Pottery and make</p>	<p>project Flower Head. They use fossils and other natural forms to create a suite of work that includes printmaking and clay sculpture. Children are introduced to drawing techniques, including simple line drawing, shading and crosshatching to portray form in pencil drawings. They build on their understanding of motif in prints using one or two colours and make a 3D sculpture of a natural form in clay, building on their previous experiences of clay sculpture.</p> <p><u>People and Places</u></p> <p>In this art project, children revisit the genre of figure drawing first studied in Y2 project Portraits and Poses. They learn more about the genre by studying the works of various artists, including an in depth study of LS Lowry's work. They learn</p>	<p>and Ammonite. They explore the genre of botanical art and use natural materials from the local environment to create a botanical weaving. They investigate the botanical subject matter by making sketches and colour studies. Children are introduced to the work of botanical artists and make observations about the similarities and differences across the genre. They use their drawing as inspiration for a two colour botanical print and use what they have learned throughout the project to create a detailed botanical painting of fruit.</p> <p><u>Mosaic Masters</u></p> <p>IN this project, children learn about the cultural and artistic significance of mosaic making. They explore Roman mosaics and make sketches to record</p>	<p>theory by learning about colour families, including analogues, complementary, warm, cool and tertiary colours. Children are introduced to watercolour paint and explore the properties and techniques of watercolour painting. They revisit the concept of colour wheel from their earlier learning and paint colour wheels to record each colour family. They also analyse a favourite painting to make and mix its colours accurately, using them to design and create an imaginative colour composition.</p> <p><u>Warp and Weft</u></p> <p>In this art project, children revisit the method of loom weaving studied in the Y3 project Beautiful Botanicals. They explore the craft of weaving through time and learn about the properties of yarns, including how they vary in texture, colour and type. They sort yarns into colour groups, such as warm or cool colours and record their findings in a sketchbook.</p> <p>They make mini loom weavings and progress to learning how to weave shapes. Children use their weaving skills and knowledge</p>	<p>landscapes and learn how to use a viewfinder to isolate a viewpoint. They work outdoors to practise the technique, finding interesting perspectives to sketch. They study mountainous landscapes through drawings and paintings and discuss their similarities and differences.</p> <p>Children are introduced to atmospheric perspective and explore the technique by making sketchbook studies using pen, pencil and ink. They explore the concept further by manipulating photographic images.</p> <p>Children use their knowledge about warm and cool colour families, introduced in the projects contrast and complement Y3 and Y4 to compare and contrast the use of colour in landscape art. They create a landscape using a photograph as a starting point.</p> <p><u>Animal</u></p> <p>In this art project, children revisit nature as a starting point for artwork. They learn how animals have inspired artists to create artworks in various forms, such as sculpture and compare examples from different</p>	<p>statues, statuettes and figurines. They learn about the purpose and characteristics of each type of sculptural form and study examples from ancient civilisations, including ancient Egypt, ancient Sumer and the Indus Valley. Children draw examples from the ancient civilisations and practise clay sculpting skills. They use their clay skills and knowledge of Sumerian sculpture to create a Sumer- style figurine.</p> <p><u>Islamic Art</u></p> <p>In this art project, Children build on their understanding of motifs explored in the Y1 project Rain and Sunrays and Y3 project ammonite. They explore geometric shapes used in Islamic art, circles as the basis for patterns and make motifs and patterns using a traditional pencil and compass technique. They build on their developing clay skills to create relief sculptures based on geometric motifs.</p>
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	<p>preliminary sketches of the form, shape and pattern of the pts. They build on their previous learning about the properties of clay from the Y2 project Flow Head to extend their clay skills to include rolling coils, making and using slip and joining clay. They use these skills to explore ways to add decoration and embellishment to clay slabs in the style of Bell Beaker pottery. They consolidate their understanding by making a pot in the Bell Beaker style using pinching, coiling and pattern making.</p>	<p>how to draw quick sketches and more detailed drawings of the human form and are introduced to the concept of narrative in art. They study features of urban landscapes, first explored in Y1 project Street view, and make exploratory studies using sketches, photography and digital collages. They work outdoors in sketchbooks to capture the characteristics of their school in the style of LS Lowry, 'Coming out of School'.</p>	<p>the pattern and colours typical of the period. They use mosaic making techniques to make small samples using pre-cut foam, foil or paper tesserae. Children develop their ideas further by using pre-cut stone tesserae to create a simple mosaic border tile.</p>	<p>of yarn properties to design and create a wall hanging.</p>	<p>times and cultures. Children are introduced to drawing animal forms and studying the patterns, textures and colours observed on animal coverings. Children revisit clay skills such as rolling, coiling, joining and making slip, introduced in the Y3 project Prehistoric Pots. They use their skills and knowledge of animal forms to create a 3S clay sculpture in the style of a Bankura horse.</p>	
UKS2	<p><u>Autumn</u> <u>Tints, tones and Shades</u> IN this project, children revisit and extend their understanding of colour theory previously studied in projects Contrast and Complement Y3</p>	<p><u>Spring</u> <u>Line, Light and shadows</u> In this art project, children explore the visual qualities of line, light and shadow. They build on their previous knowledge of the visual elements of</p>	<p><u>Summer</u> <u>Mixed Media</u> In this art project, children revisit the art of collage. They explore paper collage and learn how this technique can represent the visual elements of texture, line, colour</p>	<p><u>Autumn</u> <u>Tints, tones and shades</u> In this project, children revisit and extend their understanding of colour theory previously studied in the projects contrast and complement Y3 & 4 and tints, tones and shared Y5. They are introduced to the terms tint, tone and shade and learn</p>	<p><u>Spring</u> <u>Inuit</u> In this art project, children learn about art craft and traditions from the Inui culture. They revisit the theme of animals in art, previously studied in the Y4 project Animal and observe the style and methods used by Inui artists and</p>	<p><u>Summer</u> <u>Distortion and Abstraction</u> In this art project, children explore the artistic concepts of abstraction and distortion. They learn about the Abstract Art movements and some of its derivative movements, including Cubism and Orpism. They study the visual characteristics of abstraction,</p>

	<p>& Y4. They are introduced to the terms tint, tone and shade and learn how to mix tints, tones and shades of colour with systematic accuracy. They study how artists use tints, tones and shades in landscape painting, building on their understanding of the genre previously explored in Y4 project Vista. They explore ways in that tints, tones and shade can be used in paintings to represent light, shadow and perspective.</p> <p><u>Taoite</u></p> <p>In this project, children are introduced to cast making and casting. They explore the cultural significance of the taoite motif in ancient Chinese culture and learn about the process of bronze piece mould casting. They build on their understanding of</p>	<p>line to explore how significant artist such as Pablo Picasso and Rembrandt use line to create exciting and innovative art. Children are introduced to a range of shading techniques, including cross hatching scribbling, ink wash and contouring. They use digital equipment to take black and white photographs and use pencils, pens and ink washes to reimagines their photograph's in a shaded drawing.</p> <p><u>Nature's Art</u></p> <p>In this art project, children revisit the theme of nature and natural forms previously studied in the Y3 projects Ammonite and Beautiful botanicals. They are introduced to the genre of land art and learn about the materials used by artists. They work outdoors to sketch and photograph</p>	<p>and shape. Children progress to fabric collage and use stitching to join pieces. They explore mixed media artworks and then use their learning to create a small scale mixed media collage.</p> <p><u>Expression</u></p> <p>In this art project, children revisit the theme of portraiture previously studied in funny face and fabulous create, portraits and poses and people and places. They learn about the characteristics of Expressionist art movement and explore the work of the Father of Expressionism, Edvard Much to find out about the techniques features and significance of his work. Children explore different ways to portray feelings and emotions in art, including sketching self-portraits,</p>	<p>how to mix tints tones and shades of colour with systematic accuracy. They study how artists use tints, tones and shades in landscape painting, building on their understanding of the genre previously explored in the Y4 project Vista. They explore ways that tints, tones and shades can be used in paintings to represent light, shadow and perspective.</p> <p><u>Trailblazers, barrier breakers</u></p> <p>IN this art project, children explore the work of barrier breaking black artists. They research the pieces of a favourite artist then create and present a digital mood board about their works and significance. The children explore how artists portray narrative and meaning in their work and make replicas of a piece of art, working in the style of a specific artist. Children use a sketchbook to develop sketches based on their ideas about human rights, equality and race represented in the artworks studied.</p>	<p>craftspeople. Significant Inuit artists studied include Kenojuak Ashevak, Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona. Children build on their experience of reduction painting previously studied in the Y3 project Ammonite to create detailed drawing of traditional carvings. Children carve simple lines and animal shapes into soap blocks. They are introduced to the stencilling technique and study the significance and artistic elements of the famous print The Owl. Children develop their ideas about a stencil print, combining ideas from printed examples and images of animals. They make stencils using card or acetate and make a series of prints using chosen colour combinations.</p> <p><u>Environmental Artists</u></p> <p>In this art project, children revisit the theme of nature and land art studied in the Y5 project Nature's Art. They are introduced to the genre of environmental art and study ways that artists address environmental issues through their work. Children collect</p>	<p>including line, shape and colour, and learn how to create abstract art using each visual element. They use their knowledge of the visual elements of abstraction and the concepts of Orphism to create a musically – inspired abstract painting.</p> <p><u>Bees, Beetles and Butterflies</u></p> <p>In this art project, children revisit the theme of nature and the natural world. They are introduced to the work of significant illustrators and make links with scientific drawings. Children sketch the visual elements of insects and combine materials to create detailed illustrations.</p>
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	<p>malleable materials and learn casting techniques with silicone, paper and clay. They use their knowledge of casting methods to make a taotie relic using a clay mould and plaster cast. Children revisit medium of watercolour introduced in the projects Contrast and complement Y3 & 4 to add colour to their plaster taotie pieces.</p>	<p>natural forms and explore the artistic potential of natural and seasonal materials. They work collaboratively to create art in the outdoors and record their working using philosophy. Children use their knowledge and experience to develop small scale gallery installations.</p>	<p>portrait photography and colour theory. They apply their learning to create and imaginative self-portrait that expresses an emotion or feeling.</p>		<p>and explore found and recycled materials and use them to create artworks with an environmental message. They record their work using digital technology and manipulate images using video editing software.</p>	
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