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| **Termly skills and knowledge focus** | **Disciplinary Concepts****(Skills needed for Art)** | **Key End Points** |
| **Autumn****Topic A – All about me****Topic B – Journeys** | **Autumn 1**Explore paint using large brushes on large easel Explore primary colours; red, yellow and blueLook at Matisse’s The Snail and create own snail pictures in style of Matisse. Draw faces and people (my family and people who help me)**Autumn 2**Explore drawing different types of lines – thick thin, long short, straight curvedLook at Turner’s The Fighting Temeraire (include the story of the ship) to inspire drawing maps and types of transport. Make prints with wheeled vehicles | **Painting**Increasing control of a paint brush to paint marks/lines and simple representations. Explore primary colours and mixing of colours. **Drawing**Increasing control of pencils and crayons to draw marks/lines and to create simple representations of people and animals. **Sculpture**To squash, flatten, roll pinch dough to mould into a shape to create a simple representation of a person or animal. **Evaluate**Begin to say what you can see in a piece of art and what you like or do not like.  | **EAD** * Be able to draw and paintclosed shapes with continuous lines and begin to use these shapes to represent objects.
* Be able to draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
* Explore, observe and talk about colour and colour mixing.
* Be able to draw from imagination and observation.
* Be introduced to different artists from across time and culture and begin to understand how their own art is similar (colour, line, details).

**CL*** Talk about the meanings of their drawings, paintings and models.

**PD*** Use one-handed tools and equipment.
* Use a comfortable grip with good control when holding pens, pencils and paint brushes
* Show a preference for a dominant hand.
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| **Spring****Topic A – Dinosaurs****Topic B – Growing and Changing** | **Spring 1**Manipulate play-dough and clay to make model dinosaurs.Draw and paint representations of dinosaurs (Can use templates of dinosaurs to draw around or rub over)Look at Number 8 by Jackson Pollock and use brush with control to create large scale collaborative splatter/drip paintings**Spring 2**Look at Walter Crane’s Illustrations for Jack and the Beanstalk for inspiration to draw and paint plants and flowers from observation showing increased control of a pencil/paint brush.Leaf rubbings |
| **Summer** **Topic A – Animals and their babies****Topic B – Heroes and Adventurers** | **Summer 1**Look at Tiger in a Tropical Storm by Henri Rousseau to inspire paintings and drawings of animals.  Explore colour mixing and symmetry when creating butterflies**Summer 2**Look at Saint George and the Dragon by Paulo Uccello and Ernest Shackleton statue at Royal Geographic Society to inspire drawings, paintings and models (dough/clay) of people (heroes) |

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| **Termly skills and knowledge focus** | **Disciplinary Concepts** | **Key End Points****(Blue end points – ELG)** |
| **Autumn****Topic A – All about me****Topic B – Transport: Past and Present** | **Autumn 1**Exploring colour -Painting with primary colours and mixing secondary colours. A study of Miro. Painting portraits and drawing myself; what features do I have?**Autumn 2**Colour and the Seasons - Exploring which colours show us different seasons. A study of Pissarro’s season paintings. Drawing maps and types of transport | **Painting**Increasing control of a paint brush to paint different lines and representations. To know primary colours and what needs to be mixed to create secondary colours. **Drawing**Increasing control of pencils and crayons to draw lines and shapes to create representations of people, places, animals and objects. **Sculpture**To squash, flatten, roll and pinch dough to mould into a shape to create a representation of a person or animal. **Evaluating**Begin to say what you can see in a piece of art and what you like or do not like and why.  | **EAD*** To be able to explore, use and refine a variety of artistic effects to express their ideas and feelings.
* To return to and build on their previous learning, refining ideas and developing their ability to represent them.
* To create collaboratively, sharing ideas, resources and skills.
* To know primary colours and what they need to mix to make secondary colours
* To know they are famous artists who have created art work in different ways and we can use their work to inspire own and practise skills and techniques.

**CL*** To talk about their art work, what it means and how they did it.

**PD** * To be able to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
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| **Spring****Topic A – Space****Topic B – Growing and Changing** | **Spring 1**Exploring lines and taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. **Spring 2****Exploring what we can see in the world around us -** Studying how Van Gogh used different marks to draw still life. Using this as inspiration to draw and paint plants and flowers with increased pencil/brush control.Looking at Lowry and drawing our own houses and “matchstick” people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. |
| **Summer** **Topic A – Kings and Queens****Topic B – Stories from the past** | **Summer 1****Animals in art**A study of Rousseau’s “Tiger in a Tropical Storm”. Painting real fish with ink and wax resist.Manipulating dough/clay to create animals.**Summer 2****People in art**Looking at Degas’ ballerinas. Practising drawing people. Creating clay sculptures of “Miro-like” people. | **EAD*** Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;

**CL*** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**PD*** Children at the expected level of development will: Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
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| **Substantive Concepts** | **Disciplinary Concepts****(Skills needed to be an artist)** | **Key End Points** |
| **Autumn 1**Colour Artists – Mondrian, Monet, van Gogh, Bruegel, Vermeer, Hockney**Autumn 2**LineArtists - Miro, Rembrandt,Klee | PaintingDrawing  | Colour mixingBrushstrokes with thick and thin brushesDraw a variety of different of linesGood control of a pencil | Understand primary and secondary colours and use them in own art work. Understand and use tints and tones and know how artists use them. Observe the works of Monet and create own seascape. Artists can use lines, made from different materials, to show different things.Study how the artists Klee and Miro used lines.Draw a landscape using lines, in the style of Klee. |
| **Spring1**ArchitectureArtists – Architects of famous buildings**Spring 2**Style in ArtArtists –Seurat, Van Gogh, Tintoretto, Uccello, Moreau | Drawing and sculpturePainting | Draw a variety of different of linesGood control of a pencilMeasuring, folding and cutting skillsJoining materialsControl of a paint brushDifferent thickness of brush needed for different brushstrokes | Understand that architecture is the art of designing buildings.Describe different features of buildings.Describe different features of Ely Cathedral.Design a building with a purpose.Understand that artists can paint using different styles.Know that Van Gogh painted in different styles.Know that Van Gogh used short brushstrokes in Starry Night.Understand that art can tell a story. |
| **Summer 1**Paintings of ChildrenArtists – Hogarth, Cassatt, Bruegel, Hockney,**Summer 2**SculptureArtists - Hepworth, Moore, Degas, Gormley, Rodin, Thornycrof | PaintingSculpture | Control of paint brushesAttention to detailDifferent thickness of brush needed for different brushstrokesColour mixingSketching linesJoining materialsMeasuring, folding and cutting skills | Understand that art can tell us about people.Understand how to match colours and choose a brush.Understand that art can tell us about how children lived in the past.Understand what Cubism means and create a Cubist picture.Understand that sculpture is a 3D form of art.Know that sculptors make sketches and models to plan their sculptures. |

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| **Substantive Concepts** | **Disciplinary Concepts****(Skills needed to be an artist)** | **Key End Points** |
| **Autumn 1**Colour and shapeArtists – Kandinsky, Delaunay, Calder, Monet, Klee, Picasso, Kelly**Autumn 2**Colour, shape and textureArtists – Matisse, Mukherjee, Durer, Jan van Eyck | PaintingCollage | Colour and colour mixingShapesShapesCutting and tearing paperColour | Understand we can describe colours as primary, secondary, warm and cool.Know that a tint is made by adding white to a colour and a shade is made by adding black to a colour.Know that a tint is made by adding white to a colour and a shade is made by adding black to a colour.Know an organic shape is a shape which cannot be named and are often found in nature.Know that Calder used organic shapes to make his sculptures.Understand Matisse made colourful pictures by cutting out and arranging shapes.Know that Matisse used organic shapes and complementary colours in his cut-outs.Understand that Matisse carefully considered the composition of his cut-outs.Understand that artists can show how something feels.Explore how Jan van Eyck created visual texture in ‘The Arnolfini Portrait’.Understand portraits can show us about the people in them and the artist who made them |
| **Spring1**Portraits and self portraitsArtists – Leonardo da Vinci, Holbein, Kahlo, Van Gogh, Rembrandt, Gentileschi, Picasso**Spring 2**Landscapes and symmetryArtists – Constable, Turner, Rousseau, Leonardo da Vinci, Goldsworthy, Hobbema, Hobbema | Painting | Colour mixingAttention to detailDifferent size brushesSymmetry | Understand what a portrait and a self-portrait is.Explore the use of colour in self-portraits.Understand how artists represent themselves through self -portraits.Understand that artists represent themselves through self -portraits.Explore how an artist can represent themselves or others in different ways.To know what a cubist picture looks like.Understand what a landscape painting is.Explore different methods for painting landscapes.Understand that Turner used bold brushstrokes.Understand that artists can use symmetry.Use symmetry to create a work of art |
| **Summer 1**History paintingArtists – Angelica Kauffman Maestro de Tavarnelle, Picasso, Caravaggio Antonio del Pollaiuolo**Summer 2**Murals and tapestriesArtists - Piero della Francesca Diego Rivera, Michelangelo, Banksy, Paula Rego,  | DrawingPrintingTextiles | Shading with different mediaColourColourShapePrinting techniqueweaving | Know that artists have shown myths in art throughout history.Know that a work of art can tell part or the whole of a narrative.Know that Picasso painted many pictures of the Minotaur.Know that an artist can show different characteristics by the way they draw.Know that many artists have shown classical myths in their paintings.Know that sometimes artists paint on walls or ceilings.Know that Michelangelo painted a mural on the ceiling of the Sistine Chapel.Ask questions about and discuss a piece of art.Know that a tapestry is a piece of art made from woven threads.Study the composition of a mural. |