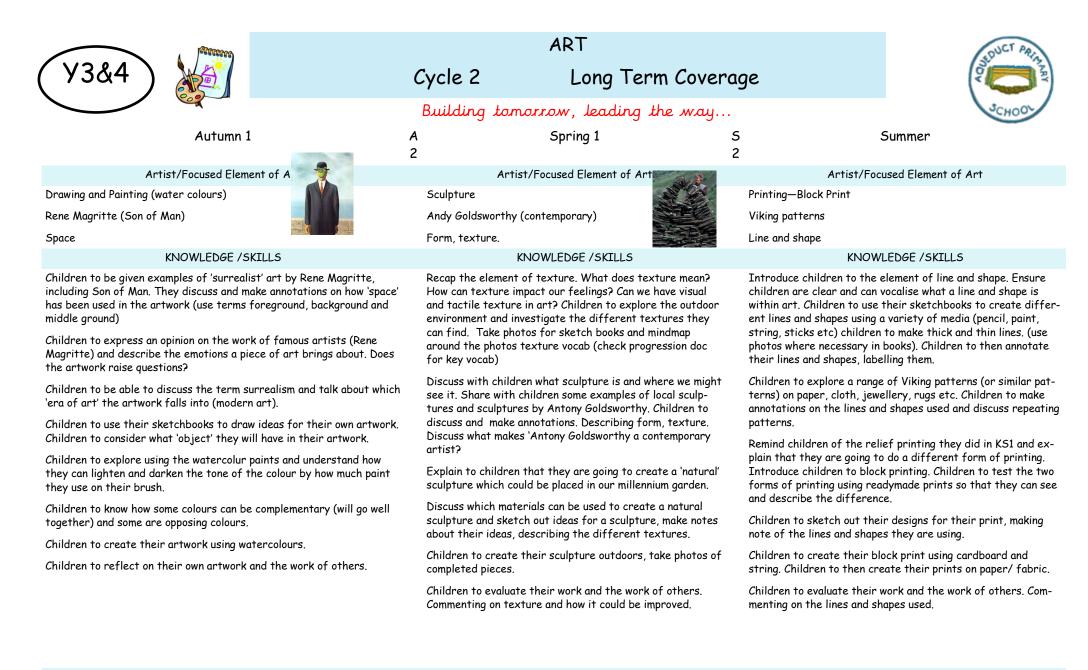
(REC)		Cycle	2 Long Term Coverage		Store Maintain	
		Building	tomorrow, leading th	SCHOOL		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Why are we Special?	Can you tell me a tale?	Why are animals amazing?	Can we go and explore?	What happened before?	Why is there a commotion in the ocean?	
Artist/Focused Element of	Artist/Focused Element of Art	Artist/Focused Element of	Artist/Focused Element of Art	Artist/Focused Element of	Artist/Focused Element of Art	
Piet Mondrian	Kandinsky – Circles	Henri Matisse - Snail	Vincent Van Gogh - Sunflowers	Vincent Van Gogh - Starry Night		
The Dot - Making Marks	Andy Goldworthy		Paul Klee - My city			
Record and explore ideas from first hand observations. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities						
	KNOWLEDGE /SKILLS		KNOWLEDGE / SKILLS		KNOWLEDGE /SKILLS	
Art & Design: Creating with Materials Children will experiment mix- ing with colours. Understand- ing of primary and secondary	Children will experiment with different textures.	Children will experiment with different textures and colours.	Children will make props and costumes for different role play scenarios.	Children will explore and use a variety of artistic effects to ex- press their ideas and feelings.	Children will share creations, talk about pro- cess and evaluate their work.	
colours. Creating with Materials Making their special person using collage pieces	Children will make props and costumes for different role play scenarios.	Children will experiment with different patterns and colours.	Children will safely explore dif- ferent techniques for joining materials.	Share their creations, explaining the process they have used	Share their creations, explaining the proces they have used.	

Selfie pictures using mirrors

CREATIVE OUTCOME (ELG)

**Creating with materials—ELG:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, exploring the process they have used. Make use of props and materials when role playing characters in narratives and stories.

$\frown$	ART				
(Y1&2)	Cycle 2	Long Term Coverag	e	CV CV ARIAN	
	Building tomorr		SCHOOL		
A Autumn 2	S	Spring 2	S 1	Summer 2	
1	1	1 Seasonal Weather		Fire of London	
Artist/Focused Element of Art	Ar	tist/Focused Element of Art	Artist/Focused Element of Art		
SKETCHING AND PAINTING	COLLAGE		PRINTING		
Andy Warhol (Modern Art) Colour	Seasonal Artwork		Line and colour		
KNOWLEDGE /SKILLS		KNOWLEDGE /SKILLS	KNOV	VLEDOL 7 SKIELS	
<ul> <li>Children to explore various art work by Andy Warhol, observing ca and pattern.</li> <li>Children to be introduced to the term modern art and explain what makes the artwork 'modern'.</li> <li>Children to talk about how the artwork makes them feel and explait their likes and dislikes.</li> <li>Children to sketch out their ideas, creating self portraits or a por of someone they know.</li> <li>Children to explore colour mixing. They mix the primary colours to make secondary colours. How many colours can be created by mixir colours? Use the colour wheel to mix primary colours.</li> <li>Children to experiment with different colours and describe how co can change how art makes them feel.</li> <li>Children to use thick and thin brushes when painting and consider wit is appropriate to use them</li> <li>Children to evaluate their work and the work of others.</li> </ul>	texture mean? How go on a nature walk can find. Use textu Take photos of the sketch books and a the photos). (check trait Children to then ex- tissue paper, mate similar textures to can stick offcuts of Children to look at textures. Children feels like. How do on the textures? when Explain to childrer collage of their ch what they might co create texture in	to the element of texture. What does w can text impact our feelings? Children to and explore the different textures they ure vocab to describe what items feel like. e different items (these can be put in children to create a 'texture' mindmap with k progression doc for key vocab) xplore a range of materials (paper, foil, rial etc.) and explore which materials give those found on their nature walk. Children of these next to their photos. examples of collages which show different to describe what the artwork looks like and the different pieces of artwork feel based that they are going to create a 'seasonal' oice. Get children to discuss their ideas of reate and which materials they will use to their artwork. their collage, creating a variety of tex-	explore different types o different thickness of lin ent media (pencil, paintbr books. Re-visit learning on colour colours. Children to look a fire of London. Discuss th adding white and black to tone. Introduce children to reli imprint into the tiles and and then pressed onto pay ment how to print and cree Children to design their p on lines. (all prints should create a print with multip with a single building or ju Children to create prints swirls for smoke with a fa Children to use appropria Children to evaluate their ing the lines they have us	elements of line. Allow children to f lines (straight, wavy, zig-zag etc) and es. Explore making lines using differ- ush, string etc) Record in sketch . Discuss with children 'warm' and cold t examples of artwork of the great e colours used. Children to explore 'warm' colours to change the tint and ef printing. Model how to make an what happens when these are painted ber, Give children a small tile to experi- ate a fiery colour on their print. rints in their sketchbooks with a focus be unique, children may decide to le buildings and water or create a print ist smoke swirls, flames etc.) of buildings, water (river Thames) icus on using different types of lines. re colours for their prints. work and the work of others, describ- ed and how it could be improved.	
		te their work and the work of others, de- res they can feel and how it could be im-	Consider looking at artist David Best., who create a giant wood- en model of 1666 London and set it alight to commemorate the 350 year anniversary. Good opportunity to explore lines visible. CREATIVE OUTCOME		
CREATIVE OUTCOME SKETCH BOOKS include ideas and explorations	Children to set	CREATIVE OUTCOME		TIVE OUTCOME prints of Great Fire of London land-	
SKETCH BOOKS include ideas and explorations Children to create a piece of pop art using a self portrait or a portrait of so one they know. Children to decide how they lay their repeating pattern out. MUST NOT BE COPY OF A PIECE OF ART WORK	me- on creating differ	a collage based on the season with a focus ent textures. paper, foil, tissue paper, crepe paper,	Children to create reliet , scapes.	orinus ut Great Fire ot London land-	



## CREATIVE OUTCOME

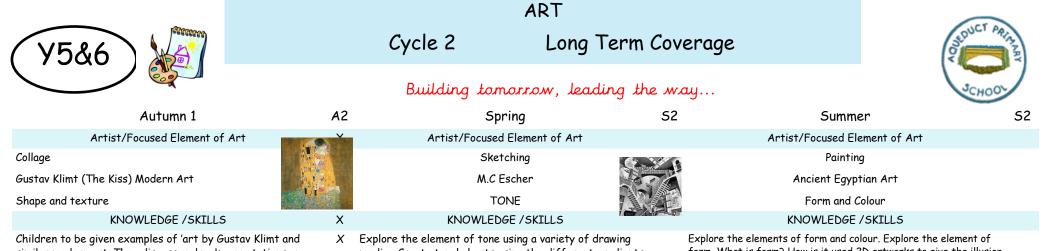
CREATIVE OUTCOME

## CREATIVE OUTCOME

Children to create their own 'surrealist' artwork using Rene Magritte as inspiration.

You have been asked to create a new sculpture for our Millennium Garden.

Children to create a piece of Viking artwork for a shield/ rug/ wallart etc.



Children to be given examples of 'art by Gustav Klimt and similar modern art. They discuss and make annotations on how 'shape and texture' has been used in the artwork. Discuss the illusion of texture.

Children to express their opinion on the artworks and describe the emotions a piece of art brings about. Children will be able to discuss how artists, craftspeople and designers impacted the world and art traditions.

Discuss—What is modern art? How did art change in the 20th century? What makes a piece of artwork 'modern' art?

Children to use their sketchbooks to plan their ideas for their artwork. Consider creating a college which uses texture and shape.

Children to experiment with mixing textures and with sorting and arranging materials with purpose to create effect.

Children develop their collage skills, this could be adding collage to a painted or printed background.

Children to evaluate their own work and the work of others, giving comments on the elements of art used.

Explore the element of tone using a variety of drawing media. Create tonal charts using the different gradients of sketching pencil, pastels, charcoal.

Explore drawing techniques: shadows, hatching, cross hatching, side-strokes.

Look at examples of black and white artwork, Escher, Banksey. Children to discuss how tone has been used within the artwork. How does this make the viewer feel? Make annotations in sketchbooks.

Investigate the artwork of Escher and how he created optical illusions in his artwork.

Children to sketch out their ideas for their own ideas, making annotations and consider the drawing media they would like to use, explaining their reasons.

Children to create their own 'optical illusion artwork with a focus on tone. Children's artwork should show different drawing techniques learnt.

Children to evaluate their own work and the work of others, making comments on tone within the artwork and how it might be improved. Explore the elements of form and colour. Explore the element of form. What is form? How is it used 2D artworks to give the illusion of 3D. Children to create a detailed colour wheel with tertiary colours. Children also explore how to make different tones and tints by adding black and white to colours. Children should be able to describe complimentary colours including warm and cool colours and how colour can affect mood and feelings.

Look at examples of ancient Egyptian tomb artwork. Discuss how they were made and their purpose. Children to annotate the colours used, focusing on complimentary, warm and cool colours and how the colours make them feel about the artwork. Discuss how the colour will have faded over time. Explain how ancient Egyptians would only have a selection of colours available to them.

Children to create their own 'story' artwork about something that is important to them or an event that has happened in their lives. Children to sketch out ideas in their sketch books and add colour to show colours they will use (consider stating that children may only use 3 colours). Children to consider how they will give their image form (this could be by carving into the clay or adding layers of clay in sections.

Children to create their clay tile and carve out their picture and add layers (ensure children mould the layers well into their tiles to prevent breaking). Once dry, children to add paint detail to their clay tile.

Children to evaluate their own work and the work of others, making comments on form and colour within the artwork and how it might be improved.

CREATIVE OUTCOME	х	CREATIVE OUTCOME	CREATIVE OUTCOME
To create a collage incorporating textures and shapes, that expresses wartime in the style of Gustv Klimt. (this could be portraits of people affected by the war, poppies, a plane??)	х	To create a piece of artwork which contains an optical illusion, Children to use their choice of drawing media (sketching pencils, charcoal, pastels)	Children to create a 'story' painting by carving into clay tiles using inspiration from the Egyptian tomb paintings.