











	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception/Year 1	DRAWING		CERAMICS		PAINTING	
<p>Preparing for:</p> <p>Drawing: Children make marks with more control and give a meaning to their marks. They express themselves in a creative way with a pencil for both observational and drawing for purpose. They are introduced to simple shading techniques – hatching, stippling and finger blending.</p> <p>Ceramics: The children explore the characteristics of playdough and clay - they learn the pinch pot method to create a small tea light holder. They are introduced to coiling for shaping, and ‘slip and score’ method of joining two pieces of clay together in order to creatively make a 3D model.</p> <p>Painting: The children paint with thinner brushes and have more control over their lines and shapes. They give a meaning to their artwork and can explain their progress. They add more detail to their painting. The children use 2 primary colours to mix a new colour. They add black or white to their colour and vocalise the effects it has on the colour.</p> <p>Bespoke to our school:</p> <p>Drawing: The children access many different authors in literature through story time. As they develop understanding of the role of an illustrator, they are given the opportunity to think about future career prospects. They explore creativity in their developing sketching skills.</p> <p>Ceramics: Most children will explore playdough at home when they are little, however, this can be hindered from the ‘mess’ it creates within a home. We give the children the opportunity to explore playdough at school and give them the basic skills needed for when they will use clay.</p> <p>Painting: The colour mixing skills and painting skills are taught, and children are given the opportunity to choose and use water colour paints as it is an extra skill the children gain through their creative journey in our school.</p>						
<p>Artist study – Oliver Jeffers, children’s author and illustrator</p>						

Year 2/Year 3	DRAWING		CERAMICS		PAINTING	
<p>Previous learning:</p> <p>Preparing for:</p> <p>Bespoke to our school:</p>	<p>Drawing: Children make marks with more control and give a meaning to their marks. They express themselves in a creative way with a pencil for both observational and drawing for purpose. They are introduced to simple shading techniques – hatching, stippling and finger blending.</p> <p>Ceramics: The children explore the characteristics of playdough and clay - they learn the pinch pot method to create a small tea light holder. They are introduced to coiling for shaping and the slip and score method of joining two pieces of clay together in order to creatively make a 3D model.</p> <p>Painting: The children paint with thinner brushes and have more control over their lines and shapes. They give a meaning to their artwork and can explain their progress. They add more detail to their painting. The children use 2 primary colours to mix a new colour. They add black or white to their colour and vocalise the effects it has on the colour.</p> <p>Drawing: The children think about composition and point of view to create interesting sketches. They will apply a more refined pencil skill technique to create texture and to create volume by adding multiple shading techniques including hatching, cross-hatching, stippling, finger blending and circling.</p> <p>Ceramics: The children further develop ways to create a 3D model using coil and slab building for shaping. They develop skills with tools to carve and create texture on their models in order to achieve depth, height and dimensions.</p> <p>Painting: The children learn about mixing colours to create tertiary colours and can explain how the colour wheel works. They have opportunities to use tempera block and water colours for painting and make decisions for best medium to use depending upon task. They are able to have discussions about artwork created by a particular artist of study and see how they can affect someone’s mood and feelings.</p> <p>Drawing: The children access many different authors in literature through story time. As they develop understanding of the role of an illustrator, they are given the opportunity to think about future career prospects. The children draw a character or scene in the style of an illustrator – it is detailed so they can improve and embed skills learnt and then develop in further learning.</p> <p>Ceramics: 3D Art is used as a vehicle to further embed children’s learning in a variety of curriculum areas.</p> <p>Painting: We introduce something new each year to make sure that the new knowledge learnt is embedded and can be retrieved and applied in work produced in the future.</p> <p>Artist study – Quentin Blake – cartoonist, illustrator and children’s author</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;">  <div style="display: flex; gap: 10px;"> <div style="text-align: center;">  Feline Friends </div> <div style="text-align: center;">  Scary Banner </div> <div style="text-align: center;">  Pantomime Unicorn </div> </div> </div>					

<p>Year 4/Year 5</p>	<p>DRAWING Self portrait pencil skills, ink, charcoal, line art Tones – light and dark shading Linked to geography: Fair Trade – rainforests ARTIST STUDY: Henri Rousseau</p>		<p>CERAMIC drawing/ Clay skills Linked to history: Egyptian Gods/temple structures linked to the Karnak Temple and Abu Simbel</p>		<p>PAINTING Painting skills Environmental art – Paint for the Planet</p>	
<p>Previous learning:</p> <p>Preparing for:</p> <p>Bespoke to our school:</p>	<p>Drawing: They can apply and discuss light and dark balance in a picture. They can change pressure and tone gradually whilst continuously shading in multiple tonal levels.</p> <p>Ceramics: The children have learnt different ways to create a 3D model using different techniques to achieve depth, height and dimensions. They have learnt about the importance of using the slip and score method to join different elements of their model securely and the skill of rolling slabs to equal depths.</p> <p>Painting: The children are confident at applying different methods and skills using paint. They can mix the desired colour paint with the correct consistency.</p> <p>Drawing: The children are creating a final piece of artwork based on all the previous learning and improve their skills to create a personal self- portrait reflecting their personal characteristics.</p> <p>Ceramics: The children will learn to roll several even coils (consider light, even pressure and patience) and join to each other and a base using slip and score method. They will consider balance and weight to ensure that your model is free standing. They will discuss and make choices about the most appropriate method to create the parts of their desired model (coiling, pinch pot and slab building). By this point, children are expected to have gained fluency in the coiling, pinch pot and slab building methods that will be useful to them in their secondary art curriculum.</p> <p>Painting: The children take more ownership of their creation and design, and they have the confidence to make more independent choices about the composition, scale and perspective of their painting. They understand that mistakes can be adjusted and with a flexible approach can be part of their outcome. This will begin to prepare our children to be ready for the KS3 Art curriculum, as they have to make independent choices.</p> <p>Drawing: The children will be able to reflect on their personal journey throughout our school. They will be able to look back at their self-portraits from earlier years and see their own journey through art so they can see how leaders and pioneers first begin their journey as it will show every child their personal progress they have made.</p> <p>Ceramics: Following the principles of the science of learning, children will use their previously acquired skills with increased independence and autonomy. Their models will be more personal and reflect their journey.</p> <p>Painting: Being able to recreate the same shade of paint is very important, especially when they did not mix enough of the colour needed. As they are painting awareness of climate change based on artwork by other children, this links in with their geography learning about the world's rainforests leading to discussion around climate change, political activism and our vision for leaders and pioneers of the future.</p>					

<p>Year 5/ Year 6</p>	<p>DRAWING Self portrait Pencil Skills Ink, charcoal Linked to geography: Eco-warriors ARTIST STUDY: LS Lowry Industrial Images</p>		<p>PRINTING Printing Skills ARTIST STUDY: Andy Warhol and Maria Qamar Pop Art</p>		<p>DIGITAL ART/COLLAGAGE ARTIST STUDY: Liu Bolin and Thandiwe Mariu Self portrait</p>	
<p>Previous learning:</p>	<p>Drawing: Children can shade about 6 tonal values and know that they can create texture by stippling and applying their pencil dictionary skills. They are able to create dark and light shades by cross hatching. Printing: Children learnt to cut away to layer colours in their outcome. Painting: Create a range of tones (light, mid and dark) through mixing and are confident with their brush skills and know how to apply pressure to the brush to create the desired effect.</p>					
<p>Preparing for:</p>	<p>Drawing: The children take more ownership of their use of hatching and stippling to show light and dark, reflection and shadow in their artwork. They can shade as many tonal values as possible and make choices regarding composition, scale and perspective to suit their outcome. Printing: Increase colours to three colours by retrieving and developing their cut away skills to be able to produce up to 4 layers. They will use their experience with the 'Bit Box' to make choices regarding composition. In Secondary Art, children will need to understand what constitutes an effective composition and that artists make conscious choices about this. Painting/Digital art: Children apply their previous knowledge and are able to create more of the same colour that they've mixed previously, recreating a colour identical to the original and one that matches the background to create a camouflage effect. They will focus and creating texture by applying paint in different ways to their painting.</p>					
<p>Bespoke to our school:</p>	<p>Drawing: We chose Lowry as our Artist Study as it links with their geography unit. The Humber Bank is a local industrial area and the factories are important to the families as employment opportunities. However, industrialisation comes at a cost with environmental issues. The skills they learn are skills they will continue to use in their further learning in secondary school. Printing: Build upon our knowledge of printing and look at traditional Pop Art and update it using inspiration from Maria Qamar and her politically charged artwork for a modern age. Painting/Digital art: This is their final project in our school for their painting journey and requires thought and reflection to create a camouflage effect using a variety of media, inspired by Chinese artist Liu Bolin and Kenyan artist Thandiwe Manu. This project will allow reflection and knowing their self-worth and prepare them for their KS3 journey.</p>					