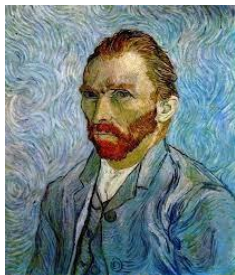


|                               | Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn Term 2                             | Spring Term 1                                                                                  | Spring Term 2 | Summer Term 1                           | Summer Term 2 |
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| Reception/<br>Year 1          | <b>Drawing</b><br>Self portrait<br>ARTIST STUDY:<br><a href="#">Giuseppe Arcimboldo</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Ceramics</b><br>Linked to Diwali lamps | <b>Painting</b><br>Colour mixing - leaves<br>ARTIST STUDY:<br><a href="#">Andy Goldsworthy</a> |               | <b>Printing</b><br>Summer scene/flowers |               |
| <b>Preparing for:</b>         | <p><b>Drawing:</b> For the children to make marks with more control and give a meaning to their marks. To express themselves in a creative way with a pencil and for observational drawing.</p> <p><b>Painting:</b> The children can paint with thinner brushes and have more control over their lines and shapes. They can give a meaning to their artwork and can explain their progress. They are adding more detail to their painting. The children use 2 primary colours to mix a new colour using powder paints and are practising to create the right consistency of paint. They add white to their colour and can vocalise the effects it has on the colour.</p> <p><b>Ceramics:</b> The children explore the characteristics of playdough to prepare them to work with clay so they can learn the pinch pot method to create a small tea light holder. This newly learnt skill will be useful for when they use clay again.</p> <p><b>Printing:</b> To use printing tiles and learn the techniques to create a simple print of a flower which they draw using a pencil into the printing tile. They learn the importance of applying equal pressure to make the print.</p>                                                                                                                                                                                                                                              |                                           |                                                                                                |               |                                         |               |
| <b>Bespoke to our school:</b> | <p><b>Drawing:</b> The children are learning about their immediate local environment and themselves. Our local area is a small rural area and children will develop and understanding of what their community is different to other local areas e.g. the Traveller community, the Wrawby Post Mill.</p> <p><b>Painting:</b> The colour mixing skills and painting skills are taught, and children have the opportunity to choose to use powder paints as it is an extra skill the children gain through their creative journey in our school.</p> <p><b>Ceramics:</b> 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><b>Printing:</b> Printing skills at home will often be hand and foot to prints and sometimes objects from nature. In our school we will give them the opportunity to explore printing using a variety of natural and man-made tools.</p> <div> <div> ARTIST STUDY:<br/><a href="#">Giuseppe Arcimboldo</a>  </div> <div> ARTIST STUDY:<br/><a href="#">Andy Goldsworthy</a>  </div> </div> |                                           |                                                                                                |               |                                         |               |

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| Year 2/ Year 3         | <b>DRAWING</b><br>Self-portraits and portraits of others<br>ARTIST STUDY:<br><a href="#">Vincent Van Gogh</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>PAINTING</b><br>Linked to history – cave drawings and paintings |  | <b>PRINTING</b><br>Linked to science: painting skills<br>ARTIST STUDY:<br><a href="#">Georgia O' Keefe</a><br><a href="#">Flower</a> |  |
| Previous learning:     | <p><b><u>Drawing:</u></b> In Reception/Year 1 children drew themselves and began to look at shape and think consciously about features of their face.</p> <p><b><u>Painting:</u></b> They have created a painting focused on brushstrokes and colour before. They have more control over their paint brush and know how to build layers using powder paints. They can mix 2 colours together and white to create a new colour and different shades.</p> <p><b><u>Ceramics:</u></b> Created a simple pinch pot in reception from a small ball of clay by using thumb and fingers and turning and pushing clay. In reception/Year 1, the children used rolling pin to roll a piece of clay or playdough to create a slab. They have used shapes and cutters to have a go at creating a pattern and texture.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                   |                                                                    |                                                                                     |                                                                                                                                      |                                                                                     |
| Preparing for:         | <p><b><u>Drawing:</u></b> Children look at the distances between their facial features preparing them for perspective work in Y4. They start adding detail and texture to their drawing by applying the pencil dictionary skills (eyelashes)</p> <p><b><u>Painting:</u></b> The children are confident to set up their own workstation and know how to make paint with the correct consistency. They know what effect adding blue and red has on paint and can explain that it gives the paint a darker shade.</p> <p><b><u>Ceramics:</u></b> In Autumn term, the children will create a pinch pot with even depth from a small ball of clay by using thumb and fingers and turning and pushing clay. They will use guides and rolling pin to roll a piece of clay to an even thickness to create a slab as part to improve their ceramic skills and they will use the “Bit box” and modelling tools to add texture and pattern by carving.</p>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |                                                                    |                                                                                     |                                                                                                                                      |                                                                                     |
| Bespoke to our school: | <p><b><u>Drawing:</u></b> The school's vision to ensure positive mental wellbeing is considered throughout this project as children look closely at their own facial features the opportunity to promote positive self-image and celebrate differences is exploited.</p> <p><b><u>Painting:</u></b> Moving forward with charcoal and pastel, children begin to imitate the style of Stone Age cave paintings and handprints and develop this in their sketch book to include mixing paints to develop these ideas with water colour. Experiment with a black outline and without in order to see the difference between sketched out first and created with a paintbrush from sight.</p> <p><b><u>Printing:</u></b> To carve with enough pressure to make an indent, without making a hole. The children learn to apply a single colour of ink (mono-print) in thin even layer in preparation for using the cut away method to add multiple colours. They learn to align and peel away the tile carefully by holding opposite, diagonal corners so not to smudge print. The children create a painting in the style of Georgia O'Keefe. By only painting a part of the flower, the children can focus on their brush strokes and skills to focus on technique, not to try and replicate the artist's completed work.</p> |                                                                                   |                                                                    |                                                                                     |                                                                                                                                      |                                                                                     |

WRAWBY ST MARY'S CE PRIMARY SCHOOL - ART AND DESIGN 2026-27

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| Year 4/Year 5          | <b>DRAWING</b><br>Self portraits<br>ARTIST STUDY:<br>Pablo Picasso<br>portrait                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>PAINTING</b><br>Linked to geography:<br>Painting Skills – brush<br>layer skills<br>ARTIST STUDY:<br>JMW Turner<br>Stormy Seascape |  | <b>CERAMICS</b><br>Clay skills<br>Linked to history:<br>Mayan Gods |  |
| Previous learning:     | <p><b><u>Drawing:</u></b> As the fine motor skills increase, children use their existing pencils skills and add texture and volume to their London Landmarks. They use their knowledge of light and dark to create shade.</p> <p><b><u>Painting:</u></b> They know the effects of adding blue or red to their colour and what happens if they add white. They are confident at setting up their workspace and know how to create the perfect consistency for their paints.</p> <p><b><u>Printing:</u></b> The children know how to apply ink evenly onto the printing tile and are familiar with leaving an indent in their tile using the correct amount of pressure, so they don't leave a hole in their design.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |                                                                                                                                      |                                                                                     |                                                                    |                                                                                     |
| Preparing for:         | <p><b><u>Drawing:</u></b> The children think about composition and point of view to create a more abstract version of self-portraits. They will apply a more refined pencil skill technique to create the texture of their shell and give it volume by adding shade. They will apply stippling and know how to create a darker tone by stippling closer together.</p> <p><b><u>Painting:</u></b> The children learn about mixing colours to create tertiary colours and can explain how the colour wheel works. They are able to have discussions about art work created by a variety of artists and see how they can affect someone's mood and feelings. The work of British painter JMW Turner will inspire them and enable the children to understand mood within a painting.</p> <p><b><u>Ceramics:</u></b> 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).</p> |                                                                                   |                                                                                                                                      |                                                                                     |                                                                    |                                                                                     |
| Bespoke to our school: | <p><b><u>Drawing:</u></b> The children are creating a 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><b><u>Painting:</u></b> 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><b><u>Ceramics:</u></b> 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                   |                                                                                                                                      |                                                                                     |                                                                    |                                                                                     |

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| Year 5/Year 6          | <b>PAINTING</b><br>Linked to RE:<br>Painting skills<br>ARTIST STUDY:<br><a href="#">Claude Monet</a><br><a href="#">Poppy fields</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>CERAMICS</b><br>Linked to history:<br>Indus Valley artefacts |  | <b>DIGITAL ART/COLLAGES</b><br>ARTIST STUDY:<br><a href="#">Marcelo Monreal</a> |  |
| Previous learning:     | <p><b><u>Drawing:</u></b> 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><b><u>Painting:</u></b> 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><b><u>Ceramics:</u></b> 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                   |                                                                 |                                                                                     |                                                                                 |                                                                                     |
| Preparing for:         | <p><b><u>Drawing:</u></b> 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><b><u>Painting:</u></b> The children take more ownership of their creation, 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 prepare our children to be ready for the KS3 Art curriculum, as they have to make independent choices.</p> <p><b><u>Ceramics:</u></b> 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 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> |                                                                                   |                                                                 |                                                                                     |                                                                                 |                                                                                     |
| Bespoke to our school: | <p><b><u>Drawing:</u></b> 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><b><u>Digital Art/Collage:</u></b> The children will be able to manipulate their own digital portraits to add in the 'beauty inside' using techniques inspired by French photographer Marcel Monreal. This will demonstrate skill in selecting which part of the portrait is cut away and moved for the best effect.</p> <p><b><u>Painting:</u></b> For those in Year 6, this is their final project in our school for their painting journey. Year 6 is a year of reflection and knowing their self-worth and prepares them for their KS3 journey.</p>                                                                                                                                                                                                                                                                       |                                                                                   |                                                                 |                                                                                     |                                                                                 |                                                                                     |