| **Subject:** Art | **Autumn** | | **Spring** | | **Summer** | |
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| **Year:** A |
| **Year groups** | **Learning Objectives** | **Learning task/s** | **Learning Objectives** | **Learning task/s** | **Learning Objectives** | **Learning task/s** |
| **Year 1/2** | * I can use IT to create a picture (Y1). * I can use different effects within an IT paint package (Y2) * I can create a printed piece of art by pressing, rolling, rubbing and stamping (Y2). * I can ask questions about a piece of art (Y1). | Topic:Weather and Seasons  Theme: ICT art  Task: To create a seasonal picture on paint using the laptops.  Topic:Weather and Seasons  Theme:  Task: To create a seasonal picture showing all trees in the different seasons. | **Year 1**  I can use pencils to create lines of different thickness in drawings.  I can explain to someone else how I want to make my product.  **Year 2**  I can choose tools and materials and explain why I have chosen them. | Topic: The Great Fire of London  Theme: Pencil art/drawings  Task:Use different grades of pencils to create drawings of buildings. Use these to create a Great Fire of London scene linking back to some techniques taught last term.  Observational drawings | **Year 1**  I can describe what I can see and give an opinion about the work of an artist.  **Year 2**  I can create tints with paint by adding white.  I can create tones with paint by adding black.  I can suggest how artists have used colour, pattern and shape. | Topic: Under the Sea  Theme: Monochromatic  Tasks:  Colouring mixing to create different tones and tints.  Use different tints and tones to create an under the sea picture.  Look at different artists that use monochromatic art to create pictures and paintings. |
| **Year 3/4** | I can create a background using a wash (Y3).  I can compare the work of different artists (Y3).  I can use line, tone, shape and colour rto represent figure and forms in movement (Y4).  I can use a colourwash to paint large areas of my picture (Y3).  I can use a range of brushes to create different effects in painting (Y4).  I can show facial expressions and body language in sketches and paintings (Y4).  I can show facial expressions in my art (Y3). | Theme: Line and colour  Look at and discuss Van Gogh’s painting Fishing Boats – use to line to create texture, depth etc. Listen to a variety of music and respond through line making (and colour)  Portrait in pencil, using line and shading.  Portrait in watercolour (colourwash and colour mixing)  Look at and discuss work by Picasso. Create self portrait in the style of Picasso using watercolour. | I can show facial expressions and body language in sketches and paintings (Y4).  I can use marks and lines to show texture in my art (Y4).  I can use line, tone, shape and colour to represent figure and forms in movement(Y4).  I can show facial expressions in my art (Y3).  I can use sketches to produce a final piece of art (Y3).  I can use different grades of pencil to shade and to show different tones and textures (Y3). | Theme: The Romans  Task: Portraits and self portraits | I can identify the techniques used by different artists (Y3).  I can compare the work of different artists (Y3).  I recognise when art is from different cultures (Y3).  I recognise when art is from different historical periods (Y3).  I can experiment with the styles used by other artists (Y4).  I can explain some of the features of art from historical periods (Y4). | Theme: Space  Go through the space race propaganda.  Task: Art inspired through the space race.  Andrew may have previous materials used. |
| **Year 5/6** | I can research the work of an artist and use their work to replicate a style (Y5)  I can identify and draw objects and use marks and line to produce texture (Y5).  I can explain the style of my work and how it has been influenced by a famous artist (Y6)  I can explain why I have chosen a specific technique to create my art (Y6). | Theme: Line, pattern and colour  Zentangle – create a    Work of Romero Britto  Looking at the use of pattern in modern art - Pop Art, graffiti, cubism.    Work of Henri Matisse – Harmony in Red.  Colour mix tertiary colours and look at the range of colours you can create by adding more or less of a secondary colour.  Look at warm and cool colours and their role in Matisse’s work.  Still Life drawing.  3D Shape - Using a variety of shading (both 2B and colour) focus on direction of light source, shadow and degree of pressure, cross hatching, contour etc. with cube, sphere and cone. | I can successfully use shading to create mood and feeling (Y5).  I can organise line, tone, shape and colour to represent figures and forms in movement(Y5).  I can create an accurate print design following criteria (Y5).    I can use images which I have created, scanned and found; altering them where necessary to create art (Y5)  I can explain why I have chosen specific techniques to create my art (Y6)  I can use feedback to make amendments and improvement to my art (Y6). | Theme: Natural disasters  Recreating own versions of natural disaster artwork after looking at examples by other artists.  Tasks: Create the feeling of destructive power and devastation in their art after looking at tsunami, earthquake, volcanic eruption and wildfire art.  Experiment with different taught techniques before creating a final piece using a technique/material of their choice. | I can use a range of e-resources to create art (Y6).  I can explain the style of my work and how it has been influenced by a famous artist (Y6).  I can create an accurate print design following criteria (Y5).  I can use images I have created, scanned and found: altering them where necessary to create art (Y5). | Theme: Plants and growing  Painting and illustrating plants in the style of famous botanical artists such as Elizabeth Blackwell.  Using nature as an inspiration for their own art work.  Look at the botanical wallpaper designs of William Morris. Can they create a nature inspired repeating pattern using printing? Consider using e-resources to repeat patterns. |