

<p>EYFS</p>	<p>Through teaching and continuous provision, Art in EYFS enables children to:</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge begin to show accuracy and care when drawing. • Share their creations, explaining the process they have used. • Hold tools like pencils, paint brushes, scissors with increasing precision. • Experiment with using different every-day and art materials to explore colour, texture and form. • Explore their ideas and imagination by creating drawings, paintings and sculptures. 	<ul style="list-style-type: none"> • Explore creating designs and art work on a range of scales. • Explore a range of techniques to draw, paint, print. • and sculpt to help them create art work. • Recognise and explore the colour, patterns and shapes in other artist's work. • Express opinions and feelings in response to their own art work and other artist's work. • Share their work with other people, talking about what they have created it.
--------------------	---	---	--

Class	Cycle	Autumn 1	Spring 1	Summer 1
<p>Year 1 / 2</p>	<p>A</p>	<p><u>Miro</u></p> <ul style="list-style-type: none"> • To draw a self-portrait. • To paint a Mori style picture. • To investigate shaping modelling material. • To create a Miro sculpture. Painting a sculpture. 	<p><u>Paul Klee</u></p> <ul style="list-style-type: none"> • Digital colour collage. • Crayons to create an image. • To print with a range of tools. • To create a print using specified shapes. To use watercolours (block paints). 	<p><u>Eric Carle</u></p> <ul style="list-style-type: none"> • To draw leaves. • To create a texture collage. • To use leaves to print. • To sketch animals. • To paint animals. • To create texture in paint. To make a paper sculpture.
	<p>B</p>	<p><u>Clarice Cliff: fruit</u></p> <ul style="list-style-type: none"> • To draw fruit. • To use soft pastels to draw fruit. • To do texture brass rubbing. • To create a painted plate. <p>To create a collage and papier mâché bowl design.</p>	<p><u>Lowry</u></p> <ul style="list-style-type: none"> • To take selfies and manipulate the image. • To create a symmetry self-portrait. • To create a Lowry image with oil pastels. • To use watercolours (block paints) to create Lowry characters. To draw a Lowry scene. 	<p><u>Gaudi</u></p> <ul style="list-style-type: none"> • To mix secondary colours. • To draw Casa Battlo. • To create a print. <p>To create a clay salamander and add texture.</p>

Year 3 / 4	A	<p><u>Van Gogh: Landscapes</u></p> <ul style="list-style-type: none"> To create texture through lines. To blend colours with oil pastels. To create dark and light shades with poster paints. To create a silhouette painting with shades. <p>To mix different colours.</p>	<p><u>Picasso: Collage</u></p> <ul style="list-style-type: none"> To draw facial features. Self-portrait - proportion. The meaning of Cubism and Deconstruction. <ul style="list-style-type: none"> Digital collage. <p>Picasso style collage.</p>	<p><u>Bourgeois, Angus, Hirst, Art Nouveau Movement: Insects</u></p> <ul style="list-style-type: none"> Draw insects to scale. Draw insects in pen. To use oil pastels to blend. To investigate clay. <p>To design and make a clay insect tile.</p>
	B	<p><u>Georgia O'Keefe: Flowers</u></p> <ul style="list-style-type: none"> To draw a flower in proportion with tones. <ul style="list-style-type: none"> To blend soft pastels. To create an O'Keefe in soft pastels. To create watercolour washes. To paint a watercolour flower. <p>To create a wire sculpture.</p>	<p><u>Thomas Bewick: Birds and prints</u></p> <ul style="list-style-type: none"> To draw birds. To draw a Bewick woodblock. To design and make a printing block. <p>To print using polystyrene relief.</p>	<p><u>Yinka Shonibare</u></p> <ul style="list-style-type: none"> To draw a self-portrait at an angle. <ul style="list-style-type: none"> To sketch bodies in charcoal. To create crayon batik. <p>To design and make a 'wind' sculpture.</p>
Year 5 / 6	A	<p><u>David Hockney: Landscapes</u></p> <ul style="list-style-type: none"> To sketch landscapes. Creating shades with oil pastels. To investigate brush patterns. To create a watercolour painting of a tree scene. <p>To create a piece of digital art.</p>	<p><u>Celtic Art, Lindisfarne Gospels</u></p> <ul style="list-style-type: none"> To sketch animals. To draw Celtic knotwork. To design an illuminated letter. <ul style="list-style-type: none"> To design a clay cross. <p>To make an embellished clay cross.</p>	<p><u>David Hockney, Megan Coyle: Collage</u></p> <ul style="list-style-type: none"> To create a self-portrait in profile. To draw a portrait in charcoal. To investigate colour patches in paper. <p>To create a self-portrait collage.</p>
	B	<p><u>Caravaggio, Vermeer: Fruit</u></p> <ul style="list-style-type: none"> To sketch an apple with areas of light and shade. <ul style="list-style-type: none"> To blend soft pastels. To paint fruit with watercolours. <p>To paint a still life composition with acrylics.</p>	<p><u>Jim Edwards: Local landscapes – Architecture - Print</u></p> <ul style="list-style-type: none"> To create 3d lettering. To copy sections of architecture. To draw architecture in pen. To create a landscape picture of the North East with watercolour pencils. <p>To create a collagraph print.</p>	<p><u>Sculpture – Local Architecture and Stained Glass</u></p> <ul style="list-style-type: none"> To create a self –portrait. To design and make a stained-glass window. To draw as gargoyle in charcoal. <p>To make a paper mâché gargoyle.</p>

Overview of artists studied:

Class	Cycle	Autumn 1	Spring 1	Summer 1
Year 1 / 2	A	Miro (b. 1893, Spanish, male)	Paul Klee (b. 1879, German, male)	Eric Carle (b. 1929, American, male)
	B	Clarice Cliff (b 1899, British, female)	Lowry (b. 1887, Stretford, British, male)	Gaudi (b. 1852s, Spanish, male)
Year 3 / 4	A	Van Gogh (b. 1853, Dutch, male)	Picasso (b. 1881, Spanish, male)	Louise Bourgeois (b. 1911, French, female) Jennifer Angus (b. 1961, Canadian, female) Damien Hirst (b. 1965, Bristol, male) Art Nouveau Movement (France)
	B	Georgia O'Keefe (b. 1897, American, female)	Thomas Beswick (b. 1753, Northumberland, male)	Yinka Shonibare (b. 1962, London, British Nigerian, male)
Year 5 / 6	A	David Hockney (b.1937, Yorkshire British, male)	Celtic Art Lindisfarne Gospels	David Hockney (b.1937, Yorkshire British, male) Megan Coyle (Young artist, American, female)
	B	Caravaggio (b. 1571, Italian, male) Vermeer (b. 1623, Dutch, male)	Jim Edwards (based in Ouseburn, male) Local architects	Gargoyles Sanctuary Knocker, Durham