







SUBJECT – Art Unit Overview


Cycle A – 21/22, 23/24

Cycle B – 22/23, 24/25


	Autumn 1 Art focus x2 weeks	Autumn 1 – Sketchbook skills	Autumn 2 – Sketchbook skills	Spring 1 Art focus x2 weeks	Spring 1 - Sketchbook	Spring 2- Sketchbook	Summer 1 Art focus x2 weeks	Summer 1 - Sketchbook	Summer 2 - Sketchbook
KS1 <i>Cycle</i> A	3D / Sculpture -Manipulate materials in a variety of ways e.g. rolling, cutting, kneading and shape. -Join two pieces of clay by roughing both surfaces -Make objects out of malleable material for a purpose, e.g. pot or a tile - Create a thumb print from clay	Drawing Introduce the pencils HB, 4B and 8B to explore light and dark and lines of different thickness – Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tip, chalk and charcoal. Draw from own	Drawing Begin to explore the use of line, shape, texture and colour. Investigate tones Draw light and dark lines Draw from own observation showing increasing accuracy	Painting -Mix paint to create a secondary colour. -Experiment with different tones -Use of different brush sizes and types -Use different ways to apply paint – brush, hands, fingers, spatula. -Know primary colours -Have awareness of the variety of colour in the environment.	Drawing Investigate tones Using gradient pencils https://www.youtube.com/watch?v=m21bl53H8nl Draw a face focussing on shadows formed on face	Drawing Draw limbs on the human body https://www.youtube.com/watch?v=O-z66n224pM	Printmaking- Print with a range of hard and soft materials, e.g. corks, pen, barrels and sponge. Press, roll, rub and stamp to create prints.  Tinga Tinga	Drawing Know how to show how people are feeling in their work. https://www.youtube.com/watch?v=sW371OwRqg0	Drawing Draw from own observation showing increasing accuracy Imaginative drawing – draw a beach scene, a forest or a sunset etc.

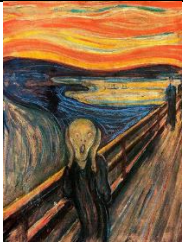
	<p>Molecule Man by Jonathan Barofsky</p> 	<p>observation showing increasing accuracy.</p> <p>Draw still life or copy an image.</p>	<p>Draw – autumn leaves, conkers</p>	<p>Paint Spring flowers. Artist focus Georgia O’Keeffe</p>					
<p>KS1 Cycle B</p>	<p>Painting</p> <ul style="list-style-type: none"> -Continue to use different brush sizes and types -Know how to achieve tints by adding white -Know how to achieve black by adding black or darker colours -Know how to mix secondary colours and name them -Know how to mix brown -Explore wash, strokes, 	<p>Drawing</p> <p>Introduce the pencils HB, 4B and 8B to explore light and dark and lines of different thickness – draw still life or copy an image.</p> <p>Marco Mazzoni</p>	<p>Drawing</p> <p>Begin to explore the use of line, shape, texture and colour.</p> <p>Draw – landscape</p> 	<p>Printing</p> <p>Carry out different printing techniques, e.g. block, relief or resist, rollers, stencils or mesh or plastic to create a repeating pattern.</p> <p>-Make marks in print with a variety of objects, including natural and manmade objects, e.g. fabric, plastic, tissue, magazines, crepe paper,</p>	<p>Drawing</p> <p>Investigate tones</p> <p>Using gradient pencils</p> <p>Self-portraits</p>	<p>Drawing</p> <p>Draw a variety of animals using observational skills.</p>	<p>Sculpture</p> <p>-Manipulate materials in a variety of ways e.g. rolling, cutting, kneading and shape.</p> 	<p>Drawing</p> <p>Know how to show how people are feeling in their work.</p>	<p>Imaginative drawing – draw a beach scene, a forest or a sunset etc.</p>




	<p>layers, blending, splash and dip techniques</p> <p>-Use paint to create pattern and repetition and to add detail and sharp lines.</p> <p>Paint Spring flowers.</p> <p>Artist focus Kandinsky</p>			<p>corks, sponges etc.</p> <p>-Create rubbings from a print or textured surface.</p> <p>- Know how to create a repeating pattern in print.</p> <p>Artist focus Andy Warhol</p> 					
Y3/4 Cycle A	<p>Sculpture – Shape, form, model and construct malleable and rigid materials</p> <p>Join clay adequately</p> <p>Use a coiled method to create clay sculptures</p> <p>Paper sculptures</p>	<p>Drawing – Use a wide range of drawing implements, to include chalk pastels and inks. Continue to experiment with different grades of pencils</p> <p>Create tone and texture</p>	<p>Drawing – (tone, texture, pattern, shape)</p> <p>Use a wide range of drawing implements , to include chalk pastels and inks.</p> <p>Continue to experiment with</p>	<p>Printmaking – Create printing blocks using a relief or impressed method</p> <p>Lift an impression or print from a textured or incised surface, using a stamp or block and water based printing ink and</p>	<p>Drawing – Use a wide range of drawing implements , to include chalk pastels and inks.</p> <p>Continue to experiment with different grades of pencils</p>	<p>Drawing - Use a wide range of drawing implements, to include chalk pastels and inks.</p> <p>Continue to experiment with different grades of pencils</p> <p>Create tone and texture and different</p>	<p>Painting – Experiment with different effects and textures, including blocking in colour, washes etc.</p> <p>Create textural effects, using thickened paint, dotting, scratching and splashing.</p>	<p>Drawing – Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and</p>	<p>Drawing – Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and</p>

	<p>Use of natural materials linked to a holiday resort to create a temporary sculpture in the artists style.</p> <p>Artist: Andy Goldsworthy</p> 	<p>and different forms and shapes, pattern and colour</p> <p>Use different grades of pencils to shade, show tone and textures.</p> <p>Draw human form to show movement linked to Olympic sports. Use sketch mannequin</p> <p>Artist: Robert Delaunay: L'equipe de Cardiff</p>	<p>different grades of pencils</p> <p>Create tone and texture and different forms and shapes, pattern and colour</p> <p>Use different grades of pencils to shade, show tone and textures.</p> <p>Sketching rocks and fossils.</p> <p>Artist - Mary Anning</p> 	<p>prepared surfaces</p> <p>Look at the architecture of the Corn Exchange in Leeds, sketch part of the building and take a section to make relief printing block.</p>	<p>Create tone and texture and different forms and shapes, pattern and colour</p> <p>Use different grades of pencils to shade, show tone and textures.</p> <p>Draw from images of insects</p>	<p>forms and shapes, pattern and colour</p> <p>Use different grades of pencils to shade, show tone and textures.</p> <p>Draw from images of wildlife</p>	<p>Master painting techniques through the creation of shape, texture and lines, using thick and thin brushes.</p> <p>Know how to create a background using a wash.</p> <p>Know how to use a range of brushes to create different effects.</p> <p>Beach huts paintings – adding materials to create texture.</p>	<p>grades of pencil.</p> <p>Sketch a collection of observational and imagined drawings and ideas using line, tone, texture, pattern, shading, hatching and cross hatching.</p> <p>Imagined drawing based on a particular theme.</p>	<p>different grades of pencil.</p> <p>Sketch a collection of observational and imagined drawings and ideas using line, tone, texture, pattern, shading, hatching and cross hatching.</p> <p>Draw a tree and it's detail</p>
<p>Y3/4 <i>Cycle B</i></p>	<p>Painting- -Apply different effects and textures, including</p>	<p>Drawing – -Make marks and lines with a wide range of drawing</p>	<p>Drawing – -Make marks and lines with a wide range of drawing</p>	<p>3D Sculpture- -Know how to sculpt malleable materials with more accuracy</p>	<p>Drawing – -Make marks and lines with a wide range of drawing</p>	<p>Drawing - -Use a wide range of drawing implements, to include</p>	<p>Printmaking – -Print onto fabric using at least four colours.</p>	<p>Drawing – -Use a wide range of drawing implements, to include</p>	<p>Drawing -Use a wide range of drawing implements, to include</p>

<p>blocking in colour, washes, thickened paint and creating textural effects.# - Mix and use tints, tones, hue and shades. -Use colour to reflect mood. -Show facial expressions and body language in painting and sketches. -Introduce water colour and spend time knowing how to create effects with water colour.</p> <p>Paint pumpkins using water colour.</p>	<p>implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil. Sketch a collection of observational and imagined drawings and ideas using line, tone, texture, pattern, shading, hatching and cross hatching.</p> <p>sketching autumnal leaves</p>	<p>implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil. Sketch a collection of observational and imagined drawings and ideas using line, tone, texture, pattern, shading, hatching and cross hatching.</p> <p>Know how to show facial expressions in art.</p>	<p>-Select and arrange 3D materials to convey feelings, expression and movement when creating sculpture.</p> <p>Create Dragon Clay eyes – How to Train Your Dragon inspiration</p>	<p>implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil. Sketch a collection of observational and imagined drawings and ideas using line, tone, texture, pattern, shading, hatching and cross hatching.</p> <p>Tone, texture, pattern and shape)</p>	<p>chalk pastels and inks. Continue to experiment with different grades of pencils Create tone and texture and different forms and shapes, pattern and colour Use different grades of pencils to shade, show tone and textures.</p> <p>Know how to show facial expressions in art.</p> <p>Tone, texture, shape and pattern - Human eyes</p>	<p>-Explore environment and made patterns. -Create printing blocks, using a relief or impressed method in more detail -Research, create and refine a print, using a variety of techniques. -Resist printing including marbling, silk screen and cold water paste.</p> <p>(relief and impressed) Create an Islamic style tile that includes a relief and impressed element.</p>	<p>chalk pastels and inks. Continue to experiment with different grades of pencils Create tone and texture and different forms and shapes, pattern and colour Use different grades of pencils to shade, show tone and textures.</p> <p>Know how to show facial expressions in art.</p> <p>Self portraits and expressions</p>	<p>chalk pastels and inks. Continue to experiment with different grades of pencils Create tone and texture and different forms and shapes, pattern and colour Use different grades of pencils to shade, show tone and textures.</p> <p>Draw beach huts - look at perspective</p>
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	How to Paint a Watercolour Pumpkin in Four Easy Steps - YouTube		Sketching characters in the style of Quentin Blake		Dragon eyes		Artist: Art style: Islamic		
Y5/6 Cycle A	<p>Painting –</p> <ul style="list-style-type: none"> -Know how to use paint to create emotion in art -Explore wash and transparency , marks and strokes when painting -Develop colour palette through combinations to enhance mood, etc - Experiment further with tint, tone, shade, hue, complementary and contrasting colours -Introduce acrylic paints 	<p>Drawing-</p> <ul style="list-style-type: none"> -Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques. -Develop accuracy and expression in their drawings -Carry out observational drawing and from memory and imagination (mood, movement and feeling) <p>Artist: Edvard Munch</p>	<p>Drawing-</p> <ul style="list-style-type: none"> -Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently -Show effect of light on objects and people from different directions -Use perspective in their work, using a single focal point and horizon. <p>Artist:</p>	<p>Printmaking –</p> <ul style="list-style-type: none"> -Develop their own style when working with a range of tools and materials. -Create printing blocks using relief or impressed method. 	<p>Drawing</p> <ul style="list-style-type: none"> -Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques. -Develop accuracy and expression in their drawings -Carry out observational drawing and from memory and imagination (mood, movement and feeling) 	<p>Drawing</p> <ul style="list-style-type: none"> - Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently -Show effect of light on objects and people from different directions -Use perspective in their work, using a single focal point and horizon. <p>Artist:</p>	<p>3D / Texture sculpture –</p> <ul style="list-style-type: none"> -Apply skills using malleable materials including slabs, coils, slips etc -Shape, form, model and join clay <p>Artist: Artist – Henry Moore / Barbara Hepworth (Potential visit to the Yorkshire Sculpture Park)</p>	<p>Drawing</p> <ul style="list-style-type: none"> -Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques. -Develop accuracy and expression in their drawings -Carry out observational drawing and from memory and imagination (mood, movement and feeling) 	<p>Drawing-</p> <ul style="list-style-type: none"> -Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently -Show effect of light on objects and people from different directions -Use perspective in their work, using a single focal point and horizon.

	<p>(substitute for oil paint) and experiment with texture</p> <p>Artist: Henri Rousseau</p> <p>Create rainforest paintings including camouflage</p>		<p>Space art</p> 						Artist:
<p>Y5/6 <i>Cycle B</i></p>	<p>Printmaking- -Master printing techniques and make appropriate and effective choice in use of visual elements to reflect the purpose of their work. -Create own abstract pattern to reflect personal experiences and</p>	<p>Drawing- -Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques. -Develop accuracy and expression in their drawings -Carry out observational drawing and from memory and imagination</p>	<p>Drawing- -Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently -Show effect of light on objects and people from different directions</p>	<p>3D / Texture sculpture – -Shape, form, model and construct from observation and imagination -Use recycled, natural and manmade materials to sculpt -Plan a sculpture through drawing (exploded) and other preparatory work (Include</p>	<p>Drawing- -Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques. -Develop accuracy and expression in their drawings -Carry out observational drawing and from</p>	<p>Drawing- -Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently -Show effect of light on objects and people from different directions -Use perspective in their work, using a single</p>	<p>Painting – Know when using a wash (either with water colour or other paint) perspective can be achieved through darkening the paint towards the foreground -Choose appropriate paint, paper and implements to adapt and</p>	<p>Drawing- -Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques. -Develop accuracy and expression in their drawings -Carry out observational drawing and from memory and imagination (mood,</p>	<p>Drawing- -Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently -Show effect of light on objects and people from different directions -Use perspective</p>

<p>expression for a purpose -Add layers of colours as is appropriate and then embellish is -Design a print and pattern linked to works studied -Create an accurate print design following a given criteria.</p> <p>Artist – William Morris</p>	<p>(mood, movement and feeling)</p> <p>Artist: William Morris sketch designs in sketchbooks</p>	<p>-Use perspective in their work, using a single focal point and horizon.</p> <p>Artist: Van Gogh</p> 	<p>form, shape, modelling and joining)</p> <p>Artist:</p> 	<p>memory and imagination (mood, movement and feeling)</p> <p>Imaginative drawing</p>	<p>focal point and horizon.</p> <p>African art – focus on people</p>	<p>extend their work -Mix and match colours to create atmosphere and light effects -Be able to identify and work complementary and contrasting colours -Experiment with the use of paint to create contemporary art ideas.</p> <p>Artist: abstract</p> 	<p>movement and feeling)</p> <p>Still life drawing</p>	<p>in their work, using a single focal point and horizon.</p> <p>Imaginative drawing – teacher to choose stimulus</p>