

ances to **develop drawing skills**, explicit teaching of **new techniques**, opportunity to explore those techniques, as well as **the study art movement**.

king about artwork, children will be taught to discuss the visual elements of art: **line, colour, shape, tone, texture, pattern, form** and **space**. They will be encouraged to discuss their work and the work of others in relation to these.

Curriculum Flight Path Year A				
	EYFS	KS1	Year 3/4	Year 5/6
and	<p>Art in the Natural Environment <u>This unit aims to give children opportunities to explore and play with art in nature.</u> - Andy Goldsworthy - Children will learn about how artists create art with the natural environment. - They will explore techniques such as making rubbings, creating leaf circles, making rain shadows, drawing with charcoal and chalk onto stone and wood.</p>	<p>Natural Forms <u>This unit aims to give children lots of ways to develop observational skills, exploring drawing and printmaking materials.</u> - Georgia O’Keeffe, Lucy Arnold - Children will collect natural objects such as shells, leaves and flowers, creating close-up detailed drawings of them with different drawing materials. - They will explore showing the texture, colour and detail, using printmaking with plastecine and with carbon paper monoprints, and wax resist (crayon and watercolour)</p>	<p>Clay relief tiles <u>This unit will challenge children to look at close-up details and compose small rectangular designs, learning clay relief techniques.</u> - Chris Gryder - Hilke Macintyre - Children will explore a subject through close observational drawing using viewfinders, depicting the shapes and surface textures through different drawing materials. - They will create rectangular designs by drawing, then make clay relief tiles depicting different textures and shapes, then paint them using acrylic paint.</p>	<p>Mixed Media <u>This unit gives chance to explore drawing techniques and combine different media into a sculpture.</u> - Alison May King - Choose a scene from their artwork to a book they have read by a history/geography artist. - Use sketchbooks to develop their ideas for drawing from imagination, composition and perspective. - Combine ink and watercolour to create illustrations. - Allow time to combine different media combinations to construct a 3D background, foreground and mid-ground.</p>
	How can I show and use nature in my art?	How can different materials be used to show the details, colours and texture of a natural object?	How can clay be used to make pictures?	What materials can I combine and create an artwork?
discussive – so (words?)	create artwork	wax resist observational drawing	visual art designer	similarities/links developing ideas

	<p>artist</p> <p>texture – rough, smooth</p> <p>line – straight, curved</p> <p>shape - circle, square, long, short</p> <p>colour - colour names, shadow</p>	<p>collect</p> <p>explore</p> <p>sketchbook</p> <p>monoprinting</p> <p>natural form</p> <p>technique</p> <p>process</p> <p>result</p> <p>Line – diagonal, soft, strong, fine, wavy, horizontal, vertical</p> <p>texture - spiky, soft, detail, markmaking</p> <p>shape - natural form</p>	<p>intention</p> <p>experiment</p> <p>annotate</p> <p>relief patterns</p> <p>viewfinder</p> <p>shape - organic</p> <p>space - positive, negative</p>	<p>preparatory s</p> <p>individual res</p> <p>hatching/cros</p> <p>middle ground</p> <p>atmosphere</p> <p>mixed media</p> <p>space - balance</p> <p>tone - gradual</p>
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Curriculum Flight Path Year A			
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	EYFS	KS1	Year 3/4	Year 5/6
le and	<p>Portraits and illustrations - Me and my Family</p> <p><u>This unit enables children to develop drawing skills, giving mean to the marks they make. They will also explore paint and collage.</u></p> <p>- Lauren Child (illustrator)</p> <p>- Children will draw pictures of themselves and members of their family, thinking about what shapes they need for faces, eyes, arms, legs etc.</p> <p>-With guidance, they will combine drawing, painting and collage in the style of Lauren Child's 'Charlie and Lola' illustrations to make a family portrait.</p>	<p>Art in our Community – Lantern Parade</p> <p><u>This unit will give children the chance to design by making and experience first hand how art plays an important role in our community and culture, as well as cultures from other parts of the world.</u></p> <p>- Examples of lanterns from previous years</p> <p>- Chinese lanterns</p> <p>- Inspiration and theme from Lantern parade organisers (T.A.A.G)</p> <p>- Use drawing to think about ideas, taking inspiration from observation or imagination (depending on theme)</p> <p>- Learn a range of construction and deconstruction techniques appropriate to lantern design.</p>	<p>Portraits and Illustrations – Drawings with Personality</p> <p><u>Children will explore drawing in different styles to create portraits that are full of personality.</u></p> <p>- Quentin Blake</p> <p>- Explore the work of Quentin Blake in depth, discussing the character and atmosphere of his drawings. Use the internet to watch videos of him working, read about his techniques etc.</p> <p>- Children will start by drawing, using continuous line, straight-line drawing and other drawing exercises.</p> <p>- Learn techniques with watercolour to finish their illustrations</p>	<p>Still Life – Culture</p> <p><u>This unit will give children an understanding of movement and drawing and c</u></p> <p>- Pablo Picasso Braque</p> <p>- Children will observation, I same objects viewpoints.</p> <p>- They will explore drawings and angles of the : will combine c – ink, pencil, c exploring these freely</p> <p>- They will create and then work drawing medi</p>

specific knowledge	How can we make artwork about ourselves?	How does art help us celebrate?	How can drawings show us personality?	What differences combine into
diverse – so (words?)	portrait collage illustrator pattern shape - circle, square, long, short colour names	3D art culture opinion construct and deconstruct sketchbook explore technique process result inspire	figurative exaggeration continuous line colour - blending experiment annotate evaluate	Cubism perspective viewpoint abstract layering effect manipulate critique reflecting

Curriculum Flight Path Year A

	EYFS	KS1	Year 3/4	Year 5/6
role and	<p>Exploring feelings This unit will encourage children to reflect on how different artworks make them feel. They will explore showing different emotions through drawing and mixed media.</p> <p>-Van Gogh's Sunflowers, 'Melancholy Woman' by Picasso</p> <p>- discuss feelings invoked by different artwork. Think about how to show different emotions – draw sad faces/happy faces.</p> <p>- Use a combination of weaving, printmaking, collage, sculpting to show emotions.</p>	<p>Colour In this unit children will explore colour mixing and they will freely combine colours and play with them to create a large artwork.</p> <p>- Wassily Kandinsky's Squares with Concentric Circles</p> <p>-Look at this artwork and notice the shapes and colours.</p> <p>- explore the painting through drawing sections in sketchbook.</p> <p>- Year 1 – investigate what colours they can make when mixing paints</p> <p>- Year 2 – learn about the colour wheel and mix paints to match the wheel</p> <p>- Use pastels and paints to create their own spirals of colour on large sheets of paper.</p>	<p>Printmaking - Geometric Patterns In this unit children will create geometric designs by printing.</p> <p>-Ancient Roman/Ancient Greek geometric art.</p> <p>-Children will develop geometric designs by drawing and exploring foam printing.</p> <p>They will use repeated printing to compose a larger design, experimenting with different colour inks on different colour/textures of paper. They will collaborate with each other to combine patterns.</p>	<p>Local Artist Work -learning about process, technique sketchbook use about inspiration - follow the work further personal techniques/techniques through a final individual artwork.</p>
specific	How does art make us feel?	Which colours can I make and	Which shapes and colour	What can I learn

knowledge	How can we draw/show different emotions?	how?	combinations do I like?	about how they and create art
creative – so (words?)	colour names pattern texture - rough, smooth favourite	sketchbook explore brushstrokes technique gallery exhibition close-up colour - primary, secondary, colour wheel, warm, cold shape - simple, geometric	experiment design by making annotate evaluate visual art traditional pattern -repeating, symmetry, geometric press printing collaborative scale	creative process reflecting developing ideas individual responses critique effect

Curriculum Flight Path Year B				
	EYFS	KS1	Year 3/4	Year 5/6
and	Puppets <u>This unit will see children learning 3D construction techniques to make a puppet of a character from a story.</u> - examples of puppets – photos and real examples - drawing characters from stories - making puppets, using simple techniques to join materials	Junk Art sculptures <u>This unit will challenge children to make 3D art out of junk.</u> - Robert Rauschenberg’s combines - drawing ideas, from direct observation/ photos - using found/recycled materials (junk), textiles, painting.	Collage – painting with scissors <u>In this unit, children will compose pictures by cutting and collaging different papers.</u> - Henri Matisse ‘paper cut outs’ - Look at examples of Matisse’s cut-outs and watch videos of him working. -Make colourful papers by painting sheets of scrap. -Use everyday objects to draw	Landscapes <u>In this unit, children will learn different techniques and processes</u> -Artists who created artworks of the landscape Hokusai (Japan) and 19 th century / Kurt Jackson local – River T

	<p>together</p> <p>- add colour using paint.</p>		<p>from observation.</p> <p>-Draw the shadows of objects to focus on silhouette shapes.</p> <p>-Use scissors to cut out shapes, playing with how to construct their drawings out of pieces of paper.</p>	<p>- Use paint to artists' styles.</p> <p>styles, focusing on colour and what is distinctive:</p> <p>Hokusai – different colour hues</p> <p>Kurt Jackson - paint, working with scrawling writing</p> <p>-Create preparatory sketches</p> <p>-Create the same image by combining both one image, or of the same landscape</p>
specific edge and	How can art help us tell a story?	How can we make art using unusual materials?	How can I paint a picture with scissors?	How can I combine techniques in create a landscape
ive – so rds?)	model puppet tools materials	<p>sketchbook</p> <p>explore</p> <p>collect</p> <p>sculpture</p> <p>observational drawing</p> <p>3D art</p> <p>deconstruct</p> <p>construct</p> <p>opinion</p> <p>culture</p> <p>technique</p> <p>process</p> <p>result</p>	<p>experiment</p> <p>annotate</p> <p>intention</p> <p>design by making</p> <p>evaluate</p> <p>colour - complimentary</p> <p>space -positive, negative, composition</p> <p>shape - silhouette</p>	<p>colour - contrast</p> <p>en plein air</p> <p>preparatory sketches</p> <p>atmosphere</p> <p>layering effect</p> <p>mixed media</p>
Curriculum Flight Path Year B				
	EYFS	KS1	Year 3/4	Year 5/6
and	<p>Exploring mark-making</p> <p><u>This unit will allow free exploration of a variety of media, with children being encouraged to talk about what</u></p>	<p>Colour- Self Portraits</p> <p><u>In this unit, children will think about how artists use colour to express emotions. They will use oil pastels to create a self</u></p>	<p>Batik - Decorative Art</p> <p><u>This unit will allow children to learn the technique of Batik to create decorative panels of fabric.</u></p>	<p>Digital Media</p> <p><u>This unit will focus on the styles used by artists. Children will create digital art - ta</u></p>

	<p><u>they make and what they like about it.</u></p> <ul style="list-style-type: none"> -Large and small-scale drawings -mark-making, painting, sensory art - collage materials – sand, pasta, - printing with stampers, potato prints etc 	<p><u>portrait.</u></p> <ul style="list-style-type: none"> - Edvard Munch’s ‘The Scream’ - Look at how different colours combine in the image to create feeling. - Make versions of ‘The Scream’, playing with the colour – warm sky, cool sky. -Year 1 – investigate what colours they can make when mixing paints - Year 2 – learn about the colour wheel and mix paints to match the wheel - Use pencils to draw self portraits, from photographs. - Create self portraits, using colours inspired by Munch, with oil pastel or paint. 	<ul style="list-style-type: none"> - traditional Indonesian Batik, African Batik - explore the use of motifs. - in sketchbooks, create observational drawings then simplify them and design a motif. - Explore the technique of Batik, creating decorative panels of fabric. 	<p><u>manipulating computer.</u></p> <ul style="list-style-type: none"> - Andy Warhol - Lichtenstein - collect and e famous pop a - in sketchbook the artworks, colours and st drawing/pain' - Experiment ' photography, manipulating changing colo produce a pop work.
pecific edge and	What exciting tools and materials can we use for art?	How can artists use colours to express feelings?	What is batik and how is it done?	What was the movement an techniques ar use?
ive – so rds?)	<p>line – straight, curved</p> <p>colour - colour names, bright, dark</p> <p>pattern</p> <p>print</p> <p>drawing</p> <p>favourite</p> <p>success</p> <p>improve</p>	<p>expressionism</p> <p>colour - primary colours, secondary colours, colour wheel, warm colours, cold colours</p> <p>sketchbook</p> <p>explore</p> <p>collect</p> <p>inspire</p> <p>exhibition</p> <p>gallery</p> <p>process</p> <p>result</p> <p>technique</p>	<p>colour - complimentary, blending</p> <p>shape - organic</p> <p>pattern -repeating, motif</p> <p>experiment</p> <p>annotate</p> <p>craftspeople</p> <p>traditional</p>	<p>pop art</p> <p>digital art</p> <p>manipulate</p> <p>critique</p> <p>retrospective</p> <p>similarities/lir</p>

		opinion		
Curriculum Flight Path Year B				
	EYFS	KS1	Year 3/4	Year 5/6
and	<p>Animals <u>This unit will develop children's skills in looking at artwork and exploring techniques used by an artist</u> - Eric Carle - Look at Eric Carle's simple use of shapes in his animal pictures – e.g. the hungry caterpillar. - Children try drawing animals using simple shapes. - Children play with printing, painting and collage to recreate some of Eric Carle's famous animal characters. - They then use these techniques to make their own animal artwork.</p>	<p>Landscapes <u>Children will learn about a local artists and explore the style and techniques she uses. They will create their own painting of a local landscape.</u> - Laura Wall - Children will sketch out in the local environment – seafront. Try painting with watercolour from direct observation. - Learn techniques used by Laura Wall – watercolour, style of drawing. (if possible arrange a visit from artist) - Create paintings in the style of Laura Wall</p>	<p>Art in our Community - T.R.A.I.L art sculpture trail - previous sculptures from other years - inspiration and theme from T.R.A.I.L. organisers drawing, painting, 3D, collaboration</p>	<p>Local Artist W -learning about process, technique sketchbook use about inspiration - follow the work further personal techniques/techniques through a final individual artwork.</p>
pecific edge and	How can I use different art techniques to create artwork about animals?	How does Laura Wall create her landscape paintings of Teignmouth?	How can we make eye-catching artwork together?	What can I learn about how to and create art
ive – so rds?)	<p>shape - round, circle, square, long, short pattern collage colour- bright, dark, colour names</p>	<p>landscape background foreground colour wash Line – diagonal, soft, strong, fine, wavy, horizontal, vertical inspire exhibition gallery technique sketchbook explore collect</p>	<p>experiment collaborative intention impact scale design by making</p>	<p>creative process reflecting developing individual individual responses critique effects</p>