

Art and Design Nursery	Autumn	Spring	Summer
	Wassily Kandinsky (collage, mixed media)	Observational drawing (drawing)	Vincent Van Gogh (drawing, colouring or painting)
Final outcome	To create an abstract art piece using collage in the style of Kandinsky .	To draw a bicycle from observation.	To create a sunflower picture in the style of Van Gogh .
Key skills taught	Use drawings, collage and colour. Create concentric circles in contrasting colours Explore colour and colour mixing. Join different materials and explore different textures.	Drawing with increasing complexity and detail. Create enclosed shapes with continuous lines to represent objects.	Evaluate artwork by an artist, draw the flower and colour it with crayons, felt tips or paint
Key Vocabulary	Colour, shape, circle, square		Sunflower, petal, draw, colour,
Specific objectives to be covered in the units and context N.C KS1 A) to use a range of materials creatively to design and make products B) to use drawing to develop and share their ideas, experiences and imagination C) to use painting to develop and share their ideas, experiences and imagination D) to use sculpture to develop and share their ideas, experiences and imagination E) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space F) learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Create closed shapes with continuous lines Explore different materials freely Explore colour and colour mixing Use their imagination as they consider what they can do with different materials.	Create closed shapes with continuous lines Draw with increasing complexity and detail Use drawing to represent ideas like movement Explore, use and refine a variety of artistic effects to express their ideas and feelings	Create closed shapes with continuous lines Draw with increasing complexity and detail Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Explore, use and refine a variety of artistic effects to express their ideas and feelings

Art and Design Reception	Autumn	Spring	Summer
	Henri Matisse (printing)	Piet Mondrian (collage)	Claude Monet (painting)
Final outcome	To create an abstract art piece using leaf printing in the style of Matisse .	To create an abstract art piece using tape and primary colours in the style of Mondrian .	To create a landscape picture in the style of Monet .
Key skills taught	Explore the technique of printing. Paint on the leaf, turn it over, press it down onto paper.	Evaluate artwork by an artist; experiment with mixed-medias to create work in the style of an artist	Evaluate artwork by an artist, experiment with a finger painting technique
Key Vocabulary	Colour, paint, press, print, Matisse	Tape, rectangle, square, colour, fill	Landscape, pond, little paint dots,
<p>Specific objectives to be covered in the units and context</p> <p>N.C KS1</p> <p>A) to use a range of materials creatively to design and make products</p> <p>B) to use drawing to develop and share their ideas, experiences and imagination</p> <p>C) to use painting to develop and share their ideas, experiences and imagination</p> <p>D) to use sculpture to develop and share their ideas, experiences and imagination</p> <p>E) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>F) learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore colour and colour mixing</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore colour and colour mixing</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

Art and Design Year 1	Autumn	Spring	Summer
	<p style="text-align: center;">Colour Creations (painting)</p>	<p style="text-align: center;">Yayoi Kusama (sculpture)</p>	<p style="text-align: center;">Henri Rousseau (drawing)</p>
<p style="text-align: center;">Final outcome</p>	<p>To create an abstract art piece using paint and collage in the style of Kandinsky.</p>	<p>To create a final pumpkin sculpture in the style of Yayoi Kusama.</p>	<p>To create a rainforest inspired landscape.</p>
<p style="text-align: center;">Key skills taught</p>	<ul style="list-style-type: none"> • Investigate the work of Kandinsky: explore: colour, shape, (<i>squares and concentric circles, Black Strokes 1, Fugue</i>) • Develop understanding of colour mixing: identify and use primary colours in painting • Develop understanding of colour mixing: identify and use secondary colours • Develop understanding of colour mixing: creating tone using white and black paints • Produce Kandinsky style outcome based on concentric circles using primary and secondary colours and light and dark tones • Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> • Investigate the work of Yayoi Kusama: explore: colour, shape, technique, style (<i>obliteration room, pumpkins, fashion outcomes</i>) • Develop understanding of media application: pencil: stippling, circling painting: blotting, stroking, dabbing, twisting • Develop understanding of tone: understand dot placement and tone-creating pumpkin outcome • Develop understanding of clay work: rolling, modelling, carving. • Produce Yayoi Kusama sculpture outcome (based on Pumpkins) • Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> • Investigate the work of Henri Rousseau: explore: colour, style, technique, landscape, familiar themes (<i>Surprise Tiger in a Tropical Storm, Mandril in the Jungle, Two Monkeys in the Jungle, Jungle with Lion</i>) • Develop understanding of observational drawings: simple drawings of plants using pencil • Develop understanding of pastel work: understand how to use pastel to add colour to works (application/blending) • Develop understanding of pastel work: understand how to use pastel to add colour to works (mixing colours) • Produce landscape in the style of Henri Rousseau using pastels • Evaluate final outcome- using reflection
<p style="text-align: center;">Key Vocabulary</p>	<p>Colour, primary colour, paint, secondary colour, abstract, Kandinsky</p>	<p>Evaluate, Yayoi Kusama, stippling, blotting, circling, stroking, dabbing, twisting, cut out</p>	<p>Rousseau, botanical, gardens, jungle, childish, feature, portrait, landscape, imagination, oil pastels)</p>
<p style="text-align: center;">Specific objectives to be covered in the units and context</p>	<p style="text-align: center;"><u>(A, E, F)</u> <u>PAINING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I can hold a paintbrush correctly when painting • I know what 'loading' the paintbrush is • I know how to create a smooth sweeping brushstroke • I can use paint to create differently shaped lines • I can use my paintbrush to create lines of different thicknesses 	<p style="text-align: center;"><u>(A, C, D, E, F)</u> <u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> • I can experiment with different materials to make marks • I can make attempts to mimic the art of a famous artist • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making 	<p style="text-align: center;"><u>(A, B, C, D, F)</u> <u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> • I can sketch and draw plants and flowers in the style of Rousseau • I can sketch and create a 'portrait-landscape' • I can use my imagination to generate ideas for my sketch

<p>N.C A) to use a range of materials creatively to design and make products B) to use drawing to develop and share their ideas, experiences and imagination C) to use painting to develop and share their ideas, experiences and imagination D) to use sculpture to develop and share their ideas, experiences and imagination E) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space F) learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<ul style="list-style-type: none"> • I can experiment with different ways to make marks using a paintbrush <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • I can create a piece of art inspired by Mondrian • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky 	<ul style="list-style-type: none"> • I can follow instructions to create the basis for my sketching • I can make visual <p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can describe and make observations on a piece of artwork's colour and pattern • I can make choices about the tools I will use when painting <p style="text-align: center;"><u>COLLAGE, SCULPTURE AND 3-D ART</u></p> <ul style="list-style-type: none"> • I can develop my scissor/cutting skills when cutting out circles • I can use paper art to recreate an installation piece by Yayoi Kusama • I can comment on the shape/form of 3-D objects and sculptures • I can use the rolling technique effectively to manipulate clay • I can recreate the form of a pumpkin, inspired by Kusama's sculptures <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • I can join in discussions about a famous artist's work • I can remember and give some facts about Yayoi Kusama • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork 	<p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I can use oil pastels to apply colour to works • I can create prints inspired by Rousseau's paintings <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <p>I can say who Henri Rousseau was and recall facts about his life</p> <ul style="list-style-type: none"> • I can discuss a painting by Henri Rousseau • I can discuss and explain how I feel when looking at a Rousseau painting • I can discuss landscapes, and Rousseau's genre of 'portrait-landscape'
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Art and Design Year 2	Autumn	Spring	Summer
	Mark Making (drawing/painting)	Self-Portrait (drawing/painting)	Earth Art (sculpture, 3D art/textiles)
Final outcome	To create a final outcome in the style of Paul Klee based on the story The Dot.	To create self-portraits using mixed medias.	To use natural/non-conventional materials to recreate artworks from different cultures
Key skills taught	<ul style="list-style-type: none"> • Investigate the work of Paul Klee and The Dot (story): explore: colour, shape, mediums, mark makings, (<i>seaside resort, in the South of France, Revolving House, After the Floods, Insula Dulcamara,</i>) 	<ul style="list-style-type: none"> • Investigate the work of Vincent Van Gough explore: colour, shape, mediums, mark makings, (<i>Self Portraits</i>) • Develop understanding of symmetry: explore symmetry of facial features- recreate this $\frac{1}{2}$ image $\frac{1}{2}$ drawing 	<ul style="list-style-type: none"> • Investigate the indigenous work of Kenya: colour, shape, mediums, mark makings, (<i>textile works</i>) • Develop understanding of background: understand the history and background of material/textiles within Kenya

	<ul style="list-style-type: none"> • Develop understanding of mark making techniques: observe line work in Paul Klee's work and recreate • Develop understanding of mark making techniques: explore pressure in mark marking- using different pencils and pressures • Develop understanding of mark making with mixed medias to create texture: explore mark making with paint and pencil- layering to apply texture • Produce Paul Klee inspired outcome: create a Paul Klee inspired landscape using mixed medias and a variety of mark making techniques • Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> • Develop understanding of proportion: explore proportion in portraiture • Develop understanding of mark making with oil pastels: explore mark making in Van Gogh's portraits. • Produce Van Gogh inspired outcome: create a Van Gogh inspired portrait using symmetry and proportion. • Evaluate final outcome- using reflection 	<ul style="list-style-type: none"> • Develop understanding observational drawings: use a viewfinder to identify one aspect of a Kenyan material patterns • Develop understanding of weaving: develop weaving technique • Produce textile outcome using weaving and natural objects • Evaluate final outcome- using reflection
<p>Key Vocabulary</p>	<p>Line, straight, curved, zigzag, pattern, pressure, paintbrush, load, brushstroke, texture, rubbing</p>	<p>Portraits, photograph, sketch, painting, porportion, symmetry, mark making, oil pastels</p>	<p>Indigenous, sculpture, natural, weaving, loom, thread, weft threads,</p>
<p>Specific objectives to be covered in the units and context</p>	<p style="text-align: center;"><u>(A, B, C, D, E, F)</u></p> <p style="text-align: center;"><u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> • I can explore ways of drawing lines between two points • I can experiment with how I hold a pencil when sketching • I can discuss what a line is • I can use adjectives to describe lines • I can experiment with pressure when drawing pencil lines • I can experiment with different kinds of pencils and observe the different marks they make • I can create different repeated line patterns • I can discuss and comment on the texture in artwork • I can use rubbing to recreate texture 	<p style="text-align: center;"><u>(A, B, C, D, E, F)</u></p> <p style="text-align: center;"><u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> • I can discuss how artists have created different effects • I can investigate how to make different marks using sketching pencils • I can comment on how different grades of sketching pencil make different marks • I can make a choice about which pencil I need to use for a purpose • I can use a variety of media to create different effects • I can apply a variety of techniques when drawing • I can evaluate my work and the work of others and identify strengths and weaknesses 	<p style="text-align: center;"><u>(A, B, C, D, F)</u></p> <p style="text-align: center;"><u>DRAWING - LIVE, PATTERN AND TEXTURE</u></p> <ul style="list-style-type: none"> • I can identify repeating patterns in traditional Kenyan textiles
<p>N.C A) to use a range of materials creatively to design and make products B) to use drawing to develop and share their ideas, experiences and imagination C) to use painting to develop and share their ideas, experiences and imagination D) to use sculpture to develop and share their ideas, experiences and imagination E) to develop a wide range of art and design techniques in using</p>	<p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I can hold a paintbrush correctly when painting • I know what 'loading' the paintbrush is • I know how to create a smooth sweeping brushstroke • I can use paint to create differently shaped lines • I can use my paintbrush to create lines of different thicknesses • I can experiment with different ways to make marks using a paintbrush <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p>	<p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I can experiment with different kinds of paint and what effects I can create with them. • I can comment on the effects different paints create • I can say which kind of paint I prefer <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • I can explore portraits by Van Gogh • I can comment on how portraits by Van Gogh • I understand that portraits can tell you about the person in them • I can make decisions about what I want my self-portrait to say about me • I can say what I like and dislike about different portraits 	<p style="text-align: center;"><u>PAINTING, PRINTING AND COLOUR</u></p> <ul style="list-style-type: none"> • I know that natural materials can be used to make different mark making materials, including paints • I can comment on the colours of natural materials and how this can add to my artwork • I can recreate traditional patterns from materials using pencils <p style="text-align: center;"><u>COLLAGE, SCULPTURE AND 3-D ART</u></p> <ul style="list-style-type: none"> • I can describe what weaving is • I can create a simple loom • I can weave using interesting natural materials <p style="text-align: center;"><u>RESPONDING TO ARTWORK AND USING A SKETCHBOOK</u></p> <ul style="list-style-type: none"> • I understand what is meant by 'abstract' artwork • I can comment on the patterns created in woven rugs and tapestry • I can discuss and explore mandalas with the class • I can comment on the shapes, colours and patterns I can see in a mandala

<p>colour, patten, texture, line, shape, form and space</p> <p>F) learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<ul style="list-style-type: none">• I can explore how Kandinsky used different lines in his artwork• I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds• I can discuss the artworks of Paul Klee and say what I like and dislike about them• I can spot different mark making techniques in Klee's work• I can attempt to recreate some of the mark making in Klee's artwork		
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