

CURRICULUM PLAN FOR ART

Topic	Intention	Implementation	Impact	Enrichment
EYFS				
Acorns Provision 20 – 30 Months	<ul style="list-style-type: none"> • Shows control in holding and using mark-making tools. (PD) • Imitates drawing simple shapes such as circles and lines. (PD) • Distinguishes between the different marks they make. (L) • Uses blocks to create their own simple structures and arrangements. (M) • Notices simple shapes and patterns in pictures. (M) • Explores and experiments with a range of media through sensory exploration, and using whole body. (EA&D) • Notices and is interested in the effects of making movements which leave marks. (EA&D) • Experiments with blocks, colours and marks. (EA&D) 	<ul style="list-style-type: none"> • Plan time for children to experiment with equipment and to practise movements they choose. • Provide ‘tool boxes’ containing things that make marks, so that children can explore their use both indoors and outdoors. • Listen and support what children tell you about the marks they make. • Draw attention to marks, signs and symbols in the environment and talk about what they represent. • Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag. • Talk about and help children to recognise patterns. • Draw children’s’ attention to patterns in real life. • Collect pictures that illustrate the use of shapes and 	By the end of Acorns children should be able to: <ul style="list-style-type: none"> • Mark-make on a large scale using a variety of tools and different media. • Experiment with different medias through sensory exploration. • Beginning to hold a pencil and use it to mark-make. 	In school: Daily art. Being able to display their own art.

		<p>patterns from a variety of cultures, e.g. Arabic designs.</p> <ul style="list-style-type: none"> • Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. • Choose unusual or interesting materials and resources that inspire exploration such as textured wall-coverings, raffia, string, translucent paper or water-based glues with colour added. 		
Nursery 30 – 50 Months	<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. (PD) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD) • Sometimes gives meanings to marks as they draw and paint. (L) • Shows an interest in shape and space by playing with shapes or making arrangements with objects.(M) • Explores colour and how colours can be changed. (EA&D) • Understands that they can use lines to enclose a space, and then begin to 	<ul style="list-style-type: none"> • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. • Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. • Provide a range of left-handed tools, especially left-handed scissors, as needed. • Notice and encourage the marks children make and the meanings that they give to them. 	<p>By the end of Nursery children should be able to:</p> <ul style="list-style-type: none"> • Hold and use a paintbrush. • Handle and use scissors correctly to cut paper. • Hold a pencil with a secure comfortable grip and mark-make. • Name some simple colours. • Talk about and begin to describe textures. • Begin to choose tools for a specific purpose. 	<p>In school: Art Gallery for parents.</p> <p>Dressing up as a fairy-tale character.</p> <p>Puppet show.</p>

	<p>use these shapes to represent objects. (EA&D)</p> <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. (EA&D) • Uses various construction materials. (EA&D) • Realises tools can be used for a purpose. (EA&D) 	<ul style="list-style-type: none"> • Show pictures that have symmetry or pattern and talk to children about them. • Support children's responses to different textures. • Talk about children's growing interest in and use of colour as they begin to find differences between colours. • Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need. 		
Reception 40 – 60 Months	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. (PD) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD) • Gives meaning to marks they make as they draw, write and paint. (L) • Uses familiar objects and common shapes to create and recreate patterns and build models. (M) • Explores what happens when they mix colours. (EA&D) 	<ul style="list-style-type: none"> • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. • Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. • Provide a range of left-handed tools, especially left-handed scissors, as needed. • Talk to children about ways of finding out what they can do with different media and what 	<p>By the end of Reception children should be able to:</p> <ul style="list-style-type: none"> • Confidently choose tools for a specific purpose. • Hold a pencil with a secure comfortable grip and is able to draw more intricately with details. • Name simple and more complex colours and are beginning to understand what colours make when mixed. • Construct with a variety of materials using a variety of tools. 	<p>Visits: Ham House and Gardens.</p> <p>In school: Art Gallery for parents.</p> <p>Dressing up as a fairy-tale character.</p> <p>Puppet show.</p>

	<ul style="list-style-type: none"> • Experiments to create different textures. (EA&D) • Understands that different media can be combined to create new effects. (EA&D) • Manipulates materials to achieve a planned effect. (EA&D) • Constructs with a purpose in mind, using a variety of resources. (EA&D) • Uses simple tools and techniques competently and appropriately. (EA&D) • Selects appropriate resources and adapts work where necessary. (EA&D) • Selects tools and techniques needed to shape, assemble and join materials they are using. (EA&D) • Creates simple representations of events, people and objects. (EA&D) • Chooses particular colours to use for a purpose. (EA&D) 	<p>happens when they put different things together such as sand, paint and sawdust.</p> <ul style="list-style-type: none"> • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. • Provide resources for mixing colours, joining things together and combining materials. 		
KS1 and KS2				
KS1 Drawing	<ul style="list-style-type: none"> • Use a variety of tools, Inc. pencils, rubbers, crayons, 	<p><u>All About Me – Autumn 1, Year 1</u> Self-portraits –</p>	By the end of KS1 children will have the following:	Visits:

	<p>pastels, felt tips, charcoal, ballpoints, chalk and other dry media. (Yr 1). Begin to layer different media (Yr 2).</p> <ul style="list-style-type: none"> • Begin to explore the use of line, shape and colour. (Yr 1). Experiment with these visual elements. (Yr 2). • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. (Yr 2). 	<p>Tools: Pencils and crayons.</p> <p>Using mirrors to identify key features about themselves and choosing appropriate colours to represent their faces.</p> <p><u>Harvest –Autumn 1, Year 1</u> Observational drawing of harvest vegetable still life. Begin to recognise the difference between accurate recording and drawing from imagination. Select and use coloured pencils to represent a single object.</p> <p><u>Climbers, Creepers, wrigglers and crawlers – Summer 1, Year 1</u> Drawing animals – Tools: Pencils, rubbers, crayons, felt tips.</p> <p>Using step by step instructions to draw different types of animals. Using straight, curved, wiggly, spiral lines.</p> <p><u>Harvest –Autumn 1, Year 2</u> Observational drawing of harvest vegetable still life. Use oil pastels, blending colours to represent a group of objects. Understand the need to look carefully before drawing. Recognise that some parts of a group of objects will be hidden behind others.</p>	<ul style="list-style-type: none"> • Be able to draw using different media and know how to use this media to create certain effects. • Confidently choose which tools to use to achieve certain effects. • Exploring the use of proportions, tone and texture. 	<p>Orleans House Gallery/Turner's House Workshops. Year 1</p> <p>Tate Britain. Year 2</p> <p>Plus any other exhibitions that relate to topics.</p>
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		<p><u>Tell me a Dragon – Spring 2, Year 2</u> Sketching – Tools: Pencils/charcoal</p> <p>Using short, light strokes of a pencil/charcoal to create a dragon’s image.</p>		
KS2 Drawing	<ul style="list-style-type: none"> • Experiment with different grades of pencil. (Yr 3). • Begin to plan, refine and alter their drawings. (Yr 3). Alter and refine drawings and describe changes using art vocab. (Yr 4). • Use their sketchbooks to develop ideas and practice. • Draw for a sustained period of time. (Yr 3). Work in a sustained and independent way from observation, experience and imagination. (Yr 5). • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. (Yr 3). Explore relationships between line and tone, pattern and shape, line and texture. (Yr 4). Explore the potential 	<p><u>Walk like an Egyptian – Spring 2, year 3</u></p> <p>Make and decorate a sarcophagus – Tools: Card, pencil and felt tip pens</p> <p>Create an Egyptian cartouche</p> <p><u>Plant Art – Summer 2, Year 3</u></p> <p>(Lesson 2) Close observational drawing of leaves and flowers – Tools: sketching pencils</p> <p>(Lesson 4) Creating a forest scene</p> <p><u>Why do people holiday in Greece? – Autumn 1, Year 5</u></p> <p>Pencil drawings to portray beach scene, exploring how to create texture, pattern, shape, colour</p> <p>Tools: Sketching pencils, colouring pencils.</p>	<p>By the end of KS2 children will have the following:</p> <ul style="list-style-type: none"> • Know how to use different grades of pencil to achieve different tones, textures and patterns. • Be able to layer different medias to achieve a certain desired effect. • Compare their own work to other artists with familiar styles. 	<p>Visits: National Gallery. Year 3</p> <p>Saatchi Gallery. Year 4</p> <p>Tate Modern/October Gallery. Year 5</p> <p>National Portrait Gallery. Year 6</p> <p>Plus any other exhibitions that relate to topics.</p>

	<p>properties of the visual elements, line, tone, pattern, texture, colour and shape. (Yr 5). Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. (Yr 6).</p> <ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. (Yr 4). • Use research to inspire drawings from memory and imagination. (Yr 4). • Demonstrate a wide variety of ways to make different marks with dry and wet media. (Yr 6). • Identify artists who have worked in a similar way to their own work. (Yr 6). 	<p><u>All in proportion – Summer 1, Year 5</u> Use Leonardo’s Vetruvian man as the basis for learning about correct proportions when drawing the human face and figure.</p> <p>Tools: Sketching pencils</p> <p><u>It’s all Greek to me! – Spring 2, Year 5</u> Use silhouettes and a limited colour palette (orange, black and white) to create ‘Greek urn’ decorations.</p> <p><u>Science, Evolution and Inheritance – Autumn 2, Year 6</u> Drawing animals from the rainforest – Tools: pencils.</p> <p>Using images to observe and draw their animals. Experimenting with lines, tones and shape.</p> <p><u>Art through music – Spring 1, Year 6</u> Create a scene depicted from a piece of music.</p> <p>Sketching – Tools: Pencils, charcoal, colours.</p>		
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<p>KS1 Painting</p>	<ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. (Yr 1). Experiment with tools and techniques, inc. layering, mixed media, scraping through etc. (Yr 2). • Mix and match colours using artefacts and objects. • Mix secondary colours and shades. (Yr 1). Mix a range of secondary colours, shades and tones. (Yr 2). • Use different types of paint. (Yr 1). Name different types of paint and their properties. (Yr 2). • Work on different scales. E.g. large brush on large paper etc. • Create different textures e.g. Use of sawdust. (Yr 1). 	<p><u>All About Me – Autumn 1, Year 1</u> <u>Literacy text – Cave Baby</u> Cave Paintings – Tools: Paint, brushes of varying thickness, charcoal, oil pastels.</p> <p>Using paints to mix different colours and shades. Working on a bigger scale e.g. larger paper and bigger brushes.</p> <p><u>Super skies – Spring 1, Year 1</u> Weather paintings – Tools: Watercolours, watercolour paper, wax crayons.</p> <p>Wax crayons and watercolours, discussion of properties and wax resist.</p> <p><u>Meet the artist: Painters- Autumn 2, Year 2</u> Paul Klee –Use letters, numbers and 2D shapes to create abstract patterns.</p> <p>Recognise warm and cold colours; Mix primary colours to make secondary colours. Mix paint to lighten/darken the tone of a colour.</p> <p><u>Frozen! – Spring 1, Year 2</u> <u>Nerys Levy</u></p>	<p>By the end of KS1 children will have the following:</p> <ul style="list-style-type: none"> • Be able to mix up a range of colours, shades and tones and match these to objects that they are painting. • Know a range of different sorts of paint and why we use these suit different art projects. • Choose appropriate tools when carrying out a painting project. 	<p>Visits: Orleans House Gallery/Turner’s House Workshops. Year 1</p> <p>Tate Britain Year 2</p> <p>Plus any other exhibitions that relate to topics.</p>
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		<p>Research artist and find out key facts about her and her artistic style.</p> <p>Use a combination of oil pastels and watercolours to create some artwork based upon Nerys Levy. Understand how the oil pastel and watercolour will/will not interact.</p> <p><u>Tell me a Dragon – Spring 2, Year 2</u> Watercolour paintings – Tools: Watercolours, watercolour paper, thick, medium and thin-sized paint brushes. Using broader brushes to create backgrounds and tone, then using thinner paintbrushes to add details and create intricate designs. Opportunities for layering and using mixed media.</p>		
KS2 Painting	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. (Yr 3). Mix and match colours with increasing accuracy. (Yr 4). Create shades and tints using black and white. (Yr 6). Use a developed colour vocabulary. (Yr 3). Use more specific colour language e.g. tint, tone, 	<p><u>A Journey through Time – Autumn 1, Year 3</u> Stone Age paintings – Tools: paints, oil pastels/chalks, animal stencils, sponges and a range of paintbrushes.</p> <p>Mix and make a variety of shades. Experiment with textures and mixing different medias. Opportunities to scale up or down in size.</p> <p><u>Meet the Artists – Autumn 1, Year 3</u></p>	<p>By the end of KS2 children will have the following:</p> <ul style="list-style-type: none"> Use varied brush techniques to create patterns Mix colours effectively Create different effects with paint Use pastels/chalk to draw Explore fine brush techniques using a 	<p>Visits: National Gallery. Year 3</p> <p>Saatchi Gallery. Year 4</p> <p>Tate Modern/October Gallery. Year 5</p>

	<p>shade, hue. (Yr 4). Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. (Yr 5).</p> <ul style="list-style-type: none"> • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. (Yr 3). Plan and create different effects and textures with paint according to what they need for the task. (Yr 4). Work on preliminary studies to test media and materials and mix appropriate colours. (Yr 5&6). • Work confidently on a range of scales e.g. thin brush on a small picture. (Yr 3). • Choose paints and implements appropriately. (Yr 4). Choose appropriate paint, paper and implements to adapt and extend their work. (Yr 6). • Show increasing independence and creativity with the painting 	<p>1) Frida Kahlo Study the work of Frida Kahlo, understand what influenced her art and the symbolism used.</p> <p>Create self-portraits using symbolism to convey a message about ourselves. Tools: pencil, acrylic paint</p> <p>2) JS Lowry Study the life and work of Lowry and recreate a painting thinking about basic shape and characters. Tools: pencils and watercolours</p> <p>3) Joan Miro Study the life and work of Miro and recreate abstract paintings. Tools: pencils and acrylic paint</p> <p><u>Meet the Artists: The Natural World – Summer 2, Year 3</u></p> <p>Lesson 3, Georgia O'Keefe</p> <p>Children create their own Georgia O'Keeffe-style large painting of a</p>	<p>variety of brushes and paint washes.</p> <ul style="list-style-type: none"> • Practise portraiture painting techniques using acrylics. • Mix colours effectively using the correct language (tint and shade) • Use key vocabulary to demonstrate knowledge and understanding of colour, emotion and tone • Understand the use of colour to affect mood. • Use key vocabulary to demonstrate knowledge and understanding of colour and emotion. • Use brush strokes to create characters. • Create experimental paintings • Use varied brush techniques to create shapes, patterns, and lines • Create different effects with paint e.g. drip painting • Use varied brush techniques to create 	<p>National Portrait Gallery. Year 6</p> <p>Plus any other exhibitions that relate to topics.</p>
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	<p>process. (Yr 4). Create imaginative work from a variety of sources. (Yr 5). Work from a variety of sources, inc. those researched independently. (Yr 6).</p> <ul style="list-style-type: none"> • Show an awareness of how paintings are created (composition). (Yr 6). 	<p>flower using their knowledge of tints, shades and tones. Tools: Watercolour paints</p> <p>Lesson 4, Forest scene</p> <p>Using tone and size to create an illusion of depth in a forest scene. Tools: Watercolour paints</p> <p><u>Meet the Artists: Street Art – Spring 1, Year 4</u> Graffiti, Banksy – Tools: making stencils, paint</p> <p><u>Christmas: Autumn 2, Year 5</u> Watercolour winter scenes – Tools: Watercolours, variety of paintbrushes, watercolour paper.</p> <p>Exploring the layering of paints and colours. Creating imaginative, detailed work. Experimenting with warm and cold colours and contrasting effects.</p> <p><u>Are You Surreal – S1, Y5</u> Mix colours to create custom shades and test on Modroc for busts.</p> <p><u>Reach for the stars! – Spring 1 Year 5</u></p>	<p>shades, textures, patterns and lines.</p> <ul style="list-style-type: none"> • Mix colours effectively to create tints, shades and tones. • Mix colours effectively to create tints, shades and tones. • Create the effect of depth using size and colour 	
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		<p>Self-select paint colours to express a reaction to contrasting pieces of music (Holst's Mars and Jupiter).</p> <p><u>Reach for the stars! –Spring 1 – Year 5</u> Create a view of the Earth from the moon, combining observational drawing, watercolour paint, oil pastels, chalk, poster paint and collage. Understand how the different media are/are not suited to each part of the picture.</p> <p><u>Meet the Artists: Gustav Klimt – Summer 1, Year 5</u> Explore the use of abstract pattern within a picture.</p>		
KS1 Sculpture	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. (Yr 1). Manipulate clay for a variety of different purposes. (Yr 2). Explore sculpture with a range of malleable media. (Yr 1). Experiment with, construct and join recycled, natural and 	<p><u>All About Me – Autumn 1, Year 1</u> Self-portraits – Tools: natural materials.</p> <p>Using natural materials to explore texture and construction.</p> <p><u>Knights and Castles – Summer 2, Year 1 (link to DT)</u> Building Castles – Tools: junk modelling materials, glue, paint, and scissors.</p>	<p>By the end of KS1 children will have the following:</p> <ul style="list-style-type: none"> Have experimented with different ways of constructing a sculpture. Used a range of different malleable materials. Experimented with different ways of joining 	<p>Visits: Orleans House Gallery/Turner's House Workshops. Year 1</p> <p>Tate Britain Year 2</p> <p>Plus any other exhibitions that relate to topics.</p>

	<p>man-made materials. (Yr 1). Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man materials more confidently. (Yr 2).</p> <ul style="list-style-type: none"> • Explore shape and form. (Yr 1). 	<p>Experimenting with ways of joining and constructing. Using different shapes and sizes to build. Using some tools carefully and confidently.</p> <p><u>Tell me a Dragon – Spring 2, Year 2</u> Clay Dragon eyes – Tools: clay, glass beads, paint, clay tools.</p> <p>Using a range of tools to create certain shapes and textures.</p>	<p>materials and using tools.</p>	
KS2 Sculpture	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. (Yr 3). Develop skills in using clay inc. slabs, coils, slips, etc. (Yr 6). • Construct a simple clay base for extending and modelling other shapes. (Yr 3). • Plan, design and make models. • Make informed choices about the 3D technique chosen. (Yr 4). • Show an understanding of shape, space and form. (Yr 4). • Talk about their work understanding that it has been sculpted, modelled or constructed. (Yr 4). Describe the different qualities involved in 	<p><u>A Journey through time - Autumn 1, Year 3</u></p> <p>Create soap carvings – Tools: soap, clay tools</p> <p><u>Walk like an Egyptian – Spring 2, Year 3</u></p> <p>Create an Egyptian death mask using card, papier mache and paints</p> <p><u>Meet the Artists: Painters – Summer 2, Year 3</u> Clay flowers – Tools: clay, clay tools, paint.</p> <p>Using a range of tools to create certain textures, patterns and shapes. Exploring how to attach clay securely. Expanding on simple clay techniques.</p> <p><u>Meet the Artists: Sculptors – Autumn 1, Year 4</u></p>	<p>By the end of KS2 children will have the following:</p> <ul style="list-style-type: none"> • Cut shapes to create recognisable forms • Add shapes and materials to sculptures to create detail • Cut and make shapes to create the form of a flower • Use score and slip techniques to join materials 	<p>Visits: National Gallery. Year 3</p> <p>Saatchi Gallery. Year 4</p> <p>Tate Modern/October Gallery. Year 5</p> <p>National Portrait Gallery. Year 6</p> <p>Plus any other exhibitions that relate to topics.</p>

	<p>modelling, sculpture and construction. (Yr 5).</p> <ul style="list-style-type: none"> • Use a variety of materials. (Yr 4). Use recycled, natural and man-made materials to create sculpture. (Yr 5). Create sculpture and constructions with increasing independence. (Yr 6). • Make a mould and use plaster safely. 	<p>Iron Men – Tools: chicken wire, papier-mâché, wire cutters, paint (if using).</p> <p>Exploring how to use the materials and tools to construct a specific form. Understanding how and why they have constructed in this way.</p> <p><u>It's all Greek to Me – Autumn 2, Year 5</u> Clay Vases – Tools: clay, clay tools, paint, paintbrushes.</p> <p>Develop skills in using clay and accurately shaping and joining parts together. Describing the qualities involved in modelling and construction.</p> <p><u>Are you Surreal – Spring 1, Year 5</u> Busts – Tools: balloons, card, mod roc, paint, papier-mâché.</p> <p>Thinking about how to represent certain facial/bodily elements. Exploring sculpture and how to attach parts on.</p> <p><u>Here come the Artists – Summer 1, Year 5</u> Recycled Sculptures – Tools: scissors, plastic bottles, lids, glue.</p>		
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		Using recycled materials to construct a sculpture based on the artist.		
KS1 Artists, architects and designers.	<ul style="list-style-type: none"> Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare. Use some key vocab to demonstrate knowledge and understanding within this strand: e.g. Andy Goldsworthy, LS Lowry, Claude Monet, Jackson Pollock, Van Gogh etc.. 	<p><u>Super Skies: JMW Turner – Summer 1, Year 1</u> Research artist and find out key facts about him and his artistic style. Create a landscape painting in his style.</p> <p><u>Meet the artist: Painters- Autumn 2, Year 2</u> Paul Klee –Use letters, numbers and 2D shapes to create abstract patterns.</p> <p>Recognise warm and cold colours; Mix paint to lighten/darken the tone of a colour.</p> <p><u>Frozen! – Spring 1, Year 2</u> <u>Nerys Levy</u></p> <p>Research artist and find out key facts about her and her artistic style.</p> <p>Use a combination of oil pastels and watercolours to create some artwork based upon Nerys Levy.</p>	By the end of KS1 children will have the following: <ul style="list-style-type: none"> Know some key facts about an artist/artists Express an opinion on famous artists' work. Create their own artist inspired artwork. 	<p>Visits: Orleans House Gallery/Turner's House Workshops. Year 1</p> <p>Tate Britain Year 2</p> <p>Plus any other exhibitions that relate to topics.</p>
KS2 Artists, architects	<ul style="list-style-type: none"> Use inspiration from famous artists to replicate a piece of work. (LKS2) 	<p><u>Meet the Artists- Autumn 2, Year 3</u> Frida Kahlo, JS Lowy, Joan Miro</p>	By the end of KS2 children will have the following:	<p>Visits: National Gallery. Year 3</p>

<p>and designers.</p>	<ul style="list-style-type: none"> • Reflect upon their work inspired by a famous notable artist and the development of their art skills. (LKS2) • Express an opinion on the work of famous, notable artists and refer to techniques and effect. (LKS2) • Use some key vocab to demonstrate knowledge and understanding within this strand: e.g. Salvador Dali, Coco Chanel, Claude Monet, Henri Matisse, John Constable etc. (LKS2) • Give detailed observations about notable artists', artisans', and designers' work. (UKS2) • Offer facts about notable artists', artisans', and designers' lives. (UKS2) • Use some key vocab to demonstrate knowledge and understanding within this strand: e.g. Henri Rousseau, India Flint, David Hockney, John Singer Sargent etc.. (UKS2) 	<p>Research artist and find out key facts about him and his artistic style.</p> <p>Create some artwork based on the style of the above artists.</p> <p><u>Meet the Artists – Autumn 2, Year 3</u></p> <p>Georgia O'Keefe Research artist and find out key facts about him and his artistic style.</p> <p>Create some artwork based upon Georgia O'Keefe.</p> <p><u>Meet the Artists: Sculptors – Autumn 1, Year 4</u></p> <p>Anthony Gormley Research artist and find out key facts about him and his artistic style.</p> <p>Create some artwork based upon Anthony Gormley.</p> <p><u>Meet the Artists: Street Art – Spring 1, Year 4</u></p> <p>Banksy</p> <p>Research artist and find out key facts about him and his artistic style.</p>	<ul style="list-style-type: none"> • Use inspiration from famous artist to replicate a piece of work • Reflect upon their work and the development of their skills • Express opinions of the work of famous artist and refer to techniques and effect • Use inspiration from famous artist to replicate a piece of work • Know some key facts about a number of different artists, designers and artisans. • Express an opinion on their work. • Be able to compare different artistic styles and techniques. • Create their own artist inspired artwork. 	<p>Saatchi Gallery. Year 4</p> <p>Tate Modern/October Gallery. Year 5</p> <p>National Portrait Gallery. Year 6</p> <p>Plus any other exhibitions that relate to topics.</p>
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		<p><u>El Anatsui – Recycled Sculpture</u></p> <p>Research both artists and find out key facts about them. Research their art styles.</p> <p>Create some artwork using recycled materials.</p>		
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