Art Year 1			
	Once up a time around the world- SPRING 1 **DRAWING**	Significant individual- SUMMER 1 Mary Anning- Lyme Regis **PAINTING**	Changes in Living Memory Schools- AUTUMN 1 **CHALK PASTELS**
Prior	ELG- EAD: Safely explore different materials, tools and techniques. Experiment with colour, design, texture and form PD: Use a range of tools. Begin to show accuracy when drawing.		
Knowledge (substantive and disciplinary) **Skill**	Artist: Mary Blair- Disney concept artist- Drawing Lesson 1: Explore the art work of Mary Blair. What does her artwork show? Look at a range of her Disney pieces. Patterns, colours and stories. What do they make you think of? Are they happy, scary, sad, magical? Can they name the Disney story? Lesson 2: Explore the colours and patterns Blair uses. Look at images, particularly castle pictures. Look at the patterns. What is a pattern? Are they repeating patterns? Made from lines or shapes? Lesson 3: Children to chose favourite images and explain why. Look at some of her paintings. What do you like/dislike? Why? What emotions do they make you feel? Could record with smilies/emojis. Lesson 4: Children experiment with adding patterns to an outline- eg: castle, dress, flower. Model different patterns. Lines, diagonals, shapes, repeating, swirls etc Lesson 5. To explore drawing own versions of Blair's artwork inspired by traditional tales. Copy outlines/add in own patterns. Explore use of colour Lesson 6: Refine and evaluate for final drawings. . *Please feel free to combine lessons 1-3 together and spend longer on practical lessons, as long as objectives covered.*	Artist: Caspar Friedrich- 'Wanderer above the sea fog' -Painting Lesson 1: Explore painting and children to discuss. Look at picture together. Unpick what you see, what do you think is happening? What colours? Is it detailed? Who is it? What is the weather like? What marks have been made? Class annotations. Lesson 2 Explore and compare other artists' paintings of seas, eg: Constable. Tone, colour, texture. Look at range of paintings. What is different/the same? Why do you like it? Which works best? Use artistic vocabulary. Lesson: 3: Create mixing different blues to create tone, colour and texture. Use 'poster paint'. Swatch painting. Experiment adding tiny bits of white to the blue and seeing, the effect, same with black. Is adding dark blue better? T model and chn copy. Lesson 4: Learn different mark making techniques using paintbrushes. Dry/wet brush, hard/soft brush, mixing on the page. Swatches, T model and chn copy. Lesson 5: To plan and experiment creating a sea painting inspired by Friedrich. Look at photos of stormy Lyme Regis- Where Mary Anning is from. Which do you like? Chn can stick image in the middle of the page and swatch experiments around the edge- eg a swatch next to the water, a swatch next to the rocks. Lesson 6: To paint and evaluate own stormy sea scape based on Lyme Regis.	Artist: Van Gogh and Frida Kahlo Pastels Lesson 1: Explore portraits created by Van Gogh- look at drawings. Talk about the different colours he used and the impact of this, summery, wintery, happy, sad, colourful etc Lesson 2: Compare Van Gogh's portraits to Kahlo's. Use of colour and realism. Compare and contrast. How are they the same and different. Which do you like best and why? Discuss how both are portraits and how they have individual personal style. Lesson 3: Explore using chalk pastels to create different effects. Model- my turn/your turn. Layer, pressure, mark making-lines, criss cross, swirls Lesson 4: Explore face proportions and practice self portraits. Model explicit how to draw features. MTYT eyes, ears, nose, mouth. Feel free to use youtube videos to support this. Lesson 5: Visit care home and complete first hand portrait drawings- in pencil Lesson 6: Refine own drawings using pastels For example: https://www.youtube.com/watch?v=IRp3sBQ-NFU
	Drawing with purposeful lines. Use of patterns. Using proportions in drawings.	Colour mixing with awareness of tone and texture. Mark making with different brushes Painting for an effect	Importance of proportion in portraits Observational skills- draw what you see Mark making using pastels and use of colour
END POINT	I can use lines, colours and pattern to create a fairy tale drawing to go into my pop up book.	I can mix colours together to create a dramatic sea scape.	
Next	Drawing landscapes Year 2	Water colour paintings of weather- year 2	Pastels in year 4 to capture movement

Art Year 2			
	Whatever the weather- SPRING 1 **PAINTING- watercolour**	Significant individuals: Sir Francis Drake. **SCULPTURE AUTUMN 2**	Changes in living memory **DRAWING SUMMER 1**
Prior	Painting: Colour mixing and use of brushes Drawing: Observational drawings – portraits ELG: Use of materials to join and attach		
Knowledge (substantive and disciplinary)	Artist: JMW Tuner Lesson 1: To respond to paintings by Turner. What does it make you feel? What colours has he used to achieve this? Compare to previous exploration of Casper Friedrich. (**Friedrich explored in year 1**) In Tuner's paintings, the colours blur together, often depicting storms or sunset/rise. He often worked in watercolour. (first year, look at Friedrich's 'Wanderer above the sea fog' too.) Look at paintings and discuss. Children could respond to 1-2 images in their books. Lesson 2: Understand the use of colour by Turner to create the weather and the sun- how does this affect the mood. Explore a range of images. Why is the colour and tone so important, what does it tell us? Lesson 3: To create a graduated wash using water colours. Light to dark and between colours. Explore creating swatches of different colours, block and between colours eg yellow to red. Lesson 4. To create layers of water colour for details and clouds. Chn to create various swatches at first. Wait to dry while T model using a damp brush to build layers of detail. Lesson 5. Using photos from the trip, children to plan and discuss colours and techniques to use to paint the weather. Chn could have photos in the middle of the page and either annotate or try replicating the colours in the photos around the edge. Lesson 6: To paint own weather scape using watercolours.	Artist: Alberto Giacometti Lesson 1: To learn about sculpture as an art form. Children to respond to a range of sculptures. Show children images of a range of sculptures (exposure to what a sculpture is.) Hepworth, Sir Francis Drake in Plymouth, Antony Gormley etc. Discuss opinions, what they show etc. Form, shape, line. Lesson 2: To explore the art works by Giacometti. Look at images of his human sculptures. Discuss how they stand, the shape of the bodies, posture, shape etc. Lesson 3: To experiment using crafting wire to create form- simple people. Teach and model cutting wire, bending wire, wrapping wire around pencils to make a coil, squeezing, building up wire to create thickness etc. Lesson 4: To look at and respond to the sculpture of Francis Drake. To experiment and take photos of posture of children.- form. Look at photos of sculpture. Discuss how he is standing. Showing strength, power etc. Children to practice standing showing power and strength. Take photos to stick in books. Lesson 5: To create sculpture inspired by Giometti and Francis Drake showing power. Lesson 6: To create and evaluate sculpture of Sir Francis Drake.	Artist: Lowry Lesson 1: To learn about Lowry as an artist and his industrial artworks. Twinkl have lots of support. Look at how he liked the business of cities and towns. He drew 'matchstick men' https://www.youtube.com/watch?v=kmopSVOMSsU Lesson 2. To reflect on favourite pieces of Lowry's work. Consider: line, form and shape. Look more at the pieces. What do you see happening. What stories can you think of, what are the people doing? What do you like and why. Lesson 3. To learn about perspective. Children to experiment with Lowry's art. Perspective is things getting smaller into the distance. Horizontals stay horizontal while verticals go on an angle. Practice copying some of his works Lesson 4. To take photos and evaluate perspective of images from Newton Abbot. Lesson 5. To draw image from Newton Abbot. Model first. Highlight the importance of perspective Lesson 6. To draw and evaluate image from Newton Abbot.
Skills	Water colour wash, light to dark and between colours Layering water colours and waiting for each layer to dry Adding detail using watercolours Awareness of the importance of how colour affects mood.	To learn the importance of posture and form within sculpture. To use sculpture to create a 3D form	Perspective- using a pencil as a line, line up the angle from sight and move down to page to match angle. Composition and angles within busy landscape.
END POINT	To paint own weather scape using watercolours.	To use sculpture to create a figure of a significant, powerful person.	. To draw and evaluate image from Newton Abbot.
Next	Year 3, to use watercolours to create a detailed landscape image	Using clay in year 3 and 4	Still life In year 3 and architecture in year 4

Art Year 3			
	Welcome to Devon! **PAINTING- WATERCOLOUR- SPRING**	Stone age to Iron age **DRAWING- AUTUMN**	Ancient Egypt **SCULPTURE- CLAY- SUMMER 1**
Prior	Graduated wash. Using layers.	Perspective drawings and use of patterns	Sculpture used to create form of a person.
Knowledge (substantive and disciplinary)	Artist: John Constable vs Lucy Marks Lesson 1: To explore and respond to Artworks by John Constable. Discuss the use of colour and detailed mark making. Lesson 2: To explore and respond to the Artworks by Lucy Marks. To compare styles by Constable and Marks. Lesson 3: To experiment and evaluate creating a washes of background. To explore creating effects of clouds and skyline. – separate lesson (too much for 1 lesson) Lesson 4: To experiment and evaluate creating detail using watercolours. Use dry and wet brush and layering. Revisit watercolour washes from year 2. Recap skills and how to achieve a coloured wash as a base. Lesson 5. To explore images and compositions from around Devon and Cornwall. Lesson 6: To create and evaluate a water colour piece inspired by Devon and Cornwall landscape. Postcard? Photocopied? Christmas scene/tree?	Artist: Jessica Russo Scherr- Paul Cézanne- still life classic Lesson 1: To explore and respond to the classical still life works of Cezanne. Discuss the importance of shape, form and tone. Look at a range of his still life works as a class. Discuss the realism, use of darks and lights, choice of objects, arrangement (shape, form, tone). Children chose a couple of their favourite to respond to in books. Lesson 2: To explore and compare the still life works or Scherr to Cezanne. Discuss the importance of shape, form and tone. Compare use of monotone. Modern change, discuss images as a class and children chose a few to write a response to. Lesson 3: To experiment with different gradients of pencil (4H-6B) and evaluate their purpose and effectiveness creating tone. Model and allow for exploration of different pencils, working in swatches. Lesson 4: To experiment and evaluate different shading techniques including cross hatching and parallel lines to create texture and tone. Lesson 5: To explore using drawing techniques of still life compositions of rocks. Evaluate techniques. Consider the texture of the rock you are drawing, try and explore different swatches not whole image. Lesson 6: To create a still life using a range of learnt drawing techniques. Chn to use 1-3 items within their still life positioning. This could be done as a small group and draw from different perspectives.	Aritist: Magdalene Odundo- Kenyan born ceramic artist. Lesson 1: To explore the importance of canopic jars to Ancient Egyptians and the choice of material. - Linked to history Lesson 2: To explore and respond the to the works of the modern ceramic artist- Magdalene Odundo. Connect that people are still making pots what look similar today. The importance of vessels to carry things. What are features of a vessel? How is her art more modern? What makes her work so special? Lesson 3: To experiment using the coil method to create pots. Starting with a base, thickness of little finger. Then wind coil/sausages of clay round up and up to create a spring like walls of the pot. Cross hatch and slip to attach. Smooth the edges when finished. Lesson 4: To discover the importance of the symbols of the lids of canopic jars. Now experimented, what lids could we have? Explore importance of lids of canopic jars. Is there something relevant today? Lesson 5: To design and evaluate their own jar. Lesson 6 (double) : To create small coil pot with lid.
Skills	Children to use watercolours sensitively to create a background wash, taking care to leave negative space for clouds. To use watercolours to create detail using a range of brush sizes and consistencies.	Children to know the different effects that can be created using different pencil gradients to explore tone. Children to evaluate the impact of technique in creating tone and texture in their still life work. To use a range of shading techniques.	Children to know and be able to use the coil method to create a pot. Children to design and create a pot, inspired by Ancient Egypt. Children to know the importance of clay as a medium still being used by artists and for practical uses today.
END POINT	To create a watercolour piece with a background wash and added layered detail.	To use a range of gradient pencils and drawing techniques to create a still life with consideration of texture and tone- of rocks as a suggestion.	To create a clay canopic jar using the coil method.
Next	Year 5, Van Gough starry night	Year 4- drawing mythical creatures, year 6 charcoal	Year 4, bas-relief sculpture

Art Year 4			
	Natural Disasters **ARCHITECTURE- SPRING**	Romans **Bas-Relief SCULPTURE- AUTUMN**	River Study- How does precipitation impact river speed **DRAWING- PASTEL- SUMMER 2**
Prior	Lowry- looking at buildings and perspective	Using clay to create coil pots Sculpture to create figures	Use of pastels in Year 1 for portraits Watercolours for landscapes in year 3
Knowledge (substantive and disciplinary)	Explore different famous architects Lesson 1: To investigate and discuss the importance of archeticture culturally and how it has changes around the world throughout history. Simple progression of buildings for housing and animals, to opulent religious cathedrals, to modern simplistic sky scrapers. What is the purpose of some buildings you know? Lesson 2: To investigate and evaluate the architecture works of Zaha Hadid . Lesson 3: To investigate and evaluate the architecture works of Brunel. Lesson 4: To investigate and evaluate the architecture works of Gaudi. Lesson 5: To investigate and evaluate the architecture works of Ludwig Mies Van Der Rohe. Lesson 6: To investigate and evaluate the architecture works of Oscar Neimeyer . *Choose 4 of the artists above to cover. Each lesson can be mainly verbal, discuss how each is similar and different to each other. What is their purpose? Are they detailed or simple? What do you like? Mini photos to evaluate. Can do mini drawings of each if wish.* Lesson 7: Evaluate and form an opinion on my favourite architecture and why.	Artist: Ancient Roman and Goga Tandashvili Modern Russian artist. Lesson 1: To research and understand the importance of Bas-relief in Ancient Roman culture. https://theancienthome.com/blogs/blog-and-news/ancient-roman-bas-reliefs To tell stories, show of power, teach a lesson etc. Where were they placed? Have one image in books for chn to respond to. Lesson 2: To compare and evaluate the modern artist Goga Tandashvili. Look at some of his works as a class. Discuss features and initial responses. How has his work evolved from roman? Still same technique but not for telling stories, more for beauty. Lesson 3: To understand the importance of telling a story or an event through relief sculpture and begin to design own. What story do we want to tell? Maybe a scene from a prominent point in Roman history? How can we show in one simple image? Small sketches of ideas. Lesson 4: To design own relief sculpture. Refine ideas. Be aware of how can be made into clay relief- keep it simple! Lesson 5: To practice joining techniques using clay such as cross hatching and slip. Explore with scraps of clay, can they attach pieces to another piece. Lesson 6. To make own relief sculpture. Each child to have a slab as a base. Maybe worth rolling out a few before hand. Use a rolling pin with blocks on each side to get thickness.	Artists: Edgar Degas- classic, Kendall Kessler- modern Lesson 1: To explore the works by Edgar Degas. Discuss how he uses pastels to create colour and tone. Highlight that he doesn't use white paper. What are his drawings mainly of? Dancers. How does it make it look like they are moving? Lesson 2: To investigate and compare the works of Kendall Kessler. To discuss her bold use of colour in comparison. She is modern. Still uses oil pastels but her artwork is brighter and very colourful. Which do you prefer and why? Lesson 3: To explore use of oil pastels to create colour and tone. Investigate mixing colours and blending on paper. Oil pastels are blended by mark making on top of each other directly on the paper. Do not blend with fingers. MTYT small swatches of trying different textures and areas. Such as trees, rocks, river, fast flowing water, Lesson 4: To explore how to create the impression of movement of water. Can listen to music to think about the movement.. Slow music, calm marks, fast music. Think how are mark movements can show slow and fast. Layer these marks with different colours so they can be seen Lesson 5: To explore different images of rivers and evaluate how to create the impression of moving water . (slow calm rivers vs rapids) Lesson 6: To create own artwork of a river study with consideration of movement of water. It may work to have a number of river photos to copy from, maybe from local area or Dartmoor.
Skills	Children to be able to name and discuss a range of famous architects and discuss their inspiration and main features of their styles. To use language such as : form, structure, influences, design, shape, line	To use joining techniques with clay. To know the historical importance of Bas-relief sculpture.	Use oil pastels effectively. To experiment how to create different movements of water.
END POINT	Children to be able to name and discuss a range of famous architects and discuss their inspiration and main features of their styles.	To create a bas-relief sculpture using clay inspired by Ancient Romans.	To create own artwork using oil pastels of a river study with consideration of movement of water.
Next	Illustration skills year 5, own identify work year 6	Mixed media year 6	Mixed media year 6

Art Year 5			
	Our Galaxy! Eden Project **PAINTING- SPRING**	Anglo Saxons/Viking **DRAWING- AUTUMN**	Coastal erosion – Dawlish **MIXED MEDIA- SUMMER 2**
Prior	Use of watercolours Dampness of brush and effect of water	Still life drawings, use of different gradient pencils, shading techniques	EYFS: Exploration of different materials. Use of sculpture and various media.
Knowledge (substantive and disciplinary)	Artist: Van Gough- Starry night Lesson 1: To learn about the history of the prominent painter- Vincent Van Gough. Explore his brief history of why he is famous and his style. Look at some of his famous paintings. Lesson 2: To learn about Starry Night and post-impressionism. Look at the image together. Children to discuss their impressions and opinions, what does it make them think of? What do they see? What is the impact of..? Overview of post-impressionism. Lesson 3: To experiment with colour mixing, using blacks and whites for effect. Explore acrylics-oil/glue passed so thick and stains and works different to poster paint. Experiment mixing colours. Ensure brushes and pallets are washed thoroughly with soap. Lesson 4: To learn about and experiment with Impasto technique- using pallet knifes and fingers. Experiment creating thickness and layers using pallet knives. BW to support. Lesson 5: To design own space inspired piece. Lesson 6: To create and evaluate own space image inspired by Van Gough.	Artist: Modern artists- Mythical creatures Oseberg ship Lesson 1: To learn about the Oseberg ship and the importance of mythical carvings. Focus on its use as a burial warrior ship for 2 women- were the markings to protect? Inform? Scare? Show power? Shows wealth and status. Look at images, what do you see? Children to speculate why carvings used. Lesson 2: To explore and respond to modern illustration artists of mythical creatures. https://blog.spoongraphics.co.uk/articles/45-magnificent-art-illustrations-mythical-creatures Reflect on the use of cravings before- what do you think the message of other illustrations are? Which ones do you identify with or enjoy the most? Look at a handful of ones as a class, chn then chose 1 to stick and evaluate. Lesson 3: To learn about the symbolism of different mythical creatures. https://imagesofvenice.com/mythical-beasts-and-symbolism/ Only look at 4-5 max. Where have you seen some before? Eg Harry Potter Lesson 4: To draw real animals for inspiration. To focus on use of proportions and mark making. Sketch real animals to take inspiration from, eg: lions, vultures, bears.. Chn to chose from a selection which they like. Lesson 5: To design own mythical creature. To focus on detail and patterns of texture. Take ideas from real drawings and try different mixtures, eg a lion with vulture wings. How could we draw the feathers? Experiment and swatches. (Can use black biros- this is great for illustration!) Lesson 6: To draw and evaluate own mythical creature.	Artist: Louise O'hara Lesson 1: To explore a range of mixed media artists, including Louise O'hara. Lesson 2: Investigate the different materials that could be used. ANYTHING! Consider the texture you wish to create, is it rough, smooth, spikey? Lesson 3: TRIP? To create a transient art piece using naturally found resources. Eg. Sand, seaweed, shells, netting, plastics On trip, or ask children to bring in items from home/weekend visits. You could maybe go to the woods and make art there? Lesson 4: To experiment and evaluate different materials and the effects that can be created for a purpose. Chn could stick in little swatches of textures and annotate. Eg stick in a small square of pencil shavings and write this would work well to be a brick wall Lesson 5: To design a mixed media piece inspired by the Dalwish coastline. Lesson 6: To create and evaluate mixed media coastal art.
Skills	Impasto technique of applying thick paint with a brush, pallet knife or finger. To explore the importance of appropriate colour choice and mixing for effect.	Illustration. Drawing creatively using various sources for inspiration.	To chose a medium with consideration to desired effect. To consider the importance of composition of a piece.
END POINT	To create a space painting inspired by the style of Starry Night	To create a drawing illustration of a mythical creature	To create a mixed media art piece using a range of media inspired by the coastline.
Next	Mixed media year 6, use of colour in digital art	WW2 charcoal in year 6	Year 6 mixed media by choice

Art Year 6			
	Geography- Which state is best? **DRAWING- DIGITAL MEDIA- SPRING**	WW2- Impact on Newton Abbot **DRAWING- CHARCOAL- AUTUMN**	Celebration of Culture/ Courageous advocacy **MIXED MEDIA- SUMMER**
Prior	Drawing skills, shape, form, line. Choice of colour	Shading techniques, pattern, shape and form	Year 5 – mixed media coastal piece
Knowledge (substantive and disciplinary)	Artist: Becky Bettesworth Based on North America. Lesson 1: To research what makes America a popular tourist destination. – maybe related to vehicle. Could explore images of some beautiful nature scenes, great lakes, mountains, waterfalls, etc Lesson 2: To explore and respond to the Artwork by Becky Bettesworth- If possible arrange an artist visit. Ask TP or HH for connections. Lesson 3: To research and chose a composition. Explore the importance of composition. Rule of thirds. Not having everything small or everything big at front. How to make viewer interested to see more, adding detail etc. Lesson 4: To experiment using digital media to create artwork. Lesson 5. To use digital media to create own art piece. Lesson 6: To create and evaluate own digital art piece.	<u>Artist: Kerr Eby</u> Lesson 1: To explore the importance of Art as a way of telling stories during the War. Intense emotions, show the image, tell stories, inform, mentally process. Look at images as a class and discuss. Lesson 2: Explore and respond to the works of Kerr Eby. https://www.history.navy.mil/our-collections/art/exhibits/conflicts-and-operations/wwii/marines-in-action.html Look at a selection as a class. Discuss purpose, story, emotion and impact. Class mind map? Lesson 3: To respond to individual pieces by Eby. Reflect on use of tone, pattern, texture and composition and the impact on the viewer. Children to chose 2-3 images (Share 'D-Day on Tarawa' as charcoal is used) to stick and respond to in books. Lesson 4: To learn mark making techniques of charcoal, focusing on pressure, negative areas and erasing/rubbings. T model and experiment with swatches in book- focus on not just drawing with charcoal. Lesson 5: To experiment with swatches of compositions using charcoal. Children to use photos and Eby's images to consider developing their own composition. Lesson 6: To create own charcoal piece inspired by WW2. This can be inside or out of sketchbook. Discuss the paper best suited for charcoal with children. Do not use printer paper (too smooth). Pages of an old sketch book can be used.	<u>Artist:</u> <u>Celebration of culture and diversity</u> Lesson 1: To know the importance of own culture within art. To research different designers. What makes you who you are? Where are your family from? What are your passions? Do you know any languages? Does your family have a history? These all form our own personal cultures. Art is often influenced by our own cultures, whether it is the country or politics or things going on around you. Look at some different art works. What can your learn or guess about the artist from the picture? Can you think of a story of what is important to them? Lesson 2: To research my personal historical influences: patterns, family, countries, food, music etc. Homework before to ask family. Small drawings or annotations about things that are special to them. Lesson 3: To research and refine main themes. Use ipads, bring in photos, discuss colours, patterns, flags, mascots, symbols etc Lesson 4: To create initial ideas and compositions of individual art works. Lesson 5: To explore techniques and media to use in final piece. Lesson 6: To create and evaluate final piece inspired by personal identity.
Skills	To use digital media to create an art piece	To use charcoal as a medium. To use lights and darks to create tone.	To have own identity and personality captured in own mixed media piece. Children to experiment and evaluate own art work and styles.
END POINT	To create and evaluate own digital art piece inspired by Becky Bettesworth and Exmouth.	To create own charcoal piece inspired by WW2.	To create and evaluate final piece inspired by personal identity.
Next			