

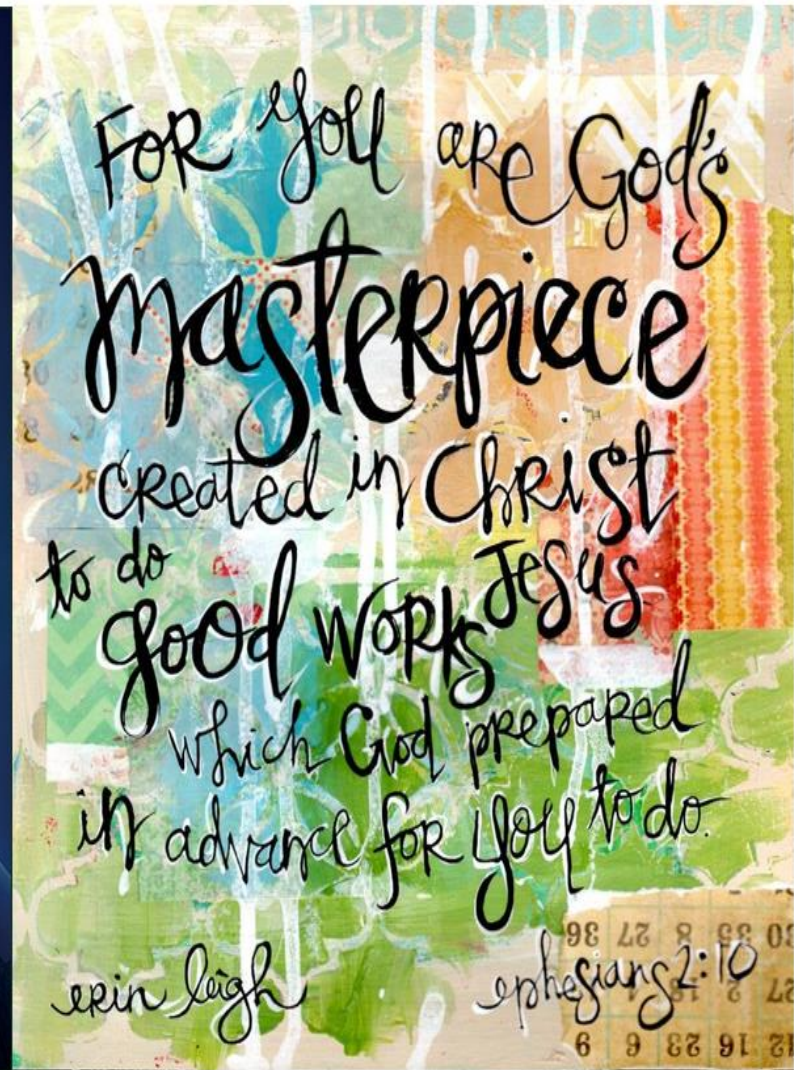


“In the beginning
God created the heavens
and the earth.”

– Genesis 1:1



Our Vision for ART:-
LOVE looking
LOVE being inspired
LOVE being creative
LOVE being reflective



Double click on the icon
and it will take you to
the whole school
progression of skills.

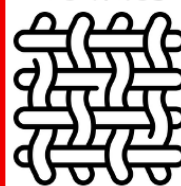
Printing



Digital Media



Textiles



3-D Sculpture







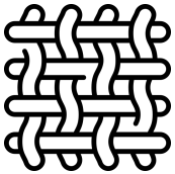



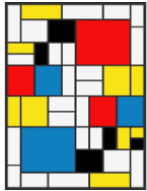








Painting



Drawing













<p>EYFS</p> 	<p>Painting/drawing / collage</p> 	<p>Painting/drawing / collage</p> 	<p>Printing</p> 	<p>Digital Media</p> 	<p>3-D Sculpture</p> 	<p>Textiles</p> 
<p>Year A</p>	<p>Spring 2</p>	<p>Spring 1</p>	<p>Summer 1</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Summer 2</p>
<p>Inspired by.....</p> 						
<p>Artist</p> 	<p>Vincent Van Gogh - Leaves and flowers - still life drawing/collage</p>	<p>Kandinsky - painting -colour mixing- observing changes</p>	<p>Mondrian (shape art)</p>	<p>Arcimboldo</p>	<p>Ice Diwali lamp</p>	<p>Andy Goldsworthy</p>
<p>Vocabulary</p>	<p>Thin Thick Light Dark Strong Soft Hard wavy chalk</p>	<p>Light Dark Bright, Dull Colourful</p>	<p>Print Repeat Patterns Shapes looking at London</p>	<p>Photo Collage Shape Fill</p>	<p>Sculpture Fold Bend Clay roll Squash press</p>	<p>Cutting Weave practise, threading,</p>






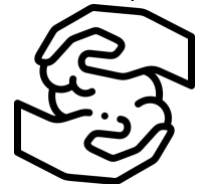
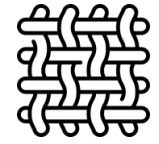


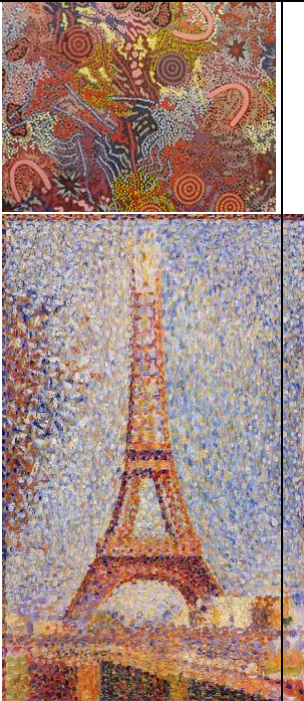


	Charcoal	Primary Colours red, yellow, blue.	underground maps and creating our own using straight lines.	face proportion change		stitches, understand , join, fabric, decorate
	<p>Children to look at leaves/flowers closely - using a variety of drawing media and different size paper draw what they see. Use magnifying glasses. Rubbing of leaves. using a variety of drawing tools and techniques in their drawings. Learning how to hold drawing tools correctly and how to make</p>	<p>Children to mix primary colour and describe what they have found out. Can they create different shapes using colours they have found. exploring a variety of tools for applying paint fingers, spatulas feathers, brushes sponge rollers and describing the sort of marks each make. Learning to name</p>	<p>Printing with 2 Making a print - example pressing on and taking off by rolling, stamping and pressing to make sure they know the difference between painting and printing. Using a variety of found objects both natural and man made they learn to hold the objects and use them to produce a print. describe the Marks and</p>	<p>Taking photos Looking at photos Mouse control Paint/sketch APP on iPad.</p>	<p>Clay thumb pots to make Diwali lamps or ICE sculpture -light</p> <p>Could make a whole class wiggle pot using children to roll sausages. exploring a variety of multiple materials example plasticine clay playdough. Developing modelling joining and hollowing skills and</p>	<p>Being introduced to and exploring a variety of fabrics and threads through matching and sorting. Building up a specific vocabulary that describes materials and textures and encouraged</p>

	<p>a variety of marks with them. Learning the names of different drawing tools. Using a combination of tools and techniques in their drawings and exploring pressure to produce strong and faint marks. using their drawings to describe their world, to express their feelings and tell stories full stop they will discuss their own another's work. drawing on paper that offers a variety of shapes sizes</p>	<p>the different painting tools how to hold them correctly and how to make a variety of marks with them by dabbing rolling twirling etc... Becoming familiar with the language of paint eg thick thin powder dry wet running. Painting on both flat and upright services and use different shapes sizes textures and colours of paper. Using their paintings to describe their world to express their feelings and to tell stories discussing their</p>	<p>shape these objects print. making both light and dark Prints and learn to overprint marks and shapes. they will explore printing to their surfaces e.g. clay, wet sand. Being introduced to the idea of pattern as a repeated image an identifier make patterns of their own discussing theirs and others work. Become familiar with specific language relating to printing example shape surface texture press repeat pattern etc... in</p>		<p>confidence with mouldable materials. Looking at and becoming familiar with ceramic objects from different cultures</p>	<p>to look at different clothes materials are made from another uses of fabric and used in relation to their own work. Being introduced to ways of changing fabrics by cutting fringing and unravelling. Learning to add colour and pattern to fabric by printing dyeing and drawing.</p>
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	colours and texture full stop	own and others work. Enjoying a naming colour in relation to paint start mixing colour experimentally make colour Connexions and build up a colour vocabulary	relation to their work. learning to make simple monoprints drawing into paint or printing ink on a wipeable surface			Exploring ways of joining thread and fabric using glue tape. Being introduced to simple stitches. Experience making fabric by weaving or yarn wrapping. Weave into large objects - fence/tennis racket.
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<p>EYFS</p> 	<p>Painting/drawing / collage</p> 	<p>Painting/drawing /collage</p> 	<p>Printing</p> 	<p>Digital Media</p> 	<p>3-D Sculpture</p> 	<p>Textiles</p> 
<p>Year A</p>	<p>Autumn 2</p>	<p>Summer 2</p>	<p>Spring 1</p>	<p>Autumn 1</p>	<p>Summer 1</p>	<p>Spring 2</p>
<p>Inspired by.....</p> 	<p>ART Heroes</p>	<p>space</p>	<p>Animal fur prints</p>	<p>The skin I'm in</p>	<p>Coral reef</p>	<p>Trees/loca l woods</p>
<p>Artist</p> 	<p>Van Gogh Freda Kahlo Artemisa Warhol</p> 	<p>Hubble telescope images</p> 		<p>bell hooks Skin Again Illustrated by Chris Raschka</p> 		
<p>Vocabulary</p>	<p>Print Paint artist</p>	<p>spray background collage sponges lines</p>	<p>Print Repeat Patterns Shapes</p>	<p>Photo Collage Ipad Draw/paint Faces</p>	<p>Sculpture Fold Bend Clay roll Squash Press decorate</p>	<p>weave under over up down position layer</p>

		<p>colour texture scale size splatter</p>				
	<p>Collage inspired by the 4 artist styles calendar with faces</p>	<p>Large scale paper - use mops, sponges to create images. Spray bottle paints.</p>	<p>Create new skin pattern using a variety of tools - lego, chip sticks Veg prints</p>	<p>Children to take photos of arms heads legs feet Fingers Noses - print collage together</p>	<p>Create coral reef using bending rolling Squashing - use thumb pot for base. Can add in - pipe cleaner etc...</p>	<p>Large/small tree drawings, rubbings Variety of media Gather materials and weave into objects - baskets, fencing etc..</p>

<p>Year 1/2 A</p> 	<p>Painting/drawing / collage</p> 	<p>Painting/drawing /collage</p> 	<p>Printing</p> 	<p>Digital Media</p> 	<p>3-D Sculpture</p> 	<p>Textiles</p> 
<p>Term</p>	<p>AUTUMN</p>	<p>SUMMER</p>			<p>SPRING</p>	
<p>Inspired by.....</p> 						
<p>Artist</p> 	<p>Vincent Van Gogh Dennis Wojtkiewicz</p>	<p>Gabriella Possum Nungurrayi <u>contemporary</u> <u>Indigenous</u> <u>Australian art</u> Australian</p>			<p>-</p>	

Can mention
pointillism -
Georges Seurat
1859-1891
**French post-
Impressionist
artist.**



Pointillism is
more based on
everyday life and
people while
Aboriginal
artwork is more
cultural and is
based on ancient
beliefs.
Aboriginal art is
older which is
why it is based
on ancient beliefs
while pointillism
is more
modernish







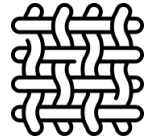
Vocabulary

Thick Thin Light
Dark Shading
Tone Broad


Blend Bright
Primary
Secondary Warm












Sculpture
Structure
Assemble




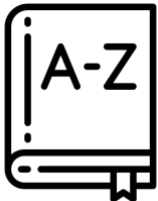
	<p>Narrow Fine Pattern Line Shape Detail Nature Comparison Still life</p>	<p>Vibrant Deep Tone Shading Pointillism Colour wash</p>			<p>Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture</p>	
	<p>Colour mixing: Colour wheel - primary & secondary colours Fruit - sketching and collage Sketches of fruits and vegetables linked to collage work. Use water colours Collage of fruit and vegetables using different materials - link to HARVEST.</p>	<p>Aboriginal art (journeys) Children to create their school journey/holiday or story. Explore - Provide children with different equipment - cotton bods, end of paintbrushes, pencil ends etc... Get the children to think about the colours they use - refer back to colour wheel. Use a variety of paints for the</p>			<p>Sculpture - clay hedgehogs Look in detail at a hedgehog - sketch in book looking at shape Children to create a thumb pot to use as base of hedgehog. Children to scratch into clay and add parts on.(scratch/slip/ stick)</p>	


		<p>children to explore.</p> <p>Final piece - Children to draw their ideas for their journey and then to paint using dots. -</p>				
Continuos Provision	Create a still life for children to draw - provide a variety of drawing media/different size/texture/colour paper. Add a torch. Change the still life.	Images to look at - paint and paper. Items to dot with - twigs end of brushes cotton buds etc.			Lego/plasticine/craft items to build with - photos of hedgehogs and other hedgerow animals.	
<p>Year 1/2 B</p> 	<p>Painting/drawing / collage</p> 	<p>Painting/drawing /collage</p> 	<p>Printing</p> 	<p>Digital Media</p> 	<p>3-D Sculpture</p> 	<p>Textiles</p> 
Term	AUTUMN 1		SUMMER			SPRING 2










<p>Inspired by.....</p> 	<p>Famous Faces</p> 				<p>Birds</p> <p>A Brief History of Weaving - YouTube</p>	
<p>Artist</p> 	<p>Leonardo Da Vinci Painter - renaissance 1452-1519 Frida Kahlo 1907-1954 Vincent Van Gogh Johannes Vermeer</p>		<p>Andy Warhol Pop art</p>			
<p>Vocabulary</p> 	<p>Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature Detail Nature Comparison Still life</p>		<p>Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print</p>	<p>Colour change Image Contrast Pattern repeat</p>		<p>Fabric Colour Pattern Shape Texture Sew Weave Mixed media Collage Appliqué Layers Combine Fur Silk Tweed Satin Net</p>





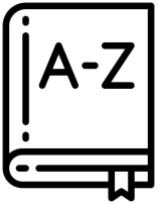
	<p>Sketching - portraits</p> <p>What can my pencil do?</p> <p>Explore sketching pencils.</p> <p>Children to look in detail at the features of the face.</p> <p>Place a photo of their face in a plastic wallet - children to identify features using whiteboard pens. E.g draw lines to show eyes line up with the ears.</p> <p>Using half the child's face B/W children to draw and shade the other side.</p>		<p>Create a print using paint on try - children mark into the paint and press paper on top.</p> <p>Children to create a printing block - beer mats or thick cardboard as a base- repeat patterns changing colour.</p>	<p>Taking photo of an object and changing the colour to reproduce a digital print in the style of Andy Warhol.</p>		<p>Castle frame weaving with variety of textures of fabric to create either a cloak or bird wings.</p>
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Continuos Provison	Mirrors Drawing tools Various paper Face photos		Carbon paper /images to draw round. Printing tray Roller Resources to make printing blocks. photos	Prints of repeated image - children can cut out and create pattern.		
Year 3/4 A 	Painting/drawing/ collage 	Painting/drawing /collage 	Printing 	Digital Media 	3-D Sculpture 	Textiles 
Term	AUTUMN 1	SPRING 1	SPRING 2/SUMMER 1	AUTUMN1		
Inspired by..... 	Factories/building s in Blackburn  Flowers- Still life drawing/large	Wonders of water colours/paint 	Cave paintings 	PLUS -Link with animation Y3 computing unit Willy Wonka to design our own chocolate bars - using/exploring SKETCH app. Looking at chocolate bar designs		

	<p>scale Sketching flowers, looking close up at flowers. Explore using pastels</p> 					
<p>Artist</p> 	<p>Lowry Georgia O'Keeffe</p>	<p>Katsushika Hokusai</p>	<p>Various cave print images</p>	<p>Various chocolate wrappers</p> 		
<p>Vocabulary</p> 	<p>Frame Position Boundary Label Line Symbol Practical Impractical Change Improve Plan Distance Direction Form Texture Tone Weight Pressure</p>	<p>Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent</p>	<p>Imprint Impression Mould Mon-print Background Surface Absorb Stencil Negative image Positive image Linear Block Manipulate Repeat</p>			

	Salford perspective	Wash Tint Shade Background Foreground Middle ground Representational Swirling Stippled	Etching Engraving Indentation Printing plate Inking up			
	Using building images from Blackburn to create their own chocolate factory Lowry style. Take photo of outline to use in sketch. Paint using 5 colours - add detail with oil pastels and black fine liners. Still life drawing - flowers/environment Sketching pencils - explore different shaders	- Colour mixing - how many shades of blue using yellow/ <u>Add white - tint</u> <u>Add black - shade</u> <u>Add grey - tone</u> Using the Wave print to be inspired to create our own sea/wave picture with a lighthouse in the background - using watercolours.	What picture would you draw to inform people what has happened in the past 5 years? variety of paper. make tunnel in corridor. Mono Printing using polystyrene. Press holes around image to create out line on polystyrene. Print onto brown paper - this will create cave.	Take photo of image and paint using sketch. Add colour using app. Create own chocolate bar wrapper using paint or sketch.		






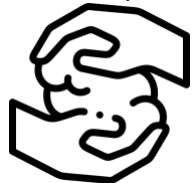

	<p>and pressure. Draw still life with pencil only.</p> <p>Using pastels when Looking at flowers up close and recreating image using pastel exploration. Large paper still life drawing</p>	<p>Exploring watercolour using salt/oils/rice/brush ink/wet on wet/blow/tape. Explore different paints - use toothbrush -possibly on canvas or water colour paper.</p>	<p>Explore - printing on different shades of sugar paper</p> <p>Use carbon paper</p> <p>Use hands to create positive and negative image Using outdoor materials for natural collage /mud painting</p>			
			✓			
<p>Year 3/4 B</p> 	<p>Painting/drawing/collage</p> 	<p>Painting/drawing/collage</p> 	<p>Printing</p> 	<p>Digital Media</p> 	<p>3-D Sculpture</p> 	<p>Textiles</p> 
Term	SUMMER 1			AUTUMN 1	SPRING 1	
Inspired by.....	Tiger in a tropical storm and various			Tutankhamun Death mask Digital and sculpture	<p>Bayeux Tapestry</p>  	






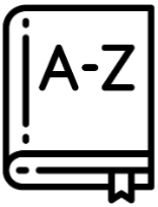
	<p>rainforest images</p> 				
<p>Artist</p> 	<p>Henri Rousseau</p>			<p>-</p>	<p>-</p>
<p>Vocabulary</p> 	<p>Cutting Shapes Sticking, Texture Rough Smooth Delicate Overlap Bumpy Uneven Abstract Natural Bold Delicate Detailed Shades and tints of green: lime, chartreuse,</p>			<p>Viewpoint Detail Decoration Natural Form Texture Two- dimensional Three- dimensional Form Shape Texture Composition Profile Stylised</p>	<p>Natural Synthetic Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease Wool tops Carding Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract</p>








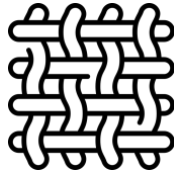
	<p>forest green, olive, sea green, teal, spring green Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground Representational Natural Swirling Stippled Horizon Focal point</p>			<p>Proportion Decoration Ornate Symbolic Perspective</p>	
	<p>Create a rainforest collage using -Layering</p> <p>How many shades of green can you make?</p> <p>Background -paint - use water colour skills (building upon prior learning) salt/tape/toothbr</p>			<p>Start with the computing to create their own image - Children to think about what they would put on a death mask so that if someone found it in the future, what would it tell them about the person.-</p>	<p>Draw an image from a Greek myth. Using stitches to create the artwork. Running stitch Back stitch Cross stitch</p>






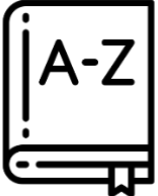
	<p>ush/rice/wet on wet etc...</p> <p>fore ground - tissue paper oils</p>			<p>Use paint program 'paint' tools to add details to own photo of face to create death mask - this is then used as the image to create clay work</p> <p>Base sculpture - Joining 2 clay thumb pots to make a sphere - using previous skills of scratch/slip/stick. Thumb pots</p>	
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<p>Year 5/6 A</p> 	<p>Painting/drawing/collage</p> 	<p>Painting/drawing/collage</p> 	<p>Printing</p> 	<p>Digital Media</p> 	<p>3-D Sculpture</p> 	<p>Textiles</p> 
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<p>Inspired by.....</p> 		<p>Willow Pattern</p> 				
<p>Artist</p> 	<p>Re-cap LS Lowry</p>	<p>Willow Pattern Thomas Minton</p>	<p>Esther Mahlangu South African Contemporary artist 1935-</p>			
<p>Vocabulary</p> 	<p>Viewpoint Distance Direction Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista (view) Panorama Image Subject Portrait Expression Personality Action Balance Dynamic Imbalance</p>	<p>Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense Still life Natural Made Inanimate</p>	<p>Monotype Relief Overlap Pressure Aesthetic Pattern Motif geometric Islamic Rotation Reflection Symmetrical Repetition Screen squeegee Screen print</p>			

	Movement Poised Transition layers	Composition Arrangement Complimentary Tonal Shading				
	Drawing skills +layering collage Children to create a piece of artwork to convey their own understanding of the industrial revolution. Children to create their background of choice. Arrange a selection of cogs, nuts, bolts and screw. Draw using pencil, graphite and charcoal.	Look at the features and patterns of the willow pattern. Teacher (whole class) or child (individual) to choose a story from book spine to illustrate. Children to use drawing ink. [possible trip to pottery shop - fired for you]	Colour wheel given to use for colour choice. Link to history Baghdad. - be inspired by the African patterns and look at Islamic art. Children to create a design on A3 paper. make copies of it. Screen print 2 or more colours Print on fabric/t shirt.			
Year 5/6 B 	Painting/drawing/collage 	Painting/drawing/collage 	Printing 	Digital Media 	3-D Sculpture 	Textiles 

				Spring	Autumn	Summer
Inspired by..... 					Roman Mosaics 	 Tree of life
Artist 				David Hockney	Various Roman mosaics	Gustav Klimt -
Vocabulary 				Photo Light Image Paint tools Still life Capture Subject composition horizon centre	Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip	Canvas Wax Batik Gold Expression Detail Background Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic Birds eye view

					<p>Attachment Relief Line Shape Pose Position Gesture Repetition Sequence Dynamic Flowing Motion Rhythm Proportion Balance</p>	<p>Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic</p>
				<p>To take a photo (using iPad) of classroom/outdoor or environment or still life. 1. Add detail to enhance features using the computer (paint) or iPad (sketch). 2. halve the photo and children to recreate the other half using the iPad. Challenge to recreate the</p>	<p>To roll out a square with guides. The cube pot is technically more challenging. Children to roll out 5 squares using rolling guides. Attach together using scratch, slip stick.</p> <p>Children to plan a mosaic using cm squared paper and then replicate on</p>	<p>Children to create a tree of life on A3 canvas (will ask parents to purchase) Children to wax batik the tree and stain background. Add gold (homage to Klimt) sew on buttons/sequins for leaves/blossom.</p>

				whole photo using digital art. . Photography - how to take a good photo	their clay square pot using mosaic tiles	
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	Artist	Dates and style	Nationality
EYFS	Arcimboldo Mondrian Andy Goldsworthy Kandinsky Van Gogh Freda Kahlo Artemisia Andy Warhol	1527-1593 1872-1944[painting] 1956- [environmental art] 1866-1944 [abstract art] 1853-1890 [Post Impressionism] 1907-1954 [surrealism] 1593-1656 [baroque] 1928-1987 [pop art]	Italian Netherlands British Russian Dutch Mexican Italian American
1/2	Vincent Van Gogh Dennis Wojtkiewicz Gabiella Possum Nungurrayi Jackson Pollock Rosa Bonheur Georges Seurat Leonardo Da Vinci Frida Kahlo Joannis Vermeer Andy Warhol	1853-1890 [Post Impressionism] 1956 - PD [Hyperrealism] 1967- [contemporary] 1912-1956 [abstract expressionism] 1822-1899 [realism] 1859-1891 [post- Impressionist artist] 1452-1519 [renaissance] 1907-1954 [Surrealism] 1632-1675 [Baroque] 1928-1987 [pop art]	Dutch Polish Australian American French French Italian Mexican Dutch American

3/4	Lowry Georgia O'Keeffe Henri Rousseau Cave artists Katsushika Hokusai	1887-1976 [naïve art] 1887-1986 [modernism] 1844-1910 [post impressionism] Prehistoric 1760-1849	British American French Japanese
5/6A	Paul Nash Esther Mahlangu KAWS Brian Donnelly Willow Pattern - Thomas Minton David Hockney Gustav Klimt	1889-1946 [surrealist] 1935 - PD [contemporary] 1974- PD [graffiti artist and designer] 1765 -1836 [ceramic] 1937- PD [pop art, cubism] 1862-1918 [art nouveau]	British South African American British British Austrian



At the start of the first art unit every academic year - every child to create a colour wheel.

Spirited Arts



day -every May- 10 pieces selected to go to competition.



Year B - Whole School framed Art gallery Autumn Term - next one 2023

