

Nursery-Expressive art and design

Reception-Expressive art and design

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

'This is me'

Materials: pencils and mirrors. Kev vocab: me. hair, nose, eyes, mouth, ears, body, boy, girl. Target: *Return to and build on their previous learning, refining ideas and developing their ability to represent them.



Discuss what makes the children them. why they're special and how they are all different and have different needs.



Discuss how girls should be able to do the same things as boys.



Materials: paper plates, coloured paper, paint and paint brushes, mirrors. Key vocab: me, hair, nose, eyes, mouth, ears, body, boy, girl, brown, blonde, skin, eyelashes, eyebrows. Taraet:

*Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Join different materials and explore different textures.



Discuss what makes the children them. why they're special and how they are all different and have different needs.



Discuss facial features in more detail, hair colour, skin colour and eye colour and the differences between boys and girls.

Self-portraits. **Artist: Pablo Picasso**



Outcome

Materials: paint, glue spatulas, pencils, rulers, mirrors.

Key vocab: hair, nose, eyes, mouth, ears, body, boy, girl, brown, blonde, skin, eyelashes, eyebrows, blend, lines, thick, thin layer of paint, Picasso, cubism. Target:

*Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. *Explore mark-making using a variety of Tools.

*Use artwork to record ideas, observations and experiences



Discuss what makes the children them, why they're special and how they are all different and have different needs. Look into Picasso and cubism and the colour

Collage **Sparks and flames** Linked to The Great Fire of London Artist: Lieve Verschuier,



Outcome



Materials: glue, black card, scissors, tissue paper, London skyline stencils (made by children). Key vocabulary: Cut, model, stick, join, combine, collage, texture, tools, flexible, rigid.

Target:

*Experiment with basic tools on rigid and flexible materials *He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.

* Experiment with basic tools on rigid and flexible materials.



Discuss London in 1666 and how unhealthy the population was. Fuel and ovens being kept near

Self-portraits. **Artist: Frida Kahlo**

Outcome



Materials: coloured oil pastels to create an eccentric background. Key vocab: hair, nose, eyes, mouth, ears, body, boy, girl, brown, blonde, skin, eyelashes, eyebrows, blend, lines, Frida Kahlo, self-portrait, surrealist. Target:

*Explore shading, using different media. Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.

*Explain what he/she likes or dislikes about their work

*Know about some of the great artists, architects and designers in history and describe their work.



Discuss the surrealist art movement and how it

Self-portraits. **Artist: Vincent Van** Gogh



Outcome



Materials: watercolours and paintbrushes using a dappling effect to show light. Key vocab: hair. nose, eyes, mouth, ears, body, boy, girl, brown, blonde, skin, evelashes. evebrows, blend, lines, daub, paint, dilute, Vincent Van Gogh, self-portrait, post-Impressionism. Target: *Use taught technical skills to adapt and improve his/her work. *Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. *Draws familiar objects with correct proportions.



Self-portraits. Artist: Chris Ofili

Materials: oil paint, brushes, mirrors, something secret mixed with the paint! Key vocabulary: Chris Ofili, skin colours, mixing, oils, blend. Target:

*Mix colours to express mood, divide foreground from background or demonstrate tones *Develop different ideas which can be used and explain his/her choices for the materials and techniques used. *Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work *Return to work over longer periods of time and use a wider range of materials *Research and discuss various artists. architects and designers and discuss their processes and

explain how these

were used in the

finished product

Repeating patterns in **Victorian times** (History) **Artist: William Morris**

Outcome



Printing blocks, paint, trays, pencils. **Key vocabulary:** Realism, Victorian, William Morris, trace. stencil, print. Target: *Produce intricate patterns and textures in a malleable media. (Printing blocks). *Follow a design brief to achieve an effect for a particular function. *Use different techniques, colours and textures when designing and making pieces of work and explain

his/her choices.

		management of Cubis was based on a palett green, brown and grey colours with little light.
		"Every child is an artist Pablo Picasso.
		The National gallery howark on display.

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st."-

as his

each other. Houses made of straw, human waste thrown on top the streets, homelessness.

was about dreams and including images of real thing (faces) with imagined things (monkeys on shoulders and jaguars). Link to Salvador Dali.



Discuss how Frida Kahlo was one of the first female artists to be taken seriously. Her husband helped to get her work in exhibitions, otherwise she would not have been successful. Mention that she was in a bus crash when she was young, and her back was damaged for her life. She used painting to overcome pain. Be careful not to use some of her more explicit images!

"Nothing is absolute. Everything changes, everything moves, everything revolves, everything flies and goes away." "Nothing is worth more than laughter. It is strength to laugh and to abandon oneself, to be light."-Frida Kahlo

The Tate modern has some of her work.

Discuss the Post**impressionist** movement and how it used the impressionist techniques of vivid colours, a thick application of paint and real-life subject matter, but emphasised shapes and distorted lines. The colours they used were unnatural and random. **Mention Van Gogh**

"I dream my painting and I paint my dream" -Vincent Van Gogh.

was an unhappy

man and used his

unhappiness to

create art.

The National gallery has his work.

*Evaluate his/her work against their intended outcome. *Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.



Discuss how Chris Ofili always adds elephant dung to hi paint when he paints, because it is a way to bring Africa into his paintings. The children will have mixed a 'special ingredient' into their paint. What they have mixed in should have a personal reason and meaning to them.



Discuss the restrictions of Victorian times on are and realism. Talk about block printing and

William Morris gallery in Walthamstow. **V&A** has a collection of his works.

Using line and colour **Artist: Emily Kame Kngwarreye**



Materials: paint, string, card and paintbrushes. Key vocabulary: Line, colour, move, wiggle. Target: *Develop their own ideas and then decide which materials to use to express them. *Use drawing to represent ideas

like movement or loud noises. *Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.



Children are to paint a background then use string covered in paint to pull across paper and make lines. Let them listen to atmospheric, music as thy do this.

Using line and colour



Materials: paint, A3 card and paintbrushes. Key vocabulary: Splash, move, drop, mix colours. Target: *Create collaboratively, sharing ideas, resources and skills. *Explore, use and refine a variety of artistic effects to express their ideas and feelings.



Let the children listen to dramatic music and work in small groups to flick and drop paint on large pieces pf paper. They need to create lines and explain what they are making.

Using line and colour **Artist: Keith Haring**



Materials: coloured cardboard for people cut outs. White card for background, scissors, pencils, rulers, photocopy photographs of the children to collage into their work. Key vocabulary: trim, stencil, design, people, join. Target:

*Know the names of tools. techniques, and elements that he/she uses.

*Make structures by joining simple objects together. *Make marks in print using found objects and basic tools and

use these. to create repeating patterns *Cut, glue and trim material to create

images from a variety of media e.a. photocopies, fabric, crepe

paper, magazines.

*Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips,

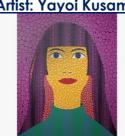
charcoal, ballpoints, chalk and other dry media to represent

objects in lines. *Explore mark-making using a variety of Tools.



Discuss how the people are holding hands and dancing and how as a class we work together all the time.

Self-portraits. Artist: Yayoi Kusama



Materials: coloured pencils, charcoal, chalk, paint, cotton buds and paintbrushes. Key vocabulary: Daub, dot features, colours, shades, colour mixing, powerful. Target:

*Represent things observed, remembered or imagined using. colour/ tools.

*Try out different activities and make sensible choices about what to do next.

*Give reasons for his/her preferences when looking at art/craft or design work.

*Know that different artistic works are made by craftspeople from different. cultures and times *Experiment with tones using pencils, chalk or charcoal *Represent things observed, remembered or imagined using.



colour/tools

Discuss how Kusama has struggled for recognition as an artist in her native Japan.

Land Art Artist: Andy Goldsworthy



Outcome:



Materials: pencils, card, paint, paintbrushes and natural materials. **Key vocabulary:** Manmade, sculpture, materials/mediums, observational drawing, texture Target: *Use a range of materials creatively to

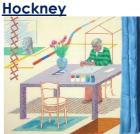
design and make

products *Develop an awareness of types of art. *Use sculpture to develop and share their ideas, experiences and imagination *Look at the work of Andy Goldsworthy and

making links to their own work. *Improve their mastery of art and design techniques, including sculpture with a range of natural materials. *Evaluate and analyse creative works using the language of art, craft

and design

Life drawing **Artist: David**



Outcome:



Materials: acrylic paint, coloured pencil, chalk and paintbrushes. Key vocabulary: Daub, dot features, colours, shades, colour mixing, life, what do you see? Shape, texture. Target: *Use a sketchbook for collecting ideas

and developing a plan for a completed piece of artwork. *Articulate how he/she miaht improve their work using technical terms and reasons as a matter of



Discuss the different techniques Hockney uses cross hatching, shading, drawing shadow.

Life drawing/ collaging **Artist: Matisse**





Materials: coloured paper for ripping, glue and background. A scene for the children to draw from. E.G., a vase of flowers or bowl of fruit. Target:

*Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.

*Experiment with using layers and overlays to create new colours and/or textures. *Evaluate his/her work

against their intended outcome.



Discuss whether the children like the work and why. Whether they think it looks like what it is portraying.

Life drawinglandscapes **Artist: J M W Turner**



Outcome:



Materials; oil paint, turpentine, brushes, cartridge paper/ canvases. Key vocabulary: Line, Tone, Texture pattern colour Shape **Two-dimensional Graduation Printing Drawing Painting Light Dark Contrast Looking Observing** Mark-makina **Objects Photomontage Collage Describing Thick Thin Wavy Rubbings Frottage Cross-hatching Scribbling Regular** Irregular Natural Man-made, realist. Target:

*Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds *Use simple perspective in their

work using a single



His style was a mixture of pop art and graffiti.

"Art should be something that liberates your soul, provokes the imagination and encourages people to go further." Keith Haring.

Her work is currently being shown in the Tate Modern.

Using line and colour

Artist: Wassily Kandinsky

Impressionist Landscapes at work Claude Monet



Outcome:



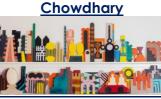
Materials: Paint, toothpicks. paint brushes, watercolours, **Key vocabulary:** wash, mix, drag, dab.

Target: *Use watercolour paint to produce washes for backgrounds and then add detail *Use a number of brush techniques to produce shapes, textures, patterns and lines *Use colour to reflect feeling and mood *Compare art styles from different



Discuss the

Clay and modelling Artist: Lubna



Outcome:



Materials: White clay, rolling and cutting tools, boards. Roll, slip, design, join. Roll, slip, design, join.

*Investigate the work of artists and designers *Use a variety of tools *Use a range of natural

Basquiat listened to music to paint expressively to show movement. *To know what graffiti *To consider different art forms-araffiti. print, sculpture, video. *To know and understand that artists can have moral messages in their artwork. *To understand accurate proportion

of figures.

focal point and

On display at Tate

Britain

Street Art to Canvas

Artist: Jean-Michel

<u>Basquiat</u>

Materials: oil pastels, print, paint, paint

brushes, music, card,

Key vocabulary:

moral, sculpture,

graffiti, vibrant,

*To rcognise

Basquiat's style-

bright abstract

*To understand

movement e.a

use to show

techniques artisits

crayon

Target:

figures.

horizon

Using shape and line **Aboriginal art Artist: Piet Mondrian** Artist Seurat.



Outcome:



Paint, cotton buds, toothpicks, paint brushes. Key vocabulary: pointillism,

dream time, Aboriginal Target: *Explain what he/she likes about the work of others *Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips. charcoal, ballpoints, chalk and other dry media to represent objects in lines. *Explore mark-making using a variety of



Tools.

Discuss 'dream time' and how aboriginal culture is being destroyed as well as their beliefs that animals and the land should be worshipped as deities.

Materials:

Outcome:

Paint, cotton buds, toothpicks, paint brushes, watercolours, rulers, Key vocabulary: circular, linear, emphasis. Target:

*Explore different pencil and paint techniques. *Experiment with tones using pencils, chalk or charcoal *Use a variety of techniques including carbon printing, relief, press and fabric. printing and rubbings *Try out different activities and make sensible choices about what to do next. *Give reasons for his/her preferences when looking at art/craft or design work. This could be done as printing onto white cotton using fabric paint.



tape of different colors. Key vocabulary: inspiration, pastel, scene, compositon, texture, style, Target: *To learn about Claude Monet and the

Impressionsits. *Explore and learn about color theory as it relates to the style of the impressionist. *To understand the different painting styles. *To create a collage in

the impressionist style.



periods in time

Japanese painting traditions.



Japanese art

Artist: Hokusai



Key vocabulary: Key vocabulary: Target: from the past and techniques for sculpting in clay, papier-Mache and other mouldable materials and man-made

materials to create sculptures **Produce increasingly** detailed preparatory sketches for 3D work. *Develop skills in using clay including slabs, coils and slips.

Outcome:

Materials: Saugres of A5 white card, acrylic paint, tape.

Key vocabulary: Lines, boxes, primary colours, separate, dark, light. Target:

*Using different paints includina watercolours and acrylic **Using different** materials to make a variety of different collage pieces.



Discuss that Mondrian was painting landscapes and each square is a tree or house.