**A logo for a school

Description automatically generatedA logo for a school

Description automatically generatedArt Term Autumn 2**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent**  Develop fine-motor skills to be able to use pencils for drawing, scissors for cutting and to explore mark making techniques including using a paintbrush, fingers and a range of tools. To experience different textures, develop an understanding of how things are used and the effects they give and manipulate different materials using their hands. | **Intent**  To understand colour, texture and collage.  . | **Intent:**  To discover how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. | **Intent:**  Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | **Intent**  Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. | **Intent:**  To understand narratives in art, explore meanings behind paintings, and develop interpretations and abstract art pieces based on selected artists |
| **Sequence of learning:**  -Can I use tools to manipulate materials such as scissors to cut out Goldilocks and the Three Bears role play masks?  -Can I use a variety of tools and attaching techniques to build a house for Stick Man with Junk Modelling?  -Can I explore Autumnal colours through creating natural art displays and leaf collages?  -Can I use tools to manipulate clay to make handprints and diya lamps?  -Can I explore various artistic effects to create rangoli patterns, Christmas cards and presents?  -Can I explore texture through rolling pastry to bake pumpkin pies and kneading Challah bread?  -Can I use a variety of tools and techniques to mark make and freely create pictures, such as stamps, pipettes, rollers, paintbrushes, fingers?  -Can I experiment mixing primary colours?  -Can I use language around colour – lighter, brighter, darker  -Can I explore Autumnal colours through creating natural art displays and leaf collages? | **Sequence of Lessons:**  1. To develop knowledge of colour mixing  2. To know how texture can be created with paint.  3. To use paint to explore texture and pattern.  4. To compose a collage choosing materials for effects.  5. To evaluate and improve artwork. | **Sequence of lessons:**  Can I apply an understanding of prehistoric man made art?  2. Can I understand and use scale to enlarge drawings in different medium?  3. Can I explore how natural products produce pigments to make different colours?  4. Can I select and apply a range of painting techniques? 5. Can I apply painting skills when creating a collaborative artwork? | **Sequence of lessons:**  1: Tints and shades –  To understand how to darken or lighten a colour when mixing paint.  2: Three dimensions  To use tints and shades to give a three-dimensional effect when painting.  3: Painting techniques  To explore how paint can create very different effects.  4: Composition  To consider proportion and composition when planning a still life painting.  5: Still life  To apply knowledge of colour mixing and painting techniques to create a finished piece. | **Sequence of lessons**:  1, Can I explore how a drawing can be developed?  2. Can I combine materials for effect?  3. Can I identify the features of self-portraits?  4. Can I develop ideas towards an outcome by experimenting with materials and techniques?  5. Can I apply knowledge and skills to create a mixed media self-portrait? | .**Sequence of lessons**:  1. To understand how to analyse a famous painting.  2. To understand how to find meaning in painting. 3. To apply drama techniques to explore the meaning of a painting. 4. 4. To apply interpretation skills to analyse and respond to an abstract painting.  5. To apply interpretation skills to analyse and respond to an abstract painting.  6. To demonstrate an understanding of painting techniques to make choices. |
| **Key Vocabulary** Mark-making, draw, pencil, paint, paint brush, finger, shapes, lines, dots, notice, see, smudge, wavy, circle, stamp, press, mix, bright, light, cut, roll, attach, thread, squeeze, knead, lighter, darker, brighter, texture, rough, soft, squishy, patterns, cards, decorations | **Key Vocabulary**  colour, mix, texture, improve, evaluate, collage, detail, overlap, primary colour, secondary colour, surface | **Key Vocabulary:**  charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone. | **Key Vocabulary:**  Abstract, composition contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid | **Key Vocabulary**  art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing | **Key Vocabulary:**  analyse, abstract, inference, mixed media, technique, narrative, meaning, interpret |
| **Impact**  Children have experience of using a range of tools to explore different materials and textures. The children will use these skills to make diya lamps, salt sough handprint Christmas decorations and junk model a house for Stick Man and his fmaily. | **Impact**  To create a collage | **Impact:**  Children can identify prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Pupils experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge. | **Impact:**  Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. | **Impact**  Children can produce a finished portrait applying a mixture of different medias. | **Impact:**  Children have a clear understanding of how art can create a narrative. They are able to interpret and respond to art, including making their own art. |