**Fowey Primary School**

**Art Learning overview**

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|  | **Autumn 1.1** | **Autumn 1.2** | **Spring 2.1** | **Spring 2.2** | **Summer 3.1** | **Summer 3.2** |
| **EYFS****Expressive Arts and Design** | All about me Using pencils for drawing, and a range of tools to develop fine motor skills, the children will create self-portraits. They will use mirrors to notice facial details and use different textures and materials to represent these in a portrait. Using a range of mark making techniques including a paintbrush, fingers and other mark making tools, the children will create a silhouette painting of a ‘sign of Autumn’. They will explore and notice using their senses to inspire the use of colour in their painting.  | Food and Celebrations I can explore and play with a range of materials, including glue, glitter and chalk, the children will create firework pictures. They will explore colours and texture through choice of materials used. The children will explore manipulating different materials using their hands and interact with small tools to develop control and confidence with fine motor movements through manipulating and shaping clay diya lamps and building a junk modelled house for Stick Man. The children will use scissors to make snips and explore shape when designing Christmas cards. Children will continue to develop using a range of mark making techniques including a paintbrush, fingers and other mark making tools to add detail to their Christmas cards.  | People who help us The children will work to express their ideas using a range of art forms including Winter themed collages, working both independently and collaboratively. The children will practice weaving techniques to design a woven emergency vehicle, creating a checkered pattern. The children will explore how to use scissors more confidently when creating emergency worker hats out of paper plates.  | Journeys and adventuresThe children will revisit and use key materials, including paper, cardboard, glue, tape and craft items to junk model vehicles designed for adventures e.g., campervans and rockets. The children will create space pictures, inspired by Van Gogh ‘A Starry Night’. The children will use a variety of tools collaboratively to create a role play castle, added to and improved on a weekly basis.  | Looking after our world The children will continue to explore a range of mark making techniques including fingers and paint brushes to create butterfly and ladybird art, involving symmetry. The children will use tools and a variety of attaching techniques to build a paper plate caterpillar. The children can reflect and respond to art in my own way, talking about what they see and sharing likes and dislikes. They will revisit showing accuracy and care when drawing freely in play-based learning.  | Seaside and Water The children will revisit manipulating different materials to make things for a desired effect or outcome using their hands and different tools, experimenting with colour, design, and texture to make clay marine creatures. The children will create a sea scape using shade and shadow inspired by Monet. The children will join materials and work in 2D and 3D to represent ideas, using a variety of tools and techniques to create sea creatures explaining the process before making improvements. They will build on these skills by creating a boat using chosen resources that can float across a ‘role play sea’.  |
| **Year 1/2** | Drawing Tell a story.  Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.  | Life in colour  Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.  | DT Unit | DT unit | Sculpture and 3D: Clay houses  Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response | DT unit |
| **Year 3** | Growing artists.  Developing an understanding of shading and drawing techniques to create botanical inspired drawings | Prehistoric painting and mixed media.  How and why ancient ancestors made art, experimenting with natural materials to make homemade paints.  |  |  | Abstract shape and space.  Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work |  |
| **Year 4** | Drawing, sketching and power prints    Mixed Media: painting, collage, printing fish.   | Painting and mixed media (light and dark)  Focusing on tints and shades to create a 3D effect |  |  | Sculpture and 3D mega materials    Creating sculptures based on techniques used by artists Barbara Hepworth and Sokari Douglas-Camp.   |  |
| **Year 5** | I need space- drawing and print  Explore the purpose of the space race era, combining drawing and collagraph print making to create a futuristic image.  | Portraits  Investigating self-portraits from differing artists and creating their own unique self-portraits in mixed media.  |  |  | Interactive installation  How features of installation art can communicate a message.  |  |
| **Year 6** | Make my voice heard- mark making  From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and ‘chiaroscuro’ children consider audience and impact to create powerful drawings to make their voices heard.  | Artist’s study  Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.  |  |  | Sculpture- making memories.  Creating a personal memory box using a collection of found objects and hand-sculptured forms.  |  |