

My Journey Through Art at Holtspur

	To master techniques			To take inspiration from the greats
Year 1	Painting - Use thick and thin brushes. - Mix primary colours to make secondary. - Create colour wheels. Seasons Painting – Science link Vocabulary: primary colours, secondary colours, light, dark, bright, warm, cold, thick, thin.	Drawing - Colour (own work) neatly following the lines. - Show different tones by using coloured pencils. - Show pattern and texture by adding dots and lines Drawing animals – Science link Vocabulary: thick, thin, soft, broad, tone, narrow, fine, pattern, texture, line, dots, detail.	Collage - Use a combination of materials that are cut, torn and glued. - Sort and arrange materials. - Mix materials to create texture. Matisse inspired nature collage.  Vocabulary: texture, cut, scissors, tear, glue, stick, arrange, colour, pattern, shape.	Describe the work of notable artists, artisans and designers. Suggested artist study: Henri Matisse (French Painter)  Suggested technique: Topic link: Science trees / materials Collage (plants and trees)
Year 2	Print - Use repeating or overlapping shapes. - Mimic print from the environment (e.g. wallpapers.) - Use objects to create prints (e.g. fruit, vegetables or sponges). - Press, roll, rub and stamp to make prints. Plants prints – Science link Vocabulary: print, press, roll, rub, smudge, stamp, image, reverse, shapes, surface, pressure, decoration, repeat, overlap.	Sculpture - Use a combination of shapes. - Include lines and texture. - Use rolled up paper, straws, paper, card and clay as materials. - Use techniques such as rolling, cutting, moulding and carving. Aircraft Sculpture – History link Vocabulary: sculpture, structure, assemble, model, fold, bend, attach, impress, curve.	Drawing - Draw lines of different sizes and thickness. Painting - Use thick and thin brushes. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. Costal scene painting – Geography link Vocabulary: primary colours, secondary colours, light, dark, thick, broad, thin, fine, tone, tint, warm, cold, shade.	- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces. Suggested study: Van Gogh Painter)  Suggested painting Topic link: Geography – living by the coast artist (Dutch technique:
Year 3	Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures patterns and lines. - Mix colours effectively. - Use water colour paint to produce washes for backgrounds then add detail. Volcano landscape inspired by Georgia O’Keeffe – Geography link Vocabulary: colour wash, tint, shade, abstract, bold, delicate, detailed, background, foreground, scarlet, crimson, emerald, turquoise, opaque, watery, intense.	Drawing - Use different hardnesses of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. Cave inspired drawing – History link to Stone Age or Science link to plants Vocabulary: line, tone, texture, pencil hardness, sketch, shading, light, shadow, hatching, cross hatching.	Collage - Select and arrange materials for a striking effect - Ensure work is precise. - Use coiling, overlapping, tessellation, mosaic and montage. Our local neighborhood collage inspired by Faith Ringold – Geography link to settlements Vocabulary: materials, fabric, pattern, shape, colour, texture, arrange, coiling, overlapping, tessellation, mosaic, montage.	Replicate some of the techniques used by notable artists, artisans and designers. Suggested artist study: Faith Ringold (Harlem born American painter & quilter)  Suggested technique: collage Topic link: Geography settlements
Year 4	Print - Use layers of two or more colours. - Replicate patterns observed in natural or built environments. - Make printing blocks (e.g. from coiled string glued to a block) - Make precise repeating patterns Buddhist patterns – RE link Vocabulary: imprint, impression, mould, printing block, collagraphs, linear, manipulate, repeat, continuous.	Drawing - Sketch lightly (no need to use a rubber to correct mistakes). Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures patterns and lines. - Mix colours effectively. - Use water colour paint to produce washes for backgrounds then add detail. - Experiment with creating mood with colour. Pond painting – Science links to Habitats Vocabulary: plan, distance, direction, position, scenery, rural, urban, townscape, seascape, realist, impressionist, abstract, idealist, swirling, stippled, foreground, middle ground, background, horizon, tint, shade, warm, cold.	Sculpture - Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). - Include texture that conveys feelings, expression or movement. - Use clay and other moldable materials. - Add materials to provide interesting detail. Rivers sculpture – Geography link to rivers study Vocabulary: form, shape, texture, composition, profile, proportion (for clay: wedging, pinching, coil, slab, slip, score, pliable), decoration, detail, movement, expression.	- Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. Suggested artist study: Claud Monet Impressionist  Suggested technique: & painting Topic link: – pond (French painter) drawing Habitats habitats
Year 5	Drawing Stephen Wiltshire - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement. Ancient Greek architectural drawing inspired by Stephen Wiltshire (British architectural artist) Vocabulary: viewpoint, distance, direction, angle, perspective, subject, portrait, expression, movement, shadow, reflection, hatching, cross hatching, contour hatching, ink wash, random hatching, stippling.	Painting - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture. Turner inspired seascape painting – Geography link to Oceans Vocabulary: impasto, texture, stippled, dabbed, scraped, dotted, stroked, layered, colour palette, shade, tone, tint, mood, realist, impressionist, abstract, idealist.	Collage - Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - Use ceramic mosaic materials and techniques. Ocean mosaic – Geography links to Oceans Vocabulary: composition, rough, smooth, plain, patterned, texture, tactile, visual, tile cutters, grout, consistency, ceramic tiles, mosaic, contrast, complimentary, adhesive, wipe, buff.	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Create original pieces that show a range of influences and styles. Suggested artist study: Kimmy McHarrie (British Mosaic Artist)  Suggested technique: Topic Link: Geography Collage Oceans in
Year 6	Drawing - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) - Sketch (lightly) before painting to combine line and colour. Painting - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of a range of paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture. - Develop a personal style of painting, drawing upon ideas from other artists. St Paul’s Cathedral Painting – History link to WWII Vocabulary: composition, arrangement, mood, tone, tint, impasto, texture, stippled, dabbed, scraped, dotted, stroked, layered, colour palette, shade, realist, impressionist, abstract, idealist.	Print - Build up layers of colours. - Create an accurate pattern, showing fine detail. - Use a range of visual elements to reflect the purpose of the work. William Morris Inspired block printing – Literacy link to imagery from The Highwayman Vocabulary: aesthetic, pattern, motif, rotation, reflection, symmetrical, repetition, imprint, impression, mould, printing block, collagraphs, linear, manipulate.	Sculpture - Show life-like qualities and real- life proportions or, if more abstract, provoke different interpretations. - Use tools to carve and add shapes, texture and pattern. - Combine visual and tactile qualities. - Use frameworks (such as wire or moulds) to provide stability and form. Clay sculpture self-portrait Vocabulary: realistic, stability, form, frame, visual, tactile, proportion, surface texture, scale, pattern, wedging, pinching, coil, slab, slip, score, pliable, flexible, hollow, solid.	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles. Suggested artist study: Sir Christopher Wren (British Architect)  Suggested technique: drawing painting Topic link: WWII &

Taking Inspiration from the Greats

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
By the end of each unit children will be able to: - Name the artists - Know their country of origin - Recall some information about their childhood - Describe one of their pieces	By the end of each unit children will be able to: - Name the artists - Know their country of origin - Recall some information about their childhood and how they came to be an artist - Describe one of their influential pieces - Talk about some of the techniques they used	By the end of each unit children will be able to: - Name the artist / architect - Know their country of origin - Recall some information about their childhood and how they came to be an artist / architect - Describe one of their influential pieces - Talk about their style - Know how their work influenced society / other artists