

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	<b>Drawing</b> self portrait	<b>Painting</b> Colour mixing- leaves		<b>Drawing</b> Observational drawings of flowers		<b>Painting</b> Minibeasts
Reception	<b>Drawing</b> Self portrait	<b>Ceramics</b> Linked to topic- Diwali lamps	<b>Painting</b> Winter trees	<b>Painting</b> Observational painting- spring flowers	<b>Printing</b> Summer scene / flowers	<b>Drawing</b> Minibeasts
<b>Previous learning:</b>	<p><b>Drawing:</b> Children use mark-making tools to draw marks without a meaning. They explore the different tools, practise their pencil grips ready for reception, and mark making with meaning.</p> <p><b>Painting:</b> Children use paint to make mark and enjoy painting for pleasure and without a meaning. Their fine motor skills are still developing so they use thicker brushes and have a go at mixing 2 colours.</p> <p><b>Ceramics:</b> The children can mould, roll, pinch, and kneed playdough into shapes and make marks with tools provided.</p> <p><b>Printing:</b> Some children might have attended baby groups and did some hand and feet prints.</p>					
<b>Preparing for:</b>	<p><b>Drawing:</b> For the children to make marks with more control and give a meaning to their marks. To express themselves in a creative way with a pencil and apply the skill learnt for observational drawing in y1.</p> <p><b>Painting:</b> The children can paint with thinner brushes and have more control over their lines and shapes. They can give a meaning to their artwork and can explain their progress. They are adding more detail to their painting and start to represent emotions. The children use 2 primary colours to mix a new colour using powder paints and are practising to create the right consistency of paint. They add white to their colour and can vocalise the effects it has on the colour.</p> <p><b>Ceramics:</b> The children explore the characteristics of playdough to prepare them to work with clay in reception so they can learn the pinch pot method to create a small tea light holder in reception. This newly learnt skill will be useful for when they use clay again in year 2.</p>					
<b>Bespoke to our school:</b>	<p><b>Printing:</b> To use printing tiles and learn the techniques to create a simple print of a flower which they draw using a pencil into the printing tile. They learn the importance of applying equal pressure to make the print.</p> <p><b>Drawing:</b> The children are learning about their immediate local environment and themselves. Our local area is very important to our children as many children spend the most of their time in their local community.</p> <p><b>Painting:</b> The colour mixing skills and painting skills are taught in our school as not many children have the resources or the opportunity at home to explore those resources. We choose to use powder paints as it is an extra skill the children gain through their creative journey in our school.</p> <p><b>Ceramics:</b> Most children will explore playdough at home when they are little but many parents do not like the mess. We give the children the opportunity to explore playdough at school and give them the basic skills needed for when they will use clay.</p> <p><b>Printing:</b> Printing skills at home will often be hand and foot to prints and sometimes objects from nature. In our school we will give them the opportunity to explore printing using a variety of natural and man-made tools.</p>					
Year 1	<b>DRAWING</b> (6 hours) Linked to Geog:		<b>PRINTING</b> (7 hours) Linked to Geog:		<b>PAINTING</b> (10 hours) Linked to Geog:	

	Christmas Card Pencil skills Drawing of a toy car		Special someone / friendship Cards: printing skills/ pencil skills London landmarks		Painting Skills ARTIST STUDY: Georgia O'Keeffe Special someone / friendship Card : painting skills Flower	
Previous learning:	<p><b>Drawing:</b> Children draw simple enclosed shapes and lines and give meaning to them. They are developing the very early stages of observational drawing.</p> <p><b>Painting:</b> Children are more confident to mix powder paints and create a secondary colour by mixing 2 primary colours. They give meaning to their painting and create purposeful brush strokes. They know what happens when they add white to their colour.</p> <p><b>Printing:</b> Children used paint to create a simple print of a flower as it is easier to spread and manipulate than printing ink. Children understand the concept that prints can be produced multiple times and that an impression is left by applying pressure on the printing tile.</p>					
Preparing for:	<p><b>Drawing:</b> They begin to differentiate between light and dark tones and how to achieve this. They learn that the correlation between the pressure they apply and the mark that is left. Children are preparing for showing tone graduating from light to dark in KS2. They are continuing to use close observation in preparation for using non-standard measurements to improve scale in their future drawings.</p> <p><b>Painting:</b> They continue to build on their mixing skills and creating the right consistency of paint mixture. They learn new brush skills and how they can layer paint to create a painting.</p> <p><b>Printing:</b> To carve with enough pressure to make an indent, without making a hole. The children learn to apply a single colour of ink (mono-print) in thin even layer in preparation for using the cut away method to add multiple colours in KS2. They learn to align and peel away the tile carefully by holding opposite, diagonal corners so not to smudge print</p>					
Bespoke to our school:	<p><b>Drawing:</b> A toy car is used as the stimulus as this is familiar to the children and offers the opportunity to explore curved and straight lines. By keeping the subject of the drawing simple, they can focus on improving their observational drawing skills.</p> <p><b>Painting :</b> The children create a painting in the style of Georgia O'Keeffe and will do this again in Y6 to show their personal progression. By only painting a part of the flower, the children can focus on their brush strokes and skills.</p> <p><b>Printing:</b> The small steps of progress from Early Years into Y1 are reflective of cognitive load theory. This links in with geography and introducing them to the capital city as they learn about wider UK localities outside of their home town. We want the children who may not have the opportunity to visit London to recognise these iconic landmarks as markers of our capital city.</p>					
Year 2	<b>PAINTING</b> (10 hours) Linked to Geog: Christmas Card : Painting skills ARTIST STUDY: Matt Cockayne Church			<b>DRAWING</b> (7 hours) Linked to History: Special someone / friendship Cards: pencil skills Self portrait		<b>CERAMICS</b> (7 hours) Linked to Hist: clay skills Ship, boat, canoe
Previous	<p><b>Drawing:</b> In Early Years children drew themselves and began to look at shape and think consciously about features of their face.</p>					

learning:	<p><b>Painting:</b> They have created a painting focused on brushstrokes and colour before. They have more control over their paintbrush and know how to build layers using powder paints. They can mix 2 colours together and white to create a new colour and different shades.</p> <p><b>Ceramics:</b> Created a simple pinch pot in reception from a small ball of clay by using thumb and fingers and turning and pushing clay. In reception, the children used rolling pin to roll a piece of clay or playdough to create a slab. They have used shapes and cutters to have a go at creating a pattern and texture.</p>
Preparing for:	<p><b>Drawing:</b> Children look at the distances between their facial features preparing them for perspective work in Y4. They start adding detail and texture to their drawing by applying the pencil dictionary skills ( eyelashes)</p> <p><b>Painting :</b> The children are confident to set up their own workstation and know how to make paint with the correct consistency. They know what effect adding blue and red has on paint and can explain that it gives the paint a darker shade.</p> <p><b>Ceramics:</b> In Autumn term, the children will create a pinch pot with even depth from a small ball of clay by using thumb and fingers and turning and pushing clay. They will use guides and rolling pin to roll a piece of clay to an even thickness to create a slab as part to improve their ceramic skills and they will use the “Bit box” and modelling tools to add texture and pattern by carving.</p>
Bespoke to our school:	<p><b>Drawing:</b> The school’s vision to ensure positive mental wellbeing is considered throughout this project as children look closely at their own facial features the opportunity to promote positive self-image and celebrate differences is exploited.</p> <p><b>Painting:</b> Our Artist study in Y2 is an Artist from Sheffield. Sheffield is similar to Immingham as it has a lot of industry. Matt was always told t’hat he was rubbish at Art and would not be successful.’ He has his own business and makes a living of his Art works. We chose him as our artist study as it reflects our school moto ‘ you can do it’.</p> <p><b>Ceramics:</b> We have chosen to make boats in Y2 as it links to their topic of transportation and to the future topics of the Vikings in Y4.</p>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	<p><b>DRAWING</b> (10 hours) Linked to Geog: Christmas Card: Drawing skills ARTIST STUDY: Contact ? still need to be confirmed. Item from the beach</p>			<p><b>PRINTING</b> ( 7Hours) Linked to Hist: Cards to somebody special/ friend: Printing Skills Egyptian inspired print</p>		<p><b>PAINTING</b> (7 Hours) Linked to Hist: Cards to somebody special/ friend Painting Skills Greek vase with geometric patterns? Grecian landscape?</p>
Previous	<p><b>Drawing:</b> As the fine motor skills increase, children use their existing pencil dictionary skills and refine them to add texture and volume to their shell. They</p>					

<p>learning:</p> <p>Preparing for:</p> <p>Bespoke to our school:</p>	<p>use their knowledge of light and dark to create shade.</p> <p><b>Painting :</b> They know the effects of adding blue or red to their colour and what happens if they add white. They are confident at setting up their workspace and know how to create the perfect consistency for their paints.</p> <p><b>Printing:</b> The children know how to apply ink evenly onto the printing tile and are familiar with leaving an indent in their tile using the correct amount of pressure so they don't leave a hole in their design.</p> <p><b>Drawing:</b> The children think about composition and point of view to create an interesting composition of their chosen shell. They will apply a more refined pencil skill technique to create the texture of their shell and give it volume by adding shade. They will apply stippling and know how to create a darker tone by stippling closer together.</p> <p><b>Painting :</b> The children learn about mixing colours to create tertiary colours and can explain how the colour wheel works. They are able to have discussions about art work created by a variety of artists and see how they can affect someone's mood and feelings.</p> <p><b>Printing:</b> This year the children will learn about the cut away technique of the tile in preparation for using an increasing range of colours in Y5. Discuss how starting with a lighter colour can work better when using two colours in preparation for using up to 4 layers of colours in Y5. They are introduced to the "Bits box" which allows them more flexibility when making choices about their composition. They know how to create texture by pressing, as well as pencil carvings. In Year 3 children are introduced to the idea that the print is reversed and this needs to be considered when carving certain hieroglyphics.</p> <p><b>Drawing:</b> The children go on a school trip to Cleethorpes, to experience a different locality to their home town. Cleethorpes is touristy and Immingham is more industrial. The shells are the physical reminder of their trip. The object is very simple but very detailed so they can improve their skills learnt and embed them for their further learning.</p> <p><b>Painting :</b> We introduce something new each year to make sure that the new knowledge learnt is embedded and can be retrieved and applied in work produced in the future.</p> <p><b>Printing:</b> Art is used as a vehicle to further embed children's history learning about how Ancient people communicated.</p>					
<p>Year 4</p>	<p><b>DRAWING</b> (7 Hours) Linked to Geog Christmas Card: Drawing skills Humber Bridge</p>			<p><b>CERAMIC</b> (7 hours) Linked to Hist Special someone / friendship tile: drawing/ Clay skills Viking Long ship</p>	<p><b>PAINTING</b> (10 hours) Linked to Geog Special someone / friendship cards: Painting Skills ARTIST STUDY: Turner Stormy Seascape</p>	
<p>Previous learning:</p>	<p><b>Drawing:</b> Previously the children have looked at the distances of facial features and how to implement this in their self-portrait. They can draw a variety of lines and shapes. They are able to add small detail to their sketch / drawing and create depth by shading.</p> <p><b>Painting :</b> The children understand the colour wheel to Recognise how different colours can reflect different moods and feelings. They can apply the brush skills to create desired effect.</p> <p><b>Ceramics :</b> They know how to use guides and rolling pin to roll a piece of clay to an even thickness to create a slab and they have used the "Bit box" and modelling tools to add texture and pattern by carving.</p>					

<p>Preparing for:</p> <p>Bespoke to our school:</p>	<p><b>Drawing:</b> The children work on their tonal skill to create 6 tonal levels and understand how more direction in hatching creates a darker tone. The children will learn to basics of perspective to draw the Humber bridge. This will provide them with basic knowledge to build further on in Y5 when they will sketch and paint a local area in the style of Lowry. They can apply and discuss the effect of changing pressure, space between lines and direction of lines.</p> <p><b>Painting :</b> They learn about seascapes and how Turner was successful creating stormy painting by applying layers and focussing on the colour use and brushstrokes. They learn about warm and cold colour and the effect it has. They continue to work on direction and application of the paint layers to create a seascape.</p> <p><b>Ceramics</b> The children learn to draw a plan for a 3D model and become aware of how balance and weight will affect their model. They will learn how to join slabs of even thickness and different shapes and sizes by scoring and slipping. Add texture and pattern by adding clay (applique). They will be preparing for an increased focus on the use of pressure when rolling coils evenly in Y6 as they will create a coil pot. In Y4 they will use this method to create ‘add ons’ by slipping and scoring to their Viking ship.</p> <p><b>Drawing:</b> The Humber bridge is an iconic landmark for the area. The Humber river is very important to Immingham as it provides job opportunities to many of our families.</p> <p><b>Painting:</b> The children have</p> <p><b>Ceramics:</b> we have used the science of learning to plan opportunities for children to retrieve their prior learning of rolling and adding texture and to build this schema by adding applique and coiling techniques.</p>					
<p>Year 5</p>	<p><b>PAINTING</b> (7 Hours) Linked to Geog Christmas Card: Painting skills <a href="#">Polar animal</a></p>			<p><b>DRAWING</b> (10 Hours) Linked to Hist Special someone / friendship Cards: Drawing Skills ARTIST STUDY <b>Lowry</b> <a href="#">Industrial Images</a></p>	<p><b>PRINTING</b> (7 Hours) Linked to Geog: America Special someone / friendship cards: Printing Skills <a href="#">Pop Art of everyday object</a></p>	
<p>Previous learning:</p> <p>Preparing for:</p>	<p><b>Drawing:</b> Children can shade about 6 tonal values and know that they can create texture by stippling and applying their pencil dictionary skills. They are able to create dark and light shades by cross hatching</p> <p><b>Painting :</b> Create a range of tones (light, mid and dark) through mixing and are confident with their brush skills and know how to apply pressure to the brush to create the desired effect.</p> <p><b>Printing</b> Children learnt to cut away to layer colours in their outcome.</p> <p><b>Drawing:</b> The children take more ownership of their use of hatching and stippling to show light and dark, reflection and shadow in their artwork. They can shade as many tonal values as possible and make choices regarding composition, scale and perspective to suit their outcome.</p> <p><b>Painting :</b> Children apply their previously knowledge and are able to create more of the same colour that they’ve mixed previously, recreating a colour identical to the original. They will focus and creating texture by applying paint in different ways to their painting.</p> <p><b>Printing</b> Increase colours to three colours by retrieving and developing their cut away skills to be able to produce up to 4 layers. They will use their experience with the ‘Bit Box’ to make choices regarding composition. In Secondary Art, children will need to understand what constitutes an effective</p>					

<p>Bespoke to our school:</p>	<p>composition and that artists make conscious choices about this.</p> <p><b>Drawing :</b> We chose Lowry as our Artist Study in Y5 as it links perfectly with their History topic. Immingham is an industrial town and the factories are important to the families in our area. The skills they learn are skills they will continue to use in their further learning in secondary school.</p> <p><b>Painting .</b> Being able to recreate the same shade of paint is very important, especially when they did not mix enough of the colour needed. This skill will be useful for when they will continue their art journey in Y6 and at their secondary school. As they are painting an Artic Animal, of whom most are endangered, it raises awareness of climate change and links in with the Y6 Geography unit.</p> <p><b>Printing:</b> Due to our school social and economic context, we plan opportunities for children to experience and create art that they may not have outside of this curriculum offer.</p>				
<p>Year 6</p>		<p><b>PAINTING</b> (7 Hours) Linked to Hist. Christmas Card: Painting skills Poppy</p>	<p><b>CERAMICS</b> (7 Hours) Linked to Hist (Slavery) Special someone / friendship tile : Clay skills Slave</p>		<p><b>DRAWING</b> / digital art (10 Hours) Linked to Geog Special someone / friendship cards: Drawing Skills ARTIST STUDY: Frida Kahlo Self portrait</p>
<p>Previous learning:</p>	<p><b>Drawing:</b> They can apply and discuss light and dark balance in a picture. They can change pressure and tone gradually whilst continuously shading in multiple tonal levels.</p> <p><b>Painting:</b> The children are confident at applying different methods and skills using paint. They can mix the desired colour paint with the correct consistency.</p> <p><b>Ceramics:</b> The children have learnt different ways to create a 3D model using different techniques to achieve depth, height and dimensions. They have learnt about the importance of using the slip and score method to join different elements of their model securely and the skill of rolling slabs to equal depths.</p>				
<p>Preparing for:</p>	<p><b>Drawing:</b> The children are creating a final piece of artwork based on all the previous learning and improve their skills to create a personal self- portrait reflecting their personal characteristics.</p> <p><b>Painting :</b> The children take more ownership of their creation and design and they have the confidence to make more independent choices about the composition, scale and perspective of their painting. They understand that mistakes can be adjusted and with a flexible approach can be part of their outcome. This will prepare our children to be ready for the KS3 Art curriculum, as they have to make independent choices.</p> <p><b>Ceramics</b> The children will learn to roll several even coils (consider light, even pressure and patience) and join to each other and a base using slip and score method. They will consider balance and weight to ensure that your model is free standing. They will discuss and make choices about the most appropriate method to create the parts of their desired model (coiling, pinch pot and slab building). By this point, children are expected to have gained fluency in the coiling, pinch pot and slab building methods that will be useful to them in their secondary art curriculum.</p>				
<p>Bespoke to our school:</p>	<p><b>Drawing</b> The children will be able to reflect on their personal journey throughout our school. They will be able to look back at their self-portraits from Early Years, Y2 and Year 6 and see their own journey through art. This links in to our school moto 'you can do it' as it will show every child their personal</p>				

progress they have made.

**Painting:** This is their final project in our school for their painting journey. Year 6 is a year of reflection and knowing their self-worth and prepare them for their KS3 journey.

**Ceramics** Following the principles of the science of learning, children will use their previously acquired skills with increased independence and autonomy. Their models will be more personal and reflect their journey.