

Art Cohesion document

	Autumn	Spring	Summer
Reception	<p style="text-align: center;">Self Portraits – Drawing A1 Colour mixing – Painting A2</p> <p>In this unit the children will learn to draw and paint using a range of materials, tools and techniques. They will experiment with colour, design, texture, form and function. They will develop their physical development and fine motor skills learning to hold a pencil effectively in preparation for writing.</p>	<p style="text-align: center;">Model making – S1 Manipulate materials - S2</p> <p>In this unit the children will be creating with materials. They will be selecting their own recycled items to make dragon models relating to Chinese New Year. They will begin to manipulate materials and use a range of small tools, including scissors, paint brushes and cutlery to achieve effect when creating bug houses. Children will share their creations, explaining the process they have used.</p>	<p style="text-align: center;">Observational Drawings and shading - S1 Water pictures and prop making - S2</p> <p>This unit will build on their drawing skills from A1, drawing using a range of materials, tools and techniques allowing them to begin to show accuracy and care when drawing. They will make use materials when making props for role play relating to class stories in S2.</p>
Year 1	<p style="text-align: center;">Sculpture – Recycled material</p> <p>In this unit pupils will build on prior learning from Reception as they will be using recycled materials to build a sculpture. This will be the first-time children have to research an artist (Michelle Reader) and then plan a sculpture before making it. Once children have made their sculpture they will have to evaluate and identify how they could improve their work as well as linking their final piece to the artist we have studied.</p>	<p style="text-align: center;">Drawing and Painting Landscapes</p> <p>This unit will be the first time that children have worked on drawing and painting a landscape. They will revisit drawing and painting skills explored in Reception. We will look at the artist Jack Stuppin. Children will have the opportunity during this unit to use resources they might not have accessed in art before such as oil pastels and crayon. Children will experiment with these resources and create multiple land scape drawings. At the end of the unit children will evaluate the resources they have used and link their work to our artists.</p>	<p style="text-align: center;">Printing</p> <p>This unit will build on children’s exposure to printing in Reception. Previously children were able to freely experiment with printing in the craft area. Children will look at the work of Andy Warhol and his use of colour. Children will then use a range of materials and colours to further experiment with printing creating repetition, pattern, texture and shape. Children will then end the unit by evaluating their work on printing and the different resources they have used.</p>
Year 2	<p style="text-align: center;">Drawing and Painting</p> <p>Children will build on their drawing and painting skills from previous years and previous studies of artists. In this unit children will develop the range of materials used to draw and paint with. They will use the same technique of Pointillism and study the work of Georges Seurat throughout the unit. By the end of the topic children will be able to select the materials and tools they feel is best to create their own pointillism artwork. They will begin to think about how they could improve their own artwork.</p>	<p style="text-align: center;">Painting</p> <p>This unit will build on landscapes work from Year 1 and will focus on the work of Monet. The children will observe his garden and cityscapes paintings, viewing the same viewpoint painted at different times of the day/ year to explore colour tones and shading. They will share their thoughts on his most famous artworks. The children will create their own interpretation of Monet’s art. In their final piece can mix their own colours and use shading to create to create their own artwork. The children will continue to develop their evaluation skills from Autumn term to make their own suggestions on improvements to</p>	<p style="text-align: center;">Sculpture – Natural materials</p> <p>The children will be able to develop their knowledge of sculpture gained in Year 1 with recycled materials. In this unit the children will continue to develop their research skills and study the work of Andy Goldsworthy. This is the first time that the children will have considered natural materials and artwork in the outdoor environment. The children will create colleges with natural materials they have collected. They will continue to develop their evaluating skills and improve on their initial design.</p>

		their final piece.	
Year 3	<p style="text-align: center;">Sculpture</p> <p>In this unit children will develop their skills of working with clay to create a sculpture. This work will build upon the sculpture work done in Years 1 and 2 where the children created sculptures using recycled materials. It will build upon their understanding of shape, size and representation. This unit will introduce them to the medium of clay and through this a number of different sculptors from around the world both past and present. They will continue to develop their ability to look critically and evaluatively at pieces of artwork and be able to say what they like and dislike. They will begin to justify their opinions with reasons using the key vocabulary learned so far. They will be introduced to the different tools that they can use to shape and mould the clay as well as ways of joining pieces of clay together. This unit will link to the history unit on the Stone Age.</p>	<p style="text-align: center;">Drawing and Sketching – Pencil</p> <p>In this unit the children will focus on the artwork of the local artist Norman Cornish. In particular, they will focus on his sketch work as they will look at his painting skills in Year 5. This unit will build upon the skills that they have developed in Year 2 where they used a range of materials to draw. The children will be introduced to the different gradings of pencils and how these gradings affect the thickness and darkness of the pencil marks on a page. They will develop a sketching technique which focuses on small light strokes. They will be able to test the effectiveness of their sketching technique by testing how well it rubs out – a good technique should rub out without leaving a mark.</p>	<p style="text-align: center;">Painting – Watercolours</p> <p>In this unit the children will be focusing on developing their understanding of painting through the use of watercolour. They may not have had the opportunity to use watercolour before this so they will compare it to the painting work that they have already completed in Year 2 using poster paint. They will further develop their technique for holding the brushes and for selecting the most appropriate brush size for the area they are painting. They will look at what a ‘wash’ is and how watercolours change depending on the amount of water added to them. They will look at varying the shade of one colour as well as mixing water colours to create a bleeding effect on the page. They will also look at using charcoal to add silhouettes onto their watercolour skylines.</p>
Year 4	<p style="text-align: center;">Drawing (Pencil) and Collage</p> <p>In this unit the children will focus on the art and design work of famous architects Norman Foster, Robert Venturi and Denise Scott Brown. In particular, they will focus on their sketches of buildings and structures. This unit will build upon the skills that they have developed in Year 1 when they focused on sketching and drawing landscapes. The children will be introduced to the different methods of adding detail to their sketches including hatching, contour hatching, crosshatching, random hatching, stippling and ink wash. They will also focus on developing their drawing of structure by adding texture to their work. They will be able to test the effectiveness of their sketching technique by testing how well it rubs out – a good technique should rub out without leaving a mark.</p> <p>This unit will have strong Geography and History</p>	<p style="text-align: center;">Sculpture</p> <p>In this unit children will develop their skills of working with clay to create a sculpture. This work will build upon the sculpture work done in Years 1 and 2 where the children created sculptures using recycled materials. It will also build upon the skills in Year 3 when the pupils previously shaped and modelled clay. This unit will continue the pupil's development using the medium of clay and through this a number of different sculptors from around the world both past and present. They will continue to develop their ability to look critically and evaluatively at pieces of artwork and be able to say what they like and dislike. They will justify their opinions with reasons using the key vocabulary learned so far. Pupils will learn to accurately manipulate clay by using a range of techniques including: creating holes and hollows, pulling and pinching, smoothing out the clay with fingers and</p>	<p style="text-align: center;">Drawing and Sketching – Biro</p> <p>In this unit the children will focus on the artwork of the artist Mark Powell famous for his work with biros. This unit will build upon the drawing and sketching skills that they have developed in Year 2 and 3 where they used sketching techniques which focuses on small light strokes. Children will practise using a biro to draw faint lines then once they have detected the desirable shape, they will learn to add more pressure to accentuate the clarity of it. The children will explore with the thickness and direction of lines to develop realistic forms. Pupils will learn different shading techniques to add texture and darkness to sketches using a biro. They will be able to test the effectiveness of their sketching technique as they will be unable to rub out artwork once started.</p> <p>This unit will use other times as a stimulus for</p>

	links as pupils will look at local buildings and structure in Co. Durham.	scratching details with tools. This unit will use other times as a stimulus for artwork. There will be a specific historical focus linked to our work on the Anglo-Saxons.	artwork. There will be a specific historical focus linked to our work on the Vikings.
Year 5	<p style="text-align: center;">Drawing and sketching (charcoal) Mayans (Dan Pyle- modern day charcoal artist)</p> <p>This unit of works builds on the work that children have covered in Year 3 and 4 where they have learnt about sketching and drawing using pencils. This unit will develop the skills that children have already learnt in the context of a new medium, charcoal. The children will explore how they can blend, smudge and create images with charcoal and develop an understanding of the skills they need to use in order to produce a detailed sketch. They will look in detail at the work of Dan Pyle who is a modern-day charcoal artist and develop an understanding of how he works so effectively with charcoal to produce a desired outcome. Children will then apply their skills to produce a detailed sketch of a Mayan temple. This will link to the children's learning in Geography.</p>	<p style="text-align: center;">Sculpture Greek pottery (Bernard Leach)</p> <p>In this unit children will further develop and refine their skills of working with clay to create a sculpture. This work will build upon the sculpture work done in Year 3 and 4 when the pupils previously shaped and modelled clay. This unit will continue the pupil's development using the medium of clay and, more specifically, how clay was used by the Ancient Greeks as a way of recording life at the time. They will continue to develop their ability to look critically and evaluatively at pieces of artwork by studying the work of the sculptor Bernard Leach. They will justify their opinions with reasons using the key vocabulary learned so far. Pupils will gain mastery in their manipulation of clay by using a range of techniques including: using tools to accurately draw and carve into clay; using water as a means of smoothing and strengthening joins within the clay and refinement in the pressure needed to create well-finished designs.</p>	<p style="text-align: center;">Painting Norman Cornish</p> <p>In this unit the children will be focusing on developing their understanding of painting through the use of brush strokes to create texture and effect. This unit will build on the work that children completed in Year 3 when they worked with watercolours. They will refine and develop their technique for selecting, holding and using a range of brushes to create a desired effect. They will study and critique the work of local artist Norman Cornish and design and produce their own version of one of his most iconic images.</p>
Year 6	<p>Painting with water colours Battle of Britain Artist - Roland Pitchforth</p> <p>In this unit, pupils will build on their experience of painting with water colours from year 3 and use of brush strokes in year 5. Pupils will improve their mastery of painting by focusing on landscapes and using extensive shades of colours to show distance and shadow. They will learn to use a range of brush types in order to achieve a desired effect. Pupils will develop mixing skills to create specific colours in a palette. They will study, compare and critique the artwork of Roland Pitchforth and create piece of</p>	<p>Drawing Pencil line drawing of the British Empire Artist - Mary Evans</p> <p>In this unit, pupils will develop their drawing skills from all previous years by refining their shading, cross-hatching, line and blending in one piece of art. Pupils will have opportunities to develop these skills in isolation and then begin to pull them together. Pupils will evaluate which technique is most appropriate for different elements of their design. They will be studying, comparing and critiquing the artwork of Mary Evans and her pencil drawings. Afterward researching famous buildings in the</p>	<p>Sculpture Recycled art Sculptors - Tim Noble and Sue Webster</p> <p>In this unit, pupils will continue to refine their sculpting skills from year 1 and 2 using recycled materials. Pupils can draw on their knowledge of sculpting using clay from years 3, 4 and 5 by improvising ways to join materials together. In addition, pupils will be able to apply their knowledge of materials and light in science by manipulating materials in different ways to create a desired shadow effect. Pupils will be researching, exploring and critiquing the artwork of Tim Noble</p>

	<p>their own in his style depicting the Battle of Britain. Pupils will refine their work by experimenting with different brush strokes, colours and shapes before eventually completing a finished piece.</p>	<p>British Empire, pupils will be choosing a building to focus their main piece of artwork on. Pupils will refine their work by experimenting with different techniques and shapes before eventually completing a finished piece.</p>	<p>and Sue Webster and creating a piece in their style. Pupils will explore how sculptures create shadows and how some materials create opaque, solid and transparent shapes. Pupils will analyse and comment on their own and work of others in order to develop methods and approaches to their own artwork. Pupils will begin to use perspective in both abstract and real-life art by planning, experimenting and evaluating their artwork.</p>
--	---	---	---

