



## Subject: Art

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<p>Painting skills: self-portraits, teddy bears, my family</p> <p>Colour mixing Firework Art Collage owls Winter tress Christmas cards</p>	<p>Spoon puppets Junk modelling : houses and bridges People Who Help Us painting</p> <p>Clay minibeasts Weaving Collaging Minibeasts in a style of Matisse. Hungry caterpillar printing Mothers Day cards</p>	<p>Colour mixing – silhouette dinosaurs Paper plate dinos Making fossils</p> <p>Sketching skills Fathers Day cards</p>	<p>Painting (colour wheel) Colour mixing with powder paint WASP Colour wheel. Painting feathers and birds</p>	<p>Sketching /observational drawings</p> <p>Sketching /observational drawings Focus on buildings.</p>	<p>Textiles and collage</p> <p>Henri Rousseau – sensory display based on jungle.</p> <p>Print making skills (William Morris) Observational drawing to use for printing, printing using natural objects. Matisse</p>	<p>Painting</p>	<p>Batik Stitching</p>	<p>Sculpture</p>	<p>Collage. Children create their own collaged images of landscapes/seascapes inspired by illustrations from 'Window' by Jeannie Baker</p> <p>Mouldable Materials. Use clay and/or modrock to create an Egyptian artefact.</p>		<p>Abstract Art – Pollock, Mondrian &amp; Kandinsky</p> <p>Children use technique s learnt to create their own piece of abstract art.</p>	<p>Symbolism Artist focus- Edward Munch.</p> <p>Recreate own versions of The Scream using symbolism by Monoblock printing.</p>	<p>Relations hips</p> <p>Studying relationships portrayed in different ways such as portraits, willow tree sculptures and photographs.</p> <p>Study how artists have developed the portrayal of relationships over time.</p> <p>Digital art – take own photos to portray relationships ips.</p> <p>Sketching – use mannequin to develop sketching techniques when drawing people.</p>	<p>Textiles –</p> <p>Cross stitching and sewing to create own cushion.</p>	<p>Quilting – making an individual piece and combining to make a finished whole class project</p>	<p>Art Nouveau – Artist studied Of Charles Rennie Mackintosh = remit is to use the styles of the fanous Art Nouveau artists that they have been looking at to inspire their creations.</p>	<p>Wire Sculpting (Outcome: Producing a small scale wire sculpture.)</p>	<p>Mosaics. Looking at different artists and techniques. Designing their own and creating a mosaic out of tiles.</p>	<p>Portraits Paul Nash Capturing Conflict. A comparison between artists Nash and Lowry (studied in Year 5).</p> <p>Looking at sketching skills and paints.</p> <p>Final piece to incorporate surrealism and symbolism in paint.</p>	<p>Big art project on printing using different techniques.</p>

### Alvey Values

We have an art section on our website where you can see some of the art the children have produced.

The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

The ability to communicate fluently in visual and tactile form.

The ability to draw confidently and adventurously from observation, memory and imagination.

The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.

An impressive knowledge and understanding of other artists, craft makers and designers.