Sketch book work to develop and explore ideas, collect visual information and practise skills will run throughout.

## Throughout each cycle, the children will have opportunities to study and take inspiration from artists to use their influence in their own pieces.

| Painting       Paint skills: basic colour making, using a variety of       Paint skills: mising to light on the tore. These could use to make scondary.<br>thick and thin hundes to create effects. Create<br>colour wheels.       Paint skills: mising to light on the tore. These could use to make scondary.<br>torin into strips to use to weave with.<br>Look at the work of Caude Monet who created a<br>variety of pieces using water as inspiration.       Paint skills: make tore.       Paint skills: make to be in the skills to and to be in the skills to and to be in the skills.<br>Look at the work of Caude Monet who created a<br>variety of pieces using water as inspiration.       Paint skills: make tore.       Paint skills: make to be in the skills to and to be in the skills to and the skills.<br>Look at the work of Caude Monet who created a<br>variety of pieces using water as inspiration.       Paint skills: make to be wave with.<br>Look at the work of Caude Monet who created a<br>variety of pieces using water as inspiration.       Paint skills: make to be who created a<br>variety of pieces using water as inspiration.       Paint skills: make to be weave with.<br>Look at the work of Caude Monet who created a<br>the back to and the are cult create acting a variety of<br>materials to create terture.       Paint skills: make to be skills: to and the skills cause to be skills: to and the skills cause to be skills: to and the skills:  |   | Term 1   | Term 2  | Term 3                                       |
|---|---|--|---|--|
| <ul> <li>Use tick and thin bruskes.</li> <li>Mick primary colours to make secondary.</li> <li>Add white to colours to make secondary.</li> <li>Add white to colours to make secondary.</li> <li>Add white to colours to make titts and black to colour wheeks.</li> <li>Corate colour wheeks.</li> <li>Corate colour wheeks.</li> <li>Context colour wheeks.</li></ul>  | Painting  |  |   |  |
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| Sculpture       Using a clay, wire and other materials to create sculptures of minibeasts found in our environment.         • Use a combination of shapes.       Include lines and texture.         • Use colled up paper, straws, paper, card and clay as materials.       Use techniques such as rolling, cutting, moulding and carving.         • Drawing       - old and new. Using tone in sketching.       - old and new. Using tone in sketching.       Still life drawings using colour to create objects from canal boats information or anal boat life. Show tones by using coloured pencils.         • Show different tones by using coloured pencils.       - old and new. Using tone in sketching.       Looking at the architecture. Create own drawings and paintings in her style.       Looking at the patterns found on canal boats and creating repeated prints using various objects to print with.         • Use repeating or overlapping shapes.       - Weaving to create a pattern.       Using a digital media to draw buildings from our first with.         • Use waving to create a pattern.       - Join materials using glue and/or a stitch.       - Weaving to create a wave pattern using a variety of materials in tones of blue         • Use digital media       - Using digital media to draw buildings from our set whole hools to exapt including the school. Use the tools to exapt including the school   |   |  |   |  |
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| • Use objects to create prints (e.g.<br>fruit, vegetables or sponges).<br>• Press, roll, rub and stamp to make prints.Image: Computing the space of tools to create a pattern.<br>• Join materials using glue and/or a stitch.<br>• Use plaiting.<br>• Use dip dye techniques.Weaving to create a wave pattern using a variety<br>of materials in tones of blueMeaving to create a wave pattern using a variety<br>of materials in tones of blueDigital media<br>of the space of tools to create<br>different textures, lines, tones, colours andUsing digital media to draw buildings from our<br>local area including the school. Use the tools to<br>experiment with lines, tones and colour.Computing link: Animate with Shapes   |   |  |   |  |
| fruit, vegetables or sponges).endedMean• Press, roll, rub and stamp to make prints.weaving to make prints.Weaving to create a wave pattern using a variety<br>of materials in tones of blue• Use weaving to create a pattern.<br>• Join materials using glue and/or a stitch.<br>• Use plaiting.<br>• Use dip dye techniques.Weaving to create a wave pattern using a variety<br>of materials in tones of blue• Digital media<br>• Use a wide range of tools to create<br>different textures, lines, tones, colours andUsing digital media to draw buildings from our<br>local area including the school. Use the tools to<br>experiment with lines, tones and colour.Computing link: Animate with Shapes   |   |  |   |  |
| • Press, roll, rub and stamp to make prints.Image: Constraint of the stamp st |   |  |   |  |
| TextilesWeaving to create a wave pattern using a variety<br>of materials in tones of blue• Use weaving to create a pattern.<br>• Join materials using glue and/or a stitch.<br>• Use plaiting.<br>• Use dip dye techniques.Weaving to create a wave pattern using a variety<br>of materials in tones of blue• Use dip dye techniques.Using digital media to draw buildings from our<br>local area including the school. Use the tools to<br>experiment with lines, tones and colour.Computing link: Animate with Shapes   |   |  |   |  |
| • Use weaving to create a pattern.of materials in tones of blue• Join materials using glue and/or a stitch.of materials in tones of blue• Use plaiting.vise plaiting.• Use dip dye techniques.vise dip dye techniques.• Digital mediaUsing digital media to draw buildings from our<br>local area including the school. Use the tools to<br>experiment with lines, tones and colour.Computing link: Animate with Shapes   |   |  | Weaving to create a wave pattern using a variety      |  |
| <ul> <li>Join materials using glue and/or a stitch.</li> <li>Use plaiting.</li> <li>Use dip dye techniques.</li> <li>Digital media</li> <li>Using digital media to draw buildings from our<br/>local area including the school. Use the tools to<br/>different textures, lines, tones, colours and</li> <li>Experiment with lines, tones and colour.</li> </ul>   |   |  |   |  |
| • Use plaiting.<br>• Use dip dye techniques.• Use dip dye techniques.• Use dip dye techniques.• Using digital media to draw buildings from our<br>local area including the school. Use the tools to<br>experiment with lines, tones and colour.• Computing link: Animate with Shapes• Use a wide range of tools to create<br>different textures, lines, tones, colours and• Use the tools to create<br>experiment with lines, tones and colour.• Computing link: Animate with Shapes  |   |  |   |  |
| • Use dip dye techniques.Using digital media to draw buildings from our<br>local area including the school. Use the tools to<br>experiment with lines, tones and colour.Computing link: Animate with Shapes   |   |  |   |  |
| Digital mediaUsing digital media to draw buildings from our<br>local area including the school. Use the tools to<br>experiment with lines, tones and colour.Computing link: Animate with Shapes   | 1 0   |  |   |  |
| • Use a wide range of tools to create local area including the school. Use the tools to different textures, lines, tones, colours and experiment with lines, tones and colour.  |   | Using digital media to draw buildings from our     | Computing link: Animate with Shapes                   |  |
| different textures, lines, tones, colours and experiment with lines, tones and colour.  |   |  | ······································                |  |
|   | -   |  |   |  |
|   | shapes.   |  |   |  |

## ART - Key stage 1 LTP overview CYCLE B

|   | Term 1   | Term 2  | Term 3   |
|---|--|---|--|
| Painting  | Paint skills: colour mixing – tones to reflect hot | Look at American artist Stephanie Peters who        |  |
| <ul> <li>Use thick and thin brushes.</li> </ul>                   | and cold using white and black.                    | painted pieces about fire, particularly in the      |  |
| <ul> <li>Mix primary colours to make secondary.</li> </ul>        | Look at Canadian artist, David McEown who is       | natural environment. Look at her use of colour      |  |
| • Add white to colours to make tints and black to                 | inspired to paint the polar regions and its animal | and techniques and use these to create own fire     |  |
| colours to make tones.  | inhabitants. Recreate work in his style by         | pictures linking to the Great Fire of London.       |  |
| Create colour wheels.   | applying the tones of blue.                        |   |  |
| Collage   |  |   | Collect objects from the natural area and arrange  |
| <ul> <li>Use a combination of materials that are cut,</li> </ul>  |  |   | and build up a collage to create texture – leaves, |
| torn and glued.   |  |   | sticks, petals, seeds etc                          |
| <ul> <li>Sort and arrange materials.</li> </ul>                   |  |   |  |
| <ul> <li>Mix materials to create texture.</li> </ul>              |  |   |  |
| Sculpture   | Using a combination of materials and               |   | Use clay to sculpt mini busts of the Royal Family  |
| <ul> <li>Use a combination of shapes.</li> </ul>                  | techniques, create sculptures of transport from    |   |  |
| <ul> <li>Include lines and texture.</li> </ul>                    | the past and the present.                          |   |  |
| <ul> <li>Use rolled up paper, straws, paper, card and</li> </ul>  |  |   |  |
| clay as materials.  |  |   |  |
| <ul> <li>Use techniques such as rolling, cutting,</li> </ul>      |  |   |  |
| moulding and carving.   |  |   |  |
| Drawing   |  | Still life pencil drawings of shells from the UK    | Study of how to draw head and shoulder             |
| <ul> <li>Draw lines of different sizes and thickness.</li> </ul>  |  | coastline. Experiment with a variety of textures    | portraits. Teach children how to draw a face and   |
| <ul> <li>Colour (own work) neatly following the lines.</li> </ul> |  | and tones using different thicknesses of lead.      | then apply these drawing skills to create          |
| <ul> <li>Show pattern and texture by adding dots and</li> </ul>   |  |   | portraits of the Royal family member past and      |
| lines.  |  |   | present.   |
| • Show different tones by using coloured pencils.                 |  |   |  |
| Print   | Use repeating patterns to mimic print from the     | Look at Aboriginal artists, Cowboy Louie Pwerle     |  |
| <ul> <li>Use repeating or overlapping shapes.</li> </ul>          | environment – animal patterns on fur and           | and Clarise Tunkin who create their images by       |  |
| <ul> <li>Mimic print from the environment</li> </ul>              | feathers.  | using patterns of tiny dots. Use their style to     |  |
| (e.g. wallpapers).  |  | make own aboriginal prints.                         |  |
| <ul> <li>Use objects to create prints (e.g.</li> </ul>            |  |   |  |
| fruit, vegetables or sponges).                                    |  |   |  |
| <ul> <li>Press, roll, rub and stamp to make prints.</li> </ul>    |  |   |  |
| Textiles  | Use dip-dyeing using hot and cold colours to       | DT link: Templates and joining techniques           | Create a class tapestry of London memorabilia      |
| <ul> <li>Use weaving to create a pattern.</li> </ul>              | create backgrounds on fabric.                      |   | on a background of red, white and blue. Build up   |
| <ul> <li>Join materials using glue and/or a stitch.</li> </ul>    |  |   | a variety of materials using glue and some         |
| <ul> <li>Use plaiting.</li> </ul>                                 |  |   | stitches to create a wall hanging.                 |
| Use dip dye techniques.   |  |   |  |
| Digital media   |  | Create aboriginal art using a wide range of digital |  |
| <ul> <li>Use a wide range of tools to create</li> </ul>           |  | tools.  |  |
| different textures, lines, tones, colours and                     |  |   |  |
| shapes.   |  |   |  |