



# CEC Key Stage 2 Learning Journey: Art

## Extra Curricular

- Drawing Club
- Jewellery Club
- Lego Club
- Illustrator visits
- Photography Club

### Spring Term Cycle 2: Faces

- Introduction
- Observational drawing
- Step by step study of facial features (eyes, nose, mouth)
- Grid-drawing for accurate self-portrait
- Artist study :Picasso
- Cubist style portrait

### Summer Term Cycle 3: Landscape

- Collaborative collage inspired by Henri Rosseau
- Drawing
- Painting (basic colour theory)
- Composition

### Autumn Term Cycle 1: Drawing

- Why is Art important?
- Observational drawing
  - Tone
  - Form
- Mark Making
- Artist Study: Vincent Van Gogh

Year 7

### Summer Term-Twentieth Century Conflict

- Explore art through the poems of Wilfred Owen as an immersive experience
- Study scale, proportion, depth and perspective, 2D and 3D
- Use understanding of composition to manipulate placement of objects in their art
- Evaluate work using knowledge on the six elements- Line, shape, colour, value, space and texture

### Spring Term- Civil Rights

- Explore with relative depth; the styles of Abstract and Realism.
- Investigate negative and positive space and negative and positive, emotions in art terms.
- Investigate fluidity of emotion through sculpture
- Explore techniques: sculpture and photography
- Artist study-Henry Moore and Barbara Hepworth

### Spring Term-Medieval Monarchs

- Relevant historical research to produce design- thinking about each component in design.
- Explore techniques-Quilling
- Exploration of materials and textiles
- Consideration of presentation in art.
- Focused, effective evaluation and critique.

### Summer Term- Middle East

- Use knowledge of materials to investigate potential use
- Explore foregrounds and backgrounds
- Accurate and considered research
- In-depth shape and pattern recognition within art
- Explore techniques-Marbling and calligraphy
- Refine evaluation skills-focusing on intended outcome and representation of ideas

Year 6

### Autumn Term- Industrial Revolution

- Open ended, relevant, topic-based research.
- Understand role art plays in life .
- Produce focused ideas - on given criteria
- Explore techniques-Blending, smudging, combining- in variety of media.
- Use composition to study landscape
- Reflect on own work-considering artistic elements and techniques.

### Autumn Term- Benin Kingdom

- Produce meaningful and relevant research
- Study historical artefacts
- Investigate 3D materials and their relevant use
- Evaluate with focus on refining artistic vocabulary

Year 5

### Summer Term-Vikings

- Research and collect ideas for plan development
- Colour theory-expression through colour
- Emotional representation through colour.
- Understanding of composition
- Brush control

### Spring Term-Anglo-Saxons and Scots

- Explore historical artefacts to aide research- with focus on vocabulary
- Work with mixed media-cloth and tie dye
- Creating printing blocks- combining two outcomes to create a final piece.
- Refine technical terms and evaluations

### Summer Term- Ancient Greece

- Explore Greek border designs through research and shape play.
- More aid pendant sewing skills
- Design bookmark with artistic vocabulary explanation
- Create bookmark-cross stitch, running stretch, back stitch.

Year 4

### Autumn Term-Roman Britain

- Refine design ideas
- Shape recognition
- Basic facial proportions
- Translating 2D design into 3D model
- Self evaluation of artistic process.

### Autumn Term- Prehistoric Britain

- Explore and record observations of the work of others.
- Exploration of natural materials
- Precise pencil control-line and shape
- Create piece using mixed media based on own research.
- Evaluation- constructive gallery style criticism.
- Artist study- Andy Goldsworthy

Year 3

### Spring Term-The Shang Dynasty

- Explore and record observations and opinions of artists.
- Colour theory-Primary, secondary, tertiary and complimentary
- Mixing own colours to create colour wheel.
- Colour blending with mixed media
- Collage
- Artist study- Piet Mondrian and Kandinsky.

## Cycle Assessment points

- Autumn Term Assessments (December)
- Spring Term Assessments (March)
- Summer Term Assessments (June)



# CEC Key EYFS + Stage 1 Learning Journey: Art

Learning journey to continue in KS2

**Spring Term- The Great Fire of London**

- Basic cutting skills
- Investigating shapes and structure
- Basic sewing skills
- Design, cut out and sew bunting piece.

**Summer Term- World War II VE Day**

- Explore relevant themes from the past
- Theme based colour theory
- Shading and pencil control.
- Explore letter shapes and fonts
- Basic sewing skills
- Printing
- Skills Evaluation

**Autumn Term-The Victorians**

- Explore, investigate and record observations about art from the past-focus on vocabulary
- Pattern Recognition.
- Explore materials and media
- Explore artist process- investigate, analyse design, create reflect.
- 3D material-creating Printing tile
- Artist study- William Maris

Year 2

**Summer Term- Significant Sportspeople**

- Basic observational skills
- Pencil control and precision
- Combining two materials to create canvas shoe design
- Shape Recognition
- Colour theory
- Artist study-Andy Warhol

**Spring Term- Ancient Egyptian Jewellery**

- Colour theory-colour recognition-primary and secondary
- Shading
- Use of a variety of media
- Recognise and explore work of others
- Artist study-Kaffe Fassett

**Spring Term**

- Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques.
- In Term 4 as they look closely at animal patterns, they learn about the importance of thick and thin paintbrushes to create an effect.

**Summer Term**

- They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely.
- In Term 5, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in the style of Andy Goldsworthy.

**Autumn Term**

- In Term 1 as part of their 'Superhero Me' topic children learn to paint in the style of great artists such as Andy Warhol when they paint self-portraits.
- In Term 2 they learn how to correctly use watercolours, pastels and chalks as they paint planets and space scenes.

Year R

**Autumn Term-Dinosaurs**

- Controlled mark making
- Basic shading
- Recognisable shapes .
- Basic colour theory-colour recognition
- Explore silhouettes and pre-historic landscapes

**Spring Term**

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Join different materials and explore different textures.
- Explore colour and colour-mixing.
- Use drawing to represent ideas like movement or loud noises.

**Summer Term**

- Use a comfortable grip with good control when holding pens and pencils.
- Create closed shapes with continuous lines and use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their art

**Spring Term**

- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Explore different materials and tools.

**Summer Term**

- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas
- Develop manipulation and control.

**Autumn Term**

- Start to make marks intentionally.
- Explore paint, using fingers, brushes and tools.

Year N

**Autumn Term**

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Show a preference for a dominant

**Spring Term**

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Join different materials and explore different textures.
- Explore colour and colour-mixing.
- Use drawing to represent ideas like movement or loud noises.

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