

ART	CYCLE B 2020-2021		
	Autumn	Spring	Summer
Rother	<p><b>Carnival of the animals.</b>  <b>Colour</b> -Camouflage -Lin Bolin  <b>Collage</b> animals.  <b>Oi, get off my train!</b>  <b>Drawing</b> people/ animals  <b>Painting</b> colour mixing</p> <p>Ongoing art experiences led by the interests of the children.  Following the art progression of skills.</p>	<p><b>Once upon a time.</b>  <b>Drawing</b> explore mark making using a variety of materials  <b>Healthy Me -</b>  Form -Fruit faces Archimboldo.  <b>Printing</b> fruit and veg</p>	<p><b>How does your garden grow?</b>  <b>Colour</b> -Eric Carle A Tiny seed  <b>Collage</b> using seeds/plants  <b>Pirates and Princesses</b>  <b>Textiles pattern</b> -simple collages  <b>Drawing</b> people</p>
Warren	<p><b>Look in The Mirror</b>  <b>Toy Story/Toys and games</b>  <b>Colour</b>- Paint a portrait of themselves Frame link to DT  <b>Painting</b> -Use hands and feet to create art work  <b>Drawing</b> -Detailed drawing of an eye -Teach sketching light and dark skill  Link to RE Nigerian painting.</p> <p><b>Drawing ongoing</b>  Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p>	<p><b>An Island Home</b>  <b>A Frog's Life</b>  <b>Drawing</b>- Sketch houses from Harting village (may have to use photos due to COVID)  <b>Form and Texture</b> -Mod rock houses -class village  Pattern -Environmental Art using cones, sticks and stones.</p> <p><b>Drawing ongoing</b>  Observe patterns in the natural and man-made world.</p>	<p><b>Through the keyhole/ Into the Woods</b>  <b>Oh I do like to be beside the seaside</b>  <b>Draw</b>- Artist draw in the styles of Bridget Riley  <b>Texture</b> -Camouflage pictures with a moving part/slider.</p> <p><b>Drawing ongoing</b>  Ensure sensitivity and visual awareness.  Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man-made world.</p>

<p>Downlands</p>	<p><b>Jungle Explorers</b></p> <p><b>Colour/Drawing</b> Rainforest: Look at Henri Rousseau's work (jungle animals/learning about mixing hues) make a role play area</p> <p><b>Drawing ongoing</b>- Experiment with the potential of various pencils (2B - HB) to show tone, texture etc Encourage close observation of objects in both the natural and man-made world.</p>	<p><b>Walk Like an Egyptian/Prince of Egypt</b></p> <p><b>Print</b> -produce hieroglyphics using block</p> <p><b>Form and Texture</b> -design &amp; make an Egyptian clay tile</p> <p><b>Drawing ongoing</b> -Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p>	<p><b>Down on the Farm/ Weather Detectives</b></p> <p>Art linked to RE</p> <p><b>Drawing ongoing</b> -Make initial sketches as a preparation for painting and other work. Encourage more accurate drawings of people - particularly faces looking closely at where feature and the detail they have.</p>
<p>Torberry</p>	<p><b>Meet the Greeks</b></p> <p><b>Pattern</b> - Look at various artists creation of pattern and discuss effect Greek artists &amp; architecture (What can we learn about the Greeks from their artwork?)</p> <p><b>Printing</b> -Explore images through monoprinting on a variety of papers Explore colour mixing through overlapping colour prints deliberately.</p> <p><b>Form</b> -design, make &amp; decorate a clay pot</p> <p><b>Drawing ongoing</b> Identify and draw the effect of light (shadows) on a surface, on objects and people. Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p>	<p><b>Europe</b></p> <p><b>Texture</b> - Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p><b>Drawing ongoing</b> -Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p>	<p><b>Water under the bridge</b></p> <p><b>Draw</b>-Monet/ Hockney - look at style and life; photograph/ sketch water reflection;</p> <p><b>Colour</b> -paint in the style of Monet; Make the colours shown on a commercial colour chart. Mix and match colours to those in a work of art.</p> <p><b>Form</b> -Sculpture linked to DT</p> <p><b>Drawing ongoing</b> Computer generated drawings.  Drawing from direction.</p>

<p>Beacon</p>	<p><b>War and Peace</b></p> <p>Colour -Paul Nash pastels /chalks. Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour add sawdust, glue, shavings, sand and on different surfaces.</p> <p>Considering colour for purposes</p> <p>Use colour to express moods and feelings.</p> <p><b>Drawing</b> observational drawing of Uppark - (Use photos due to COVID) sketchbooks.</p> <p><b>Drawing ongoing</b></p> <p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p>	<p><b>Earth and Space</b></p> <p><b>Drawing</b> -Hokusai -Artist pen and ink drawing.</p> <p><b>Drawing ongoing</b></p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p>	<p><b>Enterprise/Sustainability</b></p> <p><b>Form/Texture</b> Stage sets</p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>Work collaboratively on a larger scale.</p> <p><b>Drawing ongoing</b></p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p>
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