






| Cycle A | Autumn | Spring | Summer |
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| Art POS | <p><i>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</i></p> | <p><i>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</i></p> | <p><i>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</i></p> |
| Media and artist | <p>James Rizzi</p>  <p>Colouring Techniques</p> | <p>Henri Matisse</p>  <p>Collage</p> | <p>Friedensreich Hundertwasser</p>  <p>Paint</p> |
| EYFS links | <p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques,</p> | <p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and</p> | <p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and</p> |

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| | <p><i>experimenting with colour, design, texture, form and function.</i></p> <p><i>Expressive Arts and Design (Being Imaginative)</i> <i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i></p> | <p><i>techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Expressive Arts and Design (Being Imaginative)</i> <i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i></p> | <p><i>techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Expressive Arts and Design (Being Imaginative)</i> <i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i></p> |
| <p><i>KSI NC Expectations</i></p> | <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>• to use a range of materials creatively to design and make products;</i> <i>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</i> <i>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</i> <i>• about the work of a range of artists, craft makers and designers, describing the differences and similarities</i> | <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>• to use a range of materials creatively to design and make products;</i> <i>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</i> <i>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</i> <i>• about the work of a range of artists, craft makers and designers, describing the differences and similarities</i> | <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <i>• to use a range of materials creatively to design and make products;</i> <i>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</i> <i>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</i> <i>• about the work of a range of artists, craft makers and designers, describing the differences and similarities</i> |
| <p><i>Artist Knowledge</i></p> | <p><i>To know that James Rizzi was born in 1950 in Brooklyn, New York</i></p> <p><i>To know that although James Rizzi moved to a different place, his work represents New York because this is his birth place</i></p> | <p><i>To know Henri Matisse was born on 31st December in 1869 and that he was born in France</i></p> <p><i>To know that Matisse only started painting because he was recovering from an operation and his mum bought him some art supplies to keep him busy</i></p> | <p><i>To know that Friedensreich Hundertwasser was born in Vienna, Austria</i></p> <p><i>To know that he worked in environmental protection which explains why he had such an interest in nature within his art work</i></p> |

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| | <p>To know that New York is known as the 'city that never sleeps' and this means it is really busy every day and night</p> <p>Show children different examples of Rizzi's work and discuss what we notice (bright colours, funny pictures, looks childish) and know this is his style</p> <p>To know that artists have characteristics and Rizzi's are:</p> <ul style="list-style-type: none"> • Bright colours • Everything is outlined in black marker • Buildings have human faces/characteristics • His artwork is full and busy • Background is full too | <p>Matisse didn't follow the normal rules of painting and started to create his own style</p> <p>To know that Matisse's work was influenced by Vincent Van Gogh and use this compare similarities and difference between the two artists work</p> | <p>He was a well-known environmentalist, who did a lot of work to protect nature</p> <p>To know that there are buildings in Austria and New Zealand decorated in his style of work</p> <p>To know that he tried to connect nature and humans together through his art work</p> <p>To know that he wasn't a fan of straight-lined work</p> |
| <p>Skills Build up</p> | <p>A unique child:</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Positive relationships</p> <ul style="list-style-type: none"> • Be sensitive in how you support a child who is using line, colour, tone and form. It is not necessary for them to have the verbal language to explain, for example, drawing. The drawing itself is one of their multi-modal languages. <p>Enabling environments:</p> <p>Continue to provide opportunities to encounter</p> | <p>A unique child:</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Positive relationships</p> <p>Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials.</p> <p>Enabling environments:</p> <p>Share with children other artists' work that connects with their ideas, interests and experiences.</p> | <p>A unique child:</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Positive relationships</p> <p>Introduce new skills and techniques based on your observations and knowledge of children's interests and skills.</p> |

and revisit key materials, resources and tools through which children can further explore their properties including form, colour, texture and composition.

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills.
- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- To share their creations, explaining the process they have used.

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Lesson 1:

Explore a range of different colour techniques including pastels, chalks and felt tips

Focus on rectangle shapes to support the build-up for the building structures

Explore the difference between the techniques and identify how the felt tips produce the vibrant colours that match James Rizzi's work

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Lesson 1:

Cutting straight and curved lines from the image

Know what when cutting, you move the paper round and use this to help create finer finish

Lesson 2:

Icarus line drawing. Children to create outline of their body using the 'Icarus' style image from Matisse

Enabling environments:

Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, cardboard and clay in order to continue to develop expertise as tools for expression and communication.

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills.
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Lesson 1:

Lesson 2:
Drawing the face work - notice that they are all different
Know this is referred to as 'pop art'
Explore different ways in which you can draw eyes, nose and mouth

Lesson 3:
Building outlines linking back to lesson 1 knowledge about the shapes
Children to practise drawing different examples of windows and doors using their knowledge of squares and rectangles
Know that the shorter buildings must go to the front and the taller buildings need to be at the back for the correct perspective
Know the terms foreground, midground, background

Lesson 4:
Cut out the skyline and create image background
Know that because the clouds of white, they don't need to be coloured in but they need to be outlined

Lesson 5:
Completion of the buildings and applying of the colouring techniques for the different 'pop art' elements

Put the outlines on different background colours to discuss different contrasts of colours e.g. blue outlines on black background

Know that if you were to use two different shades of one colour e.g. green, this wouldn't create a great contrast

Lesson 3:
Flower templates. Explore the different flower templates and draw and recreate on card using at least 2 different shapes

Lesson 4:
Use the template to draw around on different coloured paper and stick this on the contrasting background.
Children to know which background colour they want beforehand linking back to 'Lesson 2'

Lesson 5:
Continuation of 'Lesson 4'
Evaluation work of the outcome - can the children evaluate the different stages of their process and look at ways in which to improve? e.g. the template stage. Does the template replicate the work by Matisse?

Colour mixing of primary, secondary and tertiary colours using the colour mixing templates provided and focus on making green and orange and the different tints of these colours
Colour match activity - children to create the colours against the grids and explain the process of how what happens when you add more yellow or more red

Lesson 2:
Colour mixing of secondary colours as a key focus, focusing on purple. Use this knowledge to understand tertiary and how we can create brown from this
Colour match activity - children to create the colours against the grids and explain the process of how what happens when you add blue and red and then what happens if you add more red or more blue to this
Children to also explore what happens when you add white or black to these colours

Lesson 3:
Explore different brush strokes (straight, and wave lines, dot work and block painting) and different techniques - thick brushes, fine brushes, flat brushes (square tipped)
Know to use the thick brush for the block painting to fill in a larger space e.g. the background

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| | | | <p>Know to use the fine brush for the finer detail and to know this is because the smaller brush will not create the smoothest effect for a large area</p> <p>Know to use the flat brush for areas similar to the thick brush for block painting areas</p> <p>Lesson 4:</p> <p>Sketch out the background and rolling hills</p> <p>Start the painting for background, midground to foreground and know this is opposite to the pop art by James Rizzi</p> <p>Children will understand the tint of colours they want and how to create these for the different sections of their painting</p> <p>Know that you don't need much paint on your brush because it takes longer to dry and an uneven finish</p> <p>Know to create an effective piece, you have to build it up slowly</p> <p>Lesson 5:</p> <p>Continuation of 'Lesson 4' to create the final piece</p> |
| Outcome | Pop art buildings | Fleurs De Neige | Hundertwasser City |
| Key vocabulary | Represents, city that never sleeps, birthplace, style, characteristics, pop art, foreground, midground, background | Finer, curved, straight, contrasts, template, recreate, evaluate | Tints, primary, secondary, tertiary, colour mixing, strokes, thick brushes, fine brushes, flat brushes (square tipped), background, midground, foreground, finer |