

MTP
Autumn
2023-2024
2025-2026

Engages
with
Debate

Vocabulary

Suggested significant artists

Artistic technique

Development of ideas

Compare and contrast

KS1 Sculpture

Do sculptures of people need to look real?

Sculpture
Combination
Malleable material
Kneading
Moulding
Carving
Texture

Emil Alzamora.
Henry Moore
'Gathering' by Chris Rench.
The Yox Man –Laurance Edwards



Use malleable materials e.g. clay and explore a range of techniques such as squashing, kneading, rolling, cutting, moulding and carving.



Use rolled up paper, straws, paper, card and clay as materials for a sculpture.

- Include lines and texture.
- Use a combination of shapes.

LKS2 Sculpture

How do other cultures represent the human form?



Sculpture
Life like Vs abstract
Interpretation
Carve
Texture
Pattern
Visual qualities
Tactile qualities

The Olmecs

'Aswany'
at Tache Art Totem poles



Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

Use tools to carve and add shapes, texture and pattern.

Use frameworks (such as wire or moulds) to provide stability and form.

Use the qualities of materials to enhance ideas and know which quality is involved in modelling, sculpting and construction.

Spot the potential in unexpected results as work progresses.

Combine visual and tactile qualities

Comment on artworks with a fluent grasp of visual language.



UKS2 Sculpture

How would you use art to link humans to the sea?



Sculpture
Sketches
Emotive texture
Mouldable
Detail

'Another Place' by Antony Gormley

www.alamy.com/stock-photo/sculpture-man-looking-out-sea.html

Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).

Use clay and other moldable materials.

Include texture that conveys feelings, expression or movement.



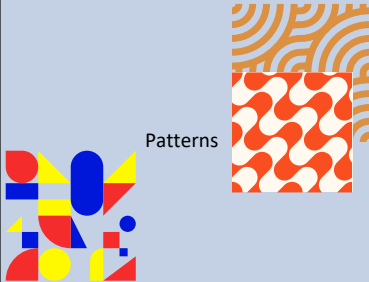



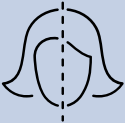



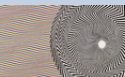
Collect information, sketches and resources.







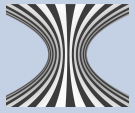





Adapt and refine ideas as they progress.









Add materials to provide interesting detail.



Comment on artworks using visual language




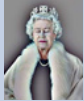




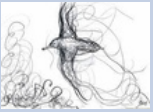
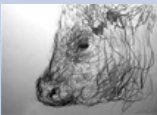


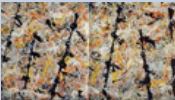

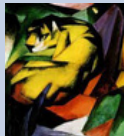


<p>MTP Spring 2023-2024 2025-2026</p>	 	<p>Vocabulary</p>	<p>Suggested significant artists</p>	<p>Artistic technique</p>	<p>Development of ideas</p>	<p>Compare and contrast</p>
<p>KS1 1st Half Term Printing</p>	<p>How can you use four colours to create a masterpiece?</p>	<p>Printing Pattern Repeat Overlapping Digital art Masterpiece Texture Tone</p>	<p>Patterns</p> 	<p>Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.</p>	 <p>Use repeating or overlapping shapes</p> 	<p>Compare and contrast digital art to printing in four colours</p>
<p>KS1 2nd Half Term Digital</p>	<p>How can you use four colours to create a masterpiece?</p>		<p>Mondrian Kandinsky</p>	<p>How to use a simple computer programme to make art. Use the tools function to create different textures, lines, tones, colours and shapes.</p>	<p>Use repeating or overlapping shapes</p> 	
<p>LKS2 Digital</p>	<p>Would symmetry make the perfect selfie?</p>	<p>Skyline Reflection Shadow Direction Perspective Realistic Impressionistic</p>	<p><u>Digital symmetry</u></p> 	<p>Create facial images that show the impact of perfect symmetry using digital art Edit using enhanced digital media (including sound, video, animation, still images and installations).</p>	<p>Use a range of digital functions to enhance ideas. Develop and imaginatively extend ideas</p>	<p>Describe the impact of symmetry on facial images comparing symmetrical and non-symmetrical selfies</p> 
<p>UKS2 Digital</p>	<p>Is colour or shape more important in pattern making?</p>	<p>Pattern Digital art Enhance Compare Geometric</p>	<p>Bridget Riley comparison with Islamic Geometric Art</p> 	<p>Create images, video and sound recordings and explain why they were created. Use the tools function to create pictures (using various lines, tones, shapes).</p>	<p>Add appropriate sound to enhance the piece.</p> 	<p>Compare the work of Bridget Riley with geometric art</p> 

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<p>KS1 Textiles</p>	<p>What foods give us the best colours?</p>	<p>Textiles Dip dye Colour pallet Blend Weave Plait</p>	<p>https://www.fiberartsy.com/how-to-make-natural-dyes-from-food/</p> 	<p>Use dip dye techniques - (vegetables/brush) to create a colour pallet</p> <p>Blend dye to create new colours</p>	 <p>Plaiting.</p> <p>Weaving to create a pattern.</p> <p>Joining materials using glue and/or a stitch.</p> 	<p>Compare the effectiveness of different food dyes</p> <p>Identify dyes that come from a range of foods</p>
<p>LKS2 Drawing</p>	<p>How can 2D lines create 3D images?</p>	<p>Skyline Reflection Shadow Direction Perspective Realistic Impressionistic</p>	<p>Model how to create 3D drawings of buildings</p> 	 <p>Use lines to represent movement.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>	<p>Comment on artworks with a fluent grasp of visual language.</p> 
<p>UKS2 Printing</p>	<p>What makes African fabrics different from European designs?</p> 	<p>Represent Print Layers Repeat Pattern Multicultural</p>	<p>Compare African Wax fabrics to European designs</p> 	<p>Join materials to make printing blocks (e.g. from coiled string glued to a block)</p> <p>Use printing blocks to create layers of two or more colours</p>	 <p>Make precise repeating patterns.</p> 	<p>Compare and contrast a range of textiles and prints from across the world.</p> <p>Describe what is distinctive about patterns from different countries</p> 

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<p>KS1 Collage</p>	<p>What shapes can you see in a castle?</p>	<p>Collage Mixed materials Texture Inspired Method</p>	 <p>Paul Klee - Castle and Sun</p>	 <p>Children know how to use a combination of materials that are cut, torn and glued.</p>	<p>Children Mix materials to create texture.</p> <p>Children experiment with different methods and materials including: photocopied material, fabric, plastic, tissue, magazine and assortment of papers</p>	<p>. Children sort and arrange materials to improve their finished piece</p> <p>Children can discuss how they have improved their work</p>
<p>LKS2 Painting</p>	<p>How does colour change the meaning of art?</p>	<p>Technique Wash Detail Mood</p>	 <p><u>War and Peace</u> Uri Shulevitz <u>Blitz art</u> <u>Blitz art ideas</u> <u>Michel Foreman</u></p>	<p>Use a number of brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Experiment with different effects and textures: blocking in colour, washes, thickened paint etc.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p>	<p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p>	<p>Give opinions on artworks using artistic language to support their point of view.</p> <p>Create mood using colour.</p> 
<p>UKS2 Printing</p>	<p>What will Banksy do next?</p> 	<p>Print Layers Accurate Fine detail Visual element Potential Philanthropist Revolutionary</p>	 <p>Study a range of images associated with Banksy</p> 	<p>Create an accurate image showing fine detail.</p> <p>Use a range of visual elements in the style of a given artist to reflect the purpose of the work.</p> <p>Build up layers of colours.</p>	<p>Imaginatively extend ideas from a starting point.</p> <p>Collect information, sketches and resources</p> <p>Spot the potential in unexpected results as work progresses.</p>	<p>Children give their opinion on selected pieces of art.</p> <p>Children can describe their feelings towards Banksy's style of art</p>

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<p>KS1 Painting</p>	<p>Are paintings more exciting when they are colourful?</p>	<p>Nature Thick and thin Primary Secondary Tints Tones Colour wheel</p>	 <p>Henri Rousseau and Franz Marc</p>	 <p>Mix primary colours to make secondary</p> <p>Add white to colours to make tints and black to colours to make tones.</p>	<p>Create colour wheels</p> <p>Explore the effect of adding black and white to paint</p> 	<p>Children explore using different methods and materials e.g. :working on different sized and type of paper : using thick and thin brushes.</p>
<p>LKS2 Collage on Paint</p>	<p>How does art depict extreme natural events?</p>	<p>Collage Natural events Textures Patterns Brush techniques Mood Striking Mixed media Overlap Layer</p>	<p>The Great Wave off Kanagawa</p> 	<p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Select and arrange materials for a striking effect.</p> <p>Use a range of media to overlap and layer to create a collage</p>	<p>Children explore how to create mood with colour.</p> <p>Children explore how to make and match colours to reflect the colours in nature</p>	<p>A range of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>
<p>UKS2 Collage</p>	<p>How is climate change represented through art?</p> 	<p>Collage Textiles Mixed texture Visual Tactile Mosaic</p>	<p>Nor Tijan Firadaus, Climate Change is Real, (collage)</p> <p>Window (text) by Jeannie Baker</p> 	<p>Combine visual and tactile qualities using a range of non-recyclable and recyclable materials</p>	<p>Combine textiles and collage to represent the impact of climate change</p> <p>Combine previously learned techniques to create pieces using a range of media.</p>	<p>Describe how their created pieces have been improved and refined to depict climate change</p> <p>Make comparisons between art works representing climate change</p>

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<p>KS1 Drawing</p>	<p>How do faces change over time?</p>	<p>Thin and thick Accurate (colouring) Texture Tones</p>	 Pietro Annigoni  Chris Levine  Richard Stone	<p>Draw lines of different sizes and thickness.</p> <p>Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p>	<p>Colour (own work) neatly following the lines.</p> <p>Use feedback to improve outcomes</p>	<p>Compare different methods and materials e.g pencils, crayons, pastels, felt tips, charcoal and chalk.</p>
<p>LKS2 Drawing</p>	<p>How do artists create light and dark?</p> 	<p>Tone Texture Sketch Shading Shadow Hatching Cross hatching</p>	 Suggested themes Roman buildings artefacts and symbols or work linked to these artists <u>Jason G Hardy</u> <u>Ian Murphy</u> <u>E.H. Shepard</u> M.C. Escher Edgar Degas 	<p>Use different hardness of pencils to show line, tone and texture.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p>	<p>Use pencil to create light and shade when drawing roman architecture</p> <p>Make informed choices including which media and paper to use.</p> <p>Annotate sketches to explain & elaborate ideas.</p> <p>Edit and improve work based on peer feedback</p>	 <p>Explore the relationship between line and tone, pattern and shape and line and texture.</p> 
<p>UKS2 Painting</p>	<p>Will modern art become as well-known as traditional art?</p> 	<p>Modern art Traditional art Sketch Combine Colour palette Mood Tints and tones Qualities (of resources) Complementary contrasting</p>	 <p>"The Persistence of Memory" by Salvador Dali (1931) - a surrealist painting that features melting clocks</p> <p>"Blue Poles" by Jackson Pollock (1952) - an abstract expressionist painting that features layers of dripped and poured paint</p> <p>"Fountain" by Marcel Duchamp (1917) - a readymade sculpture that consists of a porcelain urinal</p> 	<p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Sketch (lightly) before painting to combine line and colour Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p>	 <p>Use the qualities of materials to enhance ideas.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> 	<p>Compare the style of work in the Tate Modern to that in the National Gallery and give reasons for personal preferences demonstrating a fluent grasp of visual language.</p> <p>Have a secure understanding of primary and secondary, warm and cold, complementary and contrasting colours and how these are used in paintings.</p>