



Autumn Term Spring Term Summer Term

Year Group	1. Generating ideas 2. Making 3. Evaluation 4. Knowledge/understanding 5. Exploring ideas	Drawing	Painting	Printing	Collage	Textiles	Sculpture and 3D work
EYFS- ELG	<ul style="list-style-type: none"> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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. 						
Year 1 Key Knowledge and Skills The child can...	1. recognise that ideas can be expressed in artwork. - experiment with a range of materials that are presented to them. 2. try out and use a range of materials depending on their characteristics, and recognise their different qualities. 3. show interest in and describe what they think about the work of others. 4. know, recognise and describe some simple characteristics of art, craft and design.	-experiment with media (pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk). -control the types of marks made. <u>Lines and Marks</u> name, match and draw lines/marks from observation. Invent new lines. draw on surfaces with a range of media.	-use a variety of tools and techniques including brush sizes and types. -mix and match colours to artefacts and objects. -work on different scales. -experiment with tools and techniques e.g. layering, mixing media, scrapping through.	-print with hard and soft materials e.g. corks, pen barrels, sponges. -make simple marks on rollers and printing palettes. -take simple prints e.g. mono printing. -build repeating patterns and recognise pattern in the environment. -design repetitive patterns. <u>Colours</u>	-create images from a variety of media. -glue materials to different backgrounds. -sort and group materials. -work on different scales. <u>Colour</u> collect and sort colour appropriate to the image.	-match and sort fabrics. -cut and shape fabrics using scissors. -apply shapes with glue. -apply decorations. <u>Colour</u> apply colour with printing, dipping, fabric crayons and natural dyes. <u>Texture</u>	-manipulate malleable materials through rolling. - explore sculpture through malleable materials. -manipulate malleable materials for a purpose. -understand safety and basic care for toll use. <u>Form</u> experiment with constructing and joining materials.



	<ul style="list-style-type: none"> - know the names of the tools, techniques and formal elements that they use. 5. record and explore ideas from first hand observations. - develop ideas- try things out and change their mind. - explore the work of artists, crafts people and designers from different times and cultures. 	<p><u>Shape</u></p> <p>observe and draw shapes from observations.</p> <p>draw shapes in between objects.</p> <p><u>Texture</u></p> <p>investigate textures by rubbing and copying.</p>	<p><u>Colour</u></p> <p>identify primary and secondary colours by name.</p> <p><u>Texture</u></p> <p>mix and create textured paint by adding sand and plaster.</p> <p>mix thin paint.</p> <p><u>Line and Shape</u></p> <p>use thick and thin brushes to create variety of brush strokes.</p>	<p>Experiment with colour.</p> <p><u>Texture</u></p> <p>make rubbings.</p>	<p>find collections of colour.</p> <p><u>Shape</u></p> <p>experiment with creating and arranging shapes.</p> <p><u>Texture</u></p> <p>create, select and use textured paper for an image.</p>	<p>create fabrics by weaving.</p>	<p>experiment with malleable materials.</p> <p>use 2-D shapes to create 3D shapes.</p> <p><u>Texture</u></p> <p>change the surface of a malleable material.</p>
<p>Year 1</p> <p>Themes/artists</p>	<p><u>Marvellous Me</u></p> <ul style="list-style-type: none"> -Self Portraits: Picasso, Leonardo de Vinci, Matisse, Van Gogh and Andy Warhol. -Skeleton art -repetitive printing patterns in eyes <p><u>Sensational Seasons</u></p> <ul style="list-style-type: none"> -Landscapes and cityscapes: Monet, Van Gogh and Metzinger. -Watercolours -Experimenting with lines/Taking a line for a walk: Paul Klee, Andy Warhol, Mondrian -Collage: Picasso 						



	<p>Up Up and Away</p> <p>-Artists around the world: Monet, Georgia O’Keefe, Archimboldo</p> <p>Amazing Animals</p> <p>-Mark making</p> <p>-Repeated patterns</p> <p>Once Upon a Time</p> <p>-Experimenting with fabric</p>						
<p>Year 1 Key Vocabulary</p>	<p>Artists:</p> <p>Primary colour names: red, yellow and blue. Secondary colour names: orange, purple and green, materials, scrape, layer, mix, fabric, printing, collage, sculpture.</p>						
<p>Year 2 Key Knowledge and Skills</p> <p>The child can...</p>	<ol style="list-style-type: none"> try out different activities and make sensible choices about what to do next. <ul style="list-style-type: none"> use drawing to record ideas and experiences. deliberately choose to use techniques for a given purpose. <ul style="list-style-type: none"> develop and exercise care and control over the range of materials e.g. refining and improving the first mark. express clear preferences and give reasons for these (e.g., I like that because...) 	<p>-experiment and select suitable materials in order to control marks made.</p> <p><u>Lines and Marks</u></p> <p>create own drawings from observation of artists work after experimentation.</p> <p><u>Shape</u></p> <p>invent new shapes.</p> <p><u>Texture</u></p> <p>investigate texture through describing,</p>	<p>-select the appropriate size paintbrush size for the task.</p> <p>-name different types of paint and their properties.</p> <p><u>Colour</u></p> <p>mix primary shades and tones.</p> <p>mix “natural” colours.</p> <p>mix tones of colour using primary colours and white.</p>	<p>-make complex designs on printing pallets with a purpose.</p> <p>-create stencils and printing blocks.</p> <p>build repeating patterns and use tessellation.</p> <p><u>Colour</u></p> <p>experiment with overprinting motifs and colour.</p> <p>experiment what happens when more</p>	<p>-arrange and glue materials to a variety of backgrounds.</p> <p>-fold, crumple, tear and overlap papers.</p> <p><u>Colour</u></p> <p>describe colours by objects “raspberry pink”, “sunshine yellow”.</p> <p><u>Shape</u></p>	<p>-change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</p> <p>-apply shapes by gluing and by stitching.</p> <p>-create cords and plaits for decoration.</p> <p><u>Colour</u></p> <p>create and use own dyes.</p>	<p>-manipulate malleable materials including rolling, twisting, pinching, kneading.</p> <p>-join materials together by creating “slip”.</p> <p>-from observation, manipulate materials for a purpose.</p> <p><u>Form</u></p> <p>understand the difference between natural and</p>



	<ul style="list-style-type: none"> review what they and others have done and what they think about it. identify what they might change or develop in their current work. <p>4. know the different forms of creative works made by a variety of different artists.</p> <ul style="list-style-type: none"> be able to talk about the materials, techniques and processes confidently. <p>5. ask and answer questions about the starting points of their own work.</p>	<p>naming, rubbing and copying.</p> <p><u>Tone</u></p> <p>investigate tone by drawing (light and dark: lines, patterns, shapes).</p> <p>create shadows.</p>	<p>darken colours using black.</p> <p><u>Line and Shape</u></p> <p>select the appropriate brush size in order to meet the purpose.</p>	<p>or less ink/colour is used.</p>	<p>create and arrange shapes appropriately.</p> <p><u>Texture</u></p> <p>compare and contrast textures and surfaces.</p>	<p><u>Texture</u></p> <p>overlapping and overlaying to produce different effects.</p>	<p>manufactured forms.</p> <p><u>Texture</u></p> <p>use decorative techniques.</p> <p>replicate patterns seen in artists work.</p>
<p>Year 2</p> <p>Themes/artists</p>	<p><u>Our Unbelievable Universe</u></p> <p>-Observational drawing</p> <p>-Working with Clay: <i>Alien sculpture</i>- Charlotte Mary (British ceramic artist),</p> <p><u>Fire Fire</u></p> <p>-Firebird collage</p> <p>-Observational drawing looking at light and dark using charcoal.</p> <p><u>Incredible Inventions</u></p> <p>-Study and comparison of Two artists (Van Gogh and Theo Janson) Van Gogh painting replicate and Theo Janson Strandbeest sculpture.</p> <p>-Colour poem and colour wheel. Mixing colours and experimenting making colours lighter and darker.</p> <p>-Printing: Making own wallpaper design and printing this both on small scale and large scale.</p>						



	<p>-Tessellated shape printing. Create own shape on card and then use ink or paint to print the shape.</p> <p>Rainforest Rescue</p> <p><i>The Wonder Garden</i>- Kristjana S. Williams</p> <p>-Layers of the Rainforest- large-scale whole class picture.</p> <p>-Natural patterns: <i>sculpture</i>- Andy Goldsworthy and Marc Pouyet; <i>Clay tiles</i>- Adam Hillman.</p> <p>Journey Through Asia</p> <p>-Observational drawing: <i>Austin's Butterfly</i>- children as the artists</p> <p>-Painting techniques: <i>wave art</i>- Yayoi Kasuma.</p> <p>-Tiger child collage artwork, Rousseau</p> <p>-Weaving: Lucy Poskitt; Sewing own designs using binka for a large-scale blanket.</p> <p>-Willow pattern plates.</p> <p>-Watercolour painting and making shapes using masking tape, Islamic art.</p>
Key Year 2 vocabulary	Observation, tessellate, light and dark, natural, manufactured, knotting, fraying, fringing, pulling, plaiting, twisting, motif, malleable, evaluate, tones, tertiary colour.