

**CYGNETS (REC and Year 1)**

**EYFS:** Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

**KS1 National Curriculum Expectations:**

- Use a range of materials creatively to design and make products
- Use drawing, painting, and sculpture to develop and share ideas experience and imagination.
- Develop a wide range of art and design techniques to use in colour, pattern, texture, line, shape, form and space.
- Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links in their own work.

<b>Autumn Term : Skills to develop</b>	EYFS	Year 1	Artist focus Year B	YearA
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	Begin to use a variety of drawing tools Use drawings to tell a story. Investigate different lines. Explore different textures. Encourage accurate drawings of people.	Extend the variety of tools. Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs, facial features)	Poonac	
<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	Experimenting with and using primary colours. Naming, mixing (not formal) Learn the names of different tools that bring colour. Use a range of tools to make coloured marks on paper.	Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools	Jean Michel Basquiat  <a href="http://www.brooklynmuseum.org/exhibitions/basquiat/">www.brooklynmuseum.org/exhibitions/basquiat/</a> <a href="http://www.tip.sas.upenn.edu/curriculum/units/2008/03/08.03.01.pdf">http://www.tip.sas.upenn.edu/curriculum/units/2008/03/08.03.01.pdf</a>	
<b>Spring Term: Skills to develop</b>	EYFS	Year 1	Artist focus	
<b>Texture (textiles, clay, sand, plaster, stone)</b>	Handling, manipulating and enjoying using materials. Sensory experience. Simple collages Simple weaving	Weaving. Collage Sort according to specific qualities How textiles create things	Kaffe Fassett	
<b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</b>	Handling, feeling, enjoying and manipulating materials. Constructing. Building and destroying. Shape and model	Construct Use materials to make known objects for a purpose. Carve Pinch and roll coils and slabs using a modelling media. Make simple joins	Henry Moore <a href="https://www.tate.org.uk/kids/explore/who-is/who-henry-moore">https://www.tate.org.uk/kids/explore/who-is/who-henry-moore</a>	
<b>Summer Term: Skills to develop</b>	EYFS	Year 1		

<b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b>	Rubbings Print with variety of objects Print with block colours	Create patterns Develop impressed images Relief printing	Jessica Warboys/Dan Mather	
<b>Pattern ( paint, pencil, textiles, clay, printing)</b>	Repeating patterns Irregular painting patterns Simple symmetry	Awareness and discussion of patterns Repeating patterns Symmetry	Piet Mondrian	

### Kingfisher class (Year 1 and 2)

KS1 National Curriculum Expectations:

- Use a range of materials creatively to design and make products
- Use drawing, painting, and sculpture to develop and share ideas experience and imagination.
- Develop a wide range of art and design techniques to use in colour, pattern, texture, line, shape, form and space.
- Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links in their own work.

<b>Autumn Term : Skills to develop</b>	Year 1	Year 2	Artist focus	
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	Extend the variety of tools. Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs, facial features)	Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, Use of light and dark. Sketch to make quick records.	Vincent Van Gogh	
<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools	Begin to describe colours by objects. Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale	Henri Rousseau	
<b>Spring Term: Skills to develop</b>	Year 1	Year 2		
<b>Texture (textiles, clay, sand, plaster, stone)</b>	Weaving. Collage Sort according to specific qualities How textiles create things	Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches. Collage	Gustav Klimt	
<b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</b>	Construct Use materials to make known objects for a purpose. Carve Pinch and roll coils and slabs using a modelling media. Make simple joins	Awareness of natural and man-made forms. Expression of personal experiences and ideas. To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form Sculpture work and that of other sculptors	Frances Matua	
<b>Summer Term: Skills to develop</b>	Year 1	Year 2		

<b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b>	Create patterns Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	Kara Walker	
<b>Pattern ( paint, pencil, textiles, clay, printing)</b>	Awareness and discussion of patterns Repeating patterns Symmetry	Experiment by arranging, folding, repeating. Overlapping, regular and irregular patterning. Natural and manmade patterns □ Discuss regular and irregular	Andy Warhol	

### Kite Class (Year3 and 4)

KS2 National Curriculum Expectations:

Children should be taught to develop their techniques, including their control and their use of materials, with creative experimentation and an increasing awareness of different kinds of art, craft and design.

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials eg pencil, charcoal, paint, clay
- Know about great artists, architects and designers in history.

<b>Autumn Term : Skills to develop</b>	Year 3	Year 4	Artist Focus	
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	Experiment with a variety of pencils to explore potential. Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting. Accurate drawings of people – particularly faces	Identify and draw the effect of light Scale and proportion. Accurate drawings of whole people including proportion and placement. Work on a variety of scales. Computer generated drawings.	Diego Fazio (Pencil drawing)	
<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	Colour mixing. Make colour wheels. Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing.	Colour mixing and matching; tint, tone, shade Observe colours – Suitable equipment for the task Colour to reflect mood	Edward Said (Tingatinga art)	
<b>Spring Term: Skills to develop</b>				
<b>Texture (textiles, clay, sand, plaster, stone)</b>	Use smaller eyed needles and finer threads Weaving Tie dying. Batik	Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics	Sheila Hicks	
<b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</b>	Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction □ aesthetics	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction	Barbara Hepworth (Sculptor) Zaha Hadid (Architect)	

<b>Summer Term: Skills to develop</b>				
<b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b>	Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns. Modify and adapt prints	Pablo Picasso	
<b>Pattern ( paint, pencil, textiles, clay, printing)</b>	Pattern in the environment Design using ICT Make patterns on a range of surfaces Symmetry	Explore environmental and manmade patterns Tessellation	MC Escher (Tessellations)	

### Harrier Class (Year 5 and 6)

KS2 National Curriculum Expectations:

Children should be taught to develop their techniques, including their control and their use of materials, with creative experimentation and an increasing awareness of different kinds of art, craft and design.

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials eg pencil, charcoal, paint, clay
- Know about great artists, architects and designers in history.

<b>Autumn Term : Skills to develop</b>	Year 5	Year 6	Artist focus	
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective	Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective	Leonardo da Vinci	
<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	Hue, tint, tone, shades and mood. Explore the use of texture in colour Colour for purposes.	Hue, tint, tone, shades and mood. Explore the use of texture in colour Colour for purposes. Colour to express feelings	Paul Klee	
<b>Spring Term: Skills to develop</b>				
<b>Texture (textiles, clay, sand, plaster, stone)</b>	Use stories, music, poems as stimuli. Select and use materials. Embellish work fabric making Artists using textiles	Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale	William Morris	
<b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</b>	Plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media Discuss and evaluate own work and that of other sculptors.	Plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media Discuss and evaluate own work and that of other sculptors.	Barbara Hepworth, Anthony	

			Gormley Architect: Norman Foster	
<b>Summer Term: Skills to develop</b>				
<b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b>	Combining prints Design prints Make connections Discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists	Paul Caulfield Printing techniques by various artists	
<b>Pattern ( paint, pencil, textiles, clay, printing)</b>	Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes.	Create own abstract pattern to reflect personal experiences and expression. Create pattern for purposes.	Esther Mahlangu Joan Miro	