

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.

Autumn Term - Skills to develop	EYFS	Year 1	Artist focus Year A	Artist focus Year B
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	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)	Emily Gravet	Elizabeth Catlet? William Kentridge??
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	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	Henri Matisse	Winifred Nicholson
Spring Term: Skills to develop	EYFS	Year 1	Artist focus	
Texture (textiles, clay, sand, plaster, stone)	Handling, manipulating and enjoying using materials. Sensory experience. Simple collages	Weaving. Collage Sort according to specific qualities How textiles create things	Boro /Sashiko textiles of Japan (link to recycling)	

	Simple weaving			
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	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		Alexander Calder
Summer Term: Skills to develop	EYFS	Year 1		
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Rubbings Print with variety of objects Print with block colours	Create patterns Develop impressed images Relief printing	Richard Long Jessica Warboys	
Pattern (paint, pencil, textiles, clay, printing)	Repeating patterns Irregular painting patterns Simple symmetry	Awareness and discussion of patterns Repeating patterns Symmetry		Terry Frost Kandinsky

Kingfisher class (Year 1 and 2)

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- 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.

Autumn Term : Skills to develop	Year 1	Year 2	Year A Artist focus	Year B
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Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	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	Lina Bo Bardi - Architect
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	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		Georgia O'Keefe
Spring Term: Skills to develop	Year 1	Year 2		
Texture (textiles, clay, sand, plaster, stone)	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	Antony Gormley	
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	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		Henry Moore https://www.tate.org.uk/kids/exploration/who-is/who-henry-moore
Summer Term: Skills to develop	Year 1	Year 2		

Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Create patterns Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	Gustav Klimt	
Pattern (paint, pencil, textiles, clay, printing)	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		Frances Matua (African fabric printing)

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.

Autumn Term : Skills to develop	Year 3	Year 4	Artist Focus Year A	Year B
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	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)	

Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	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		Monika Lee
Spring Term: Skills to develop				
Texture (textiles, clay, sand, plaster, stone)	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	Edward Said (Tingatinga art)	
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	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	Zaha Hadid (Architect)	Indonesian batik and weaving
Summer Term: Skills to develop				
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	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		Bridget Riley
Pattern (paint, pencil, textiles, clay, printing)	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.

Autumn Term : Skills to develop	Year 5	Year 6	Artist focus Year A	Artist Year B
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	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
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	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	Frida Kahlo	
Spring Term: Skills to develop				
Texture (textiles, clay, sand, plaster, stone)	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	The Quilters of Gee's Bend (African American art)	
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	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.	Architect: Norman Foster	Anish Kapoor

Summer Term: Skills to develop				
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	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	Roy Lichtenstein (Pop Art)	
Pattern (paint, pencil, textiles, clay, printing)	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.		Keith Haring (Street Art)