

EYFS & Key Stage One

Pupils should be taught:

- ♣ to use a range of materials creatively to design and make products.
- ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- ♣ 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 to their own work.

Cherry Class – Year R & 1

<u>Planned Outcome/Artist Focus</u>	<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Other, for example, sewing, weaving</u>	<u>Knowledge of artists</u>	<u>Analysing works</u>
Self portrait (Links with Who am I? in history) Key Vocabulary: Self-portrait Draw Line Straight Wavy Wiggly Zig zag Light Dark Hard Soft Outline Shape	<p><u>Year R</u></p> <ul style="list-style-type: none"> • Experiment/play freely with different drawing tools. • To hold a pencil etc. correctly, showing control. • Try different pressures. • Try different lines (wiggly, straight etc.) • Draw in response to feelings, imagination, observation and memory. • Draw to support work in other areas. <p><u>Year 1</u></p>					

<p>Pattern</p>	<ul style="list-style-type: none"> • Talk about mark-making with peers and teacher. • Be encouraged to try a variety of marks- light/dark, hard/soft, straight/wavy/bumpy etc • Draw more detail from observation, memory and imagination. • Draw focusing on outlines/shapes. • Draw focusing on patterns/lines • Illustrate other work drawing appropriate pictures for the work completed. 					
<p>Colour mixing</p> <p>Key Vocabulary: Colour Mix Primary Secondary Red Yellow Blue Green Purple Orange Tools</p>	<p><u>Year R</u></p> <ul style="list-style-type: none"> • Choose from warm and cold blues, reds and yellows in colour mixing. • Draw to support work in other areas. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Continue to experiment with mark making, using a variety of tools including 	<p><u>Year R</u></p> <ul style="list-style-type: none"> • To hold a paintbrush correctly, showing control. • Paint from observation, memory and in response to feelings. • Use a variety of tools to apply paint (e.g. sponges, brushes, fingers etc). • Make own decisions about which tools to 			<p>Van Gogh</p> <ul style="list-style-type: none"> • What colours can you see? • Find things that are these colours. • Recreate the Starry Night and Sunflowers using paints, chalk and pastels (choose 2 media and 	<p>Starry Night & Sunflowers (comparing lighter and darker pieces of work)</p> <ul style="list-style-type: none"> • Comment on likes and dislikes. • Recognition of colours and mixing

<p>Calm Cool</p>	<p>pens, pencils and charcoal.</p> <ul style="list-style-type: none"> • Talk about mark-making with peers and teacher. • Be encouraged to try a variety of marks. Light/ dark, hard/soft, straight/wavy/bumpy etc • Illustrate other work drawing appropriate pictures for the work completed. 	<p>use and which papers to paint on.</p> <ul style="list-style-type: none"> • Choose from warm and cold blues, reds and yellows in colour mixing. • Play freely and explore with paint. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Mix red and yellow and see what colour is made, explore different proportions, start with 50/50 then use more red and finally more yellow, • Understand the 3 primary colours and that when they are mixed the colours produced are called secondary colours. • Mix other primary colours and explore colours made, mix different proportions to see if the same depth of colour is made. • Play freely and explore with paint. 			<p>produce 2 pictures to compare).</p> <ul style="list-style-type: none"> • Paint your sketch using different shades of blue for Starry Night and yellow/ orange for Sunflowers. 	<p>primary colours.</p> <ul style="list-style-type: none"> • Recognise and discuss key paintings.
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<p><u>Create London buildings from 1666 (Great Fire of London-HISTORY)</u></p> <p>Key Vocabulary:</p> <p>Surface Light Dark Hard Soft Outline Shape Pattern Lines Observation Memory Imagination Colour Mix Primary Secondary Red Yellow Blue Green Purple Orange Tools Calm Cool</p>	<p><u>Year R</u></p> <ul style="list-style-type: none"> • Draw on a variety of papers and surfaces. • Draw to support work in other areas. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Talk about mark-making with peers and teacher. • Be encouraged to try a variety of marks. Light/dark, hard/soft, straight/wavy/bumpy etc • Draw focusing on outlines/shapes. • Draw focusing on patterns/lines. • Draw more detail from observation, memory and imagination. • Illustrate other work drawing appropriate pictures for the work completed. • Continue to experiment with mark making, using a variety of tools including pens, pencils and charcoal. 	<p><u>Year R</u></p> <ul style="list-style-type: none"> • Paint patterns, designs and decorate models/artefacts (Link with History). • Choose from warm and cold blues, reds and yellows in colour mixing. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Mix red and yellow and see what colour is made, explore different proportions, start with 50/50 then use more red and finally more yellow, • Understand the 3 primary colours and that when they are mixed the colours produced are called secondary colours. • Mix other primary colours and explore colours made, mix different proportions to see if the same depth of colour is made. 		<ul style="list-style-type: none"> • Creating 3D models of houses from The Great Fire of London. 		
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<p>Creating clay minibeasts</p> <p>Key Vocabulary: Impression Pull Twist Roll Squeeze Shape Push</p>	<p><u>Year R</u></p> <ul style="list-style-type: none"> • To hold a pencil etc. correctly, showing control. • Experiment/play freely with different drawing tools. • Try different pressures. • Try different lines (wiggly, straight etc.) • Draw on a variety of papers and surfaces. • Draw in response to feelings, imagination, observation and memory. • Draw to support work in other areas. • Choose from warm and cold blues, reds and yellows in colour mixing. <p><u>Year 1</u></p> <p>Continue to experiment with mark making, using a variety of tools including pens, pencils and charcoal.</p> <ul style="list-style-type: none"> • Be encouraged to try a variety of marks. Light/dark, hard/soft, straight/wavy/bumpy etc • Draw from observation. • Draw focusing on outlines/shapes. 	<p><u>Year R</u></p> <p>To hold a paintbrush correctly, showing control.</p> <ul style="list-style-type: none"> • Play freely and explore with paint. • Paint from observation, memory and in response to feelings. • Mix primary colours freely, experimenting with colour mixing. • Use a variety of tools to apply paint (e.g. sponges, brushes, fingers etc). • Make own decisions about which tools to use and which papers to paint on. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Mix red and yellow and see what colour is made, explore different proportions, start with 50/50 then use more red and finally more yellow, 	<p><u>Year R</u></p> <ul style="list-style-type: none"> • Explore properties of clay with hands. • Use objects to make impressions in clay. • Investigate pulling, twisting, rolling, squeezing and shaping clay. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Explore properties of clay with hands. • Use objects to make impressions in clay. • Investigate pulling, twisting, rolling, squeezing and shaping clay. 			
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	<ul style="list-style-type: none"> • Draw focusing on patterns/lines. • Draw more detail from observation, memory and imagination. 	<ul style="list-style-type: none"> • Understand the 3 primary colours and that when they are mixed the colours produced are called secondary colours. • Mix other primary colours and explore colours made, mix different proportions to see if the same depth of colour is made. 				
<p>Matisse</p> <p>Key Vocabulary:</p> <p>Collage</p> <p>Cut</p> <p>Shape</p> <p>Stick</p> <p>Colour</p>			<p>Collage</p> <ul style="list-style-type: none"> • Attach collage materials to surfaces. • Use a range of materials in a range of colours. 		<p>Henri Matisse</p> <ul style="list-style-type: none"> • What colours can you see? • Find things that are these colours. • Recreate the Snail using collage materials. 	<p>Snail</p> <ul style="list-style-type: none"> • Comment on likes and dislikes. • Recognise and discuss key art work
<p>Weaving introduction</p> <p>Key Vocabulary:</p> <p>Weave</p> <p>Materials</p> <p>Wool</p> <p>Fabric</p>				<p><u>Year R</u></p> <ul style="list-style-type: none"> • Make large scale weaving through open weave hessian netting. • Weave paper strips on large scale. 		

<p> Texture Up Over Down Under Loom Tight Loose Push down Across Even Texture Smooth Rough </p>				<ul style="list-style-type: none"> • Freely choose colours and items to weave. • Sort wool into colours. • Cut materials and wools to weave. • Freely explore and experiment with fabrics (sewing, weaving, joining, cutting sticking etc). • Large scale weaving. <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Continue to weave on hessian, netting or other materials with holes. • Weave on small card looms. • Weave a selection of textures and colours of materials. • Plain weaving: turn at end, use large needle or fingers, increasing control of tension. • Make smaller scale paper weaving. • Weave with a focus (e.g. the colours of the sky) 		
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				<ul style="list-style-type: none"> • Incorporate/join other objects like buttons/shells etc • Use terms: loom, tight, loose, push down, across, even, texture, smooth, rough. 		
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Beech Class – Year 2

<u>Planned outcome/Artist Focus</u>	<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Other, for example, sewing, weaving</u>	<u>Knowledge of artists</u>	<u>Analysing works</u>
<p>Edgar Degas</p> <p>Key vocabulary: <i>brighter, darker, shades, bold, outlines, patterns, observation, perspective, figures, charcoal.</i></p>	<p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.</p> <ul style="list-style-type: none"> • Continue to experiment with mark making, using 				<ul style="list-style-type: none"> • Explore work by Degas and comment on it. • Share similarities and differences. • Learn about Degas: when he lived, what inspired him. • Study ballerina figure drawings by Degas. <p>Discuss the style of Degas.</p>	<p>Children will be presented with opportunities to examine a range of art from different periods in history.</p> <p>They will analyse different artistic styles in order to gain a wide understanding and sympathy with art.</p> <p>They will begin to comment on</p>

	<p>a variety of tools including pens, pencils and charcoal.</p> <ul style="list-style-type: none"> • Talk about mark-making with peers and teacher. • Be encouraged to try a variety of marks light/dark, hard/soft, different pressures creating different tones, straight/wavy/bumpy etc. • Draw from observation. • Draw focusing on outlines/shapes. • Draw focusing on patterns/lines. <p>Draw more detail from observation, memory and imagination.</p> <ul style="list-style-type: none"> • Draw their design using simple plans. 				<p>Discuss the mood of artwork by Degas.</p>	<p>their own likes and dislikes, building on an ever-widening experience in art that they can use in their own work. They will compare Degas with LS Lowry and other artists' work. To recognise and discuss the techniques and media used to create artwork.</p>
<p><i>Create a clay model of Mary Seacole and the boat she travelled on (Links with History)</i></p>			<p>To use sculpture to develop and share their ideas,</p>			

<p>Key vocabulary: pinch, smooth, manipulate, mould, attach, indent, patterns, texture, clay, carve, modelling tool.</p>			<p>experiences and imagination.</p> <ul style="list-style-type: none">• Continue to explore the properties of clay.• Use tools to create patterns and texture.• Use clay imaginatively• Learn how to roll clay evenly.• Pull out projections from a ball of clay.• Create holes in a ball of clay.• Understand how to pinch and pull clay.• Make rolls and experiment with them, explore length and diameter of rolls and consider what they can be made into.• Make a character using a roll, selecting a length			
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			and size of roll, create a pattern on it and score eyes, eyebrows, a nose and a mouth.			
<p>Create a watercolour painting of King Henry VIII <i>(Links with History)</i></p> <p>Key vocabulary: <i>primary, secondary, lighter, darker, shades, brush strokes, wash background, mixing.</i></p>		<p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Understand the consistency of the colour when using different ratios of water and colour.</p> <p>Explore water colour and understand the different effects that can be achieved (tones and shades, mix lighter/darker shades. Continue to explore properties of paint and understand what colours you get when you mix primary colours together (begin to understand</p>				

		<p>the colour wheel).</p> <ul style="list-style-type: none">• Mix secondary colours from primary colours.• Use a choice of cool and warm colours in colour mixing experiments.• Experiment with different ways of applying paint – dabs/dots/ longer and shorter brush strokes and different sizes of paintbrushes.• Develop more control of consistency.				