

	Autumn	Spring	Summer
<p>Early Years Knowledge taught throughout Expressive Arts and Design Exploring and Using Media and Materials Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Experiments to create different textures. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Being Imaginative Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. Early Learning Goal 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.</p>	<p>Continuous provision of art and design is offered daily indoors/outdoors. Role play areas of Home Corner, Library and Post Office. Learn and sing to an audience 'Song of the Week!' Assembly body part cut outs; split pins. Use natural artefacts collected on park trip to design and create an Autumn collage. Diwali art to include; clay divas, Rangoli patterns, Mendi patterns, traditional music, use of percussion instruments and traditional dance. Create story character masks to use in role play. Shading and colour mixing; lighter and darker. Festive art to include: vegetable printed Christmas cards, design and assembly of a 3D Christmas tree decoration.</p>	<p>Continuous provision of art and design is offered daily indoors/outdoors. Role play areas of Science Lab, Chinese Restaurant and Garden Centre. Learn and sing to an audience 'Song of the Week!' Introduction of individual sketch books to record our drawings and designs. Chinese New Year art to include: design and assembly of a lamp, Chinese numerals using inks, role play of story, traditional music, use of drums and traditional dance, 3D dragon on a large scale. Dress Up Day and hot seating of Traditional Tales characters; guess who I am! Growing in our Green Spaces; mapping of setting garden and design of our own. Mother's Day art to include: independent creation of own card from selection of resources. Discovery Level Arts Award Qualification; prompt of Claude Monet's gardens. Easter in the UK; to include design and assembly of a 3D card.</p>	<p>Continuous provision of art and design is offered daily indoors/outdoors. Learn and sing to an audience 'Song of the Week!' Role Play areas of Book Shop, Beach. Mixed media beach life collage. Father's Day art to include: independent creation of own card from a wider selection of resources. Role play, singing, dance and creative art based on a story for wide audience of local community.</p>
<p>Year 1 and 2 Knowledge taught throughout</p> <ul style="list-style-type: none"> Describe what they can see and like in the work of another artist/craft maker/designer. Ask sensible questions about a piece of art. Link colours to natural and man-made objects. Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work. <p>Sketch books</p> <ul style="list-style-type: none"> Begin to demonstrate their ideas through photographs and in their sketch books. Set out their ideas, using 'annotation' in their sketch books. Keep notes in their sketch books as to how they have changed their work. 	<p>Painting - Kandinsky Computing</p> <ul style="list-style-type: none"> Use a simple painting program to create a picture. Use tools like fill and brushes in a painting package. Go back and change their picture. Edit their own work. <p>Painting</p> <ul style="list-style-type: none"> Choose to use thick and thin brushes as appropriate. Name the primary and secondary colours. Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones 	<p>Drawing portraits- Degas and Picasso comparisons Drawing</p> <ul style="list-style-type: none"> Communicate something about themselves in their drawing. Create moods in their drawings. Draw using pencil and crayons. Draw lines of different shapes and thickness, using 2 different grades of pencil. Use three different grades of pencil in their drawing (4B, 8B, HB). Use charcoal, pencil and pastels. Create different tones using light and dark. Show patterns and texture in their drawings. Use a viewfinder to focus on a specific part of an artefact before drawing it. <p>Computing</p> <ul style="list-style-type: none"> Take different photographs of themselves displaying different moods. Change their photographic images on a computer. 	<p>Collage – Emma Caplin (local artist)</p> <ul style="list-style-type: none"> Cut and tear paper and card for their collages. Gather and sort the materials they will need. Create individual and group collages. Use different kinds of materials on their collage and explain why they have chosen them. Use repeated patterns in their collage.

<p>Year 3 and 4• Knowledge taught throughout</p> <ul style="list-style-type: none"> • Compare the work of different artists. • Explore work from other cultures. • Explore work from other periods of time. • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. • Experiment with different styles which artists have used. • Explain art from other periods of history. <p>Sketch books</p> <ul style="list-style-type: none"> • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Make notes in their sketch books about techniques used by artists. • Suggest improvements to their work by keeping notes in their sketch books. • Produce a montage all about themselves. • Keep notes about the purpose of their work in their sketch books. 	<p>Architecture – Bauhaus movement Printing</p> <ul style="list-style-type: none"> • Investigate and art movement looking at its influence on design and architecture. • Make notes in their sketch books about techniques used by artists. • Use their sketch books to adapt and improve their original ideas. • Make a printing block. • Make a 2 colour print. • Print using at least four colours. • Create an accurate print design. • Print onto different materials. 	<p>Drawing portraits – Hans Holbein</p> <ul style="list-style-type: none"> • Show facial expressions in their drawings. • Use their sketches to produce a final piece of work. • Write an explanation of their sketch in notes. • Use different grades of pencil shade, to show different tones and texture. • Begin to show facial expressions and body language in their sketches. • Identify and draw simple objects, and use marks and lines to produce texture. • Organise line, tone, shape and colour to represent figures and forms in movement. • Explain why they have chosen specific materials to draw with. 	<p>Trench Art – recycled materials</p> <ul style="list-style-type: none"> • Use found materials to produce a decorative piece. • Cut very accurately. • Overlap materials. • Experiment using different colours and texture. • Use montage. • Combine visual and tactile qualities.
<p>Year 5 and 6 Knowledge taught throughout</p> <ul style="list-style-type: none"> • Experiment with different styles which artists have used. • Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. • Make a record about the styles and qualities in their work. • Say what their work is influenced by. • Include technical aspects in their work, e.g. architectural design. <p>Sketch Books</p> <ul style="list-style-type: none"> • Keep notes in their sketch books as to how they might develop their work further. • Use their sketch books to compare and discuss ideas with others. • Sketch books contain detailed notes, and quotes explaining about items. • Compare their methods to those of others and keep notes in their sketch books. • Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. 	<p>Line Drawings - Henry Moore</p> <ul style="list-style-type: none"> • Identify and draw simple objects, and use marks and lines to produce texture. • Successfully use shading to create mood and feeling. • Organise line, tone, shape and colour to represent figures and forms in movement. • Show reflections. • Explain why they have chosen specific materials to draw with. • Sketches communicate emotions and a sense of self with accuracy and imagination. • Explain why they have combined different tools to create their drawings. • Explain why they have chosen specific drawing techniques. 	<p>Mayan Masks 3D</p> <ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Sculpt clay and other mouldable materials. • Create models on a range of scales. • Justify the materials they have chosen. • Combine pattern, tone and shape. 	<p>Self expression – mixed media – Munch and Picasso</p> <ul style="list-style-type: none"> • Create a range of moods in their paintings. • Express their emotions accurately through their painting and sketches. • Use mixed media to produce a piece of art. • Combine visual and tactile qualities to express mood and emotion. • Create work which is open to interpretation by the audience. • Include both visual and tactile elements in their work. • Explain what their own style is. • Use a wide range of techniques in their work. • Explain why they have chosen specific painting techniques.

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<p>Early Years Knowledge taught throughout Expressive Arts and Design Exploring and Using Media and Materials Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Experiments to create different textures. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Being Imaginative Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. EAD 5 BI Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose.</p>	<p>Continuous provision of art and design is offered daily indoors/outdoors. Role play areas of Home Corner, Library and Post Office. Learn and sing to an audience 'Song of the Week!' Large scale 3D body parts using 'papier mache'. Use natural artefacts collected on park trip to design and create an Autumn collage. Clay hedgehogs to 'hibernate'. Diwali art to include; clay divas, Rangoli patterns, Mendi patterns, traditional music, use of percussion instruments and traditional dance. Create story character masks to use in role play. Use of mixed media/texture to create polar animal models. Festive art to include: vegetable printed Christmas cards, design and assembly of a 3D Christmas tree decoration.</p>	<p>Continuous provision of art and design is offered daily indoors/outdoors. Role play areas of Doctor's Surgery, Chinese Restaurant and Garden Centre. Learn and sing to an audience 'Song of the Week!' Introduction of individual sketch books to record our drawings and designs. Chinese New Year art to include: design and assembly of a lamp, Chinese numerals using inks, role play of story, traditional music, use of drums and traditional dance, 3D dragon on a large scale. Growing in our Green Spaces; mapping of EY garden and design of our own. Mother's Day art to include: independent creation of own card from selection of resources. Discovery Level Arts Award Qualification; prompt of Claude Monet's gardens. Easter around the World; to include design and assembly of a 3D card based on a traditional foreign design.</p>	<p>Continuous provision of art and design is offered daily indoors/outdoors. Learn and sing to an audience 'Song of the Week!' Role Play areas of Book Shop, Beach. Mixed media sea life collage. Father's Day art to include: independent creation of own card from a wider selection of resources. Role play, singing, dance and creative art based on a story for wide audience of local community.</p>

<p>Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Early Learning Goal</p> <p>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.</p>			
<p>Year 1 and 2</p> <p>Knowledge taught throughout</p> <ul style="list-style-type: none"> Describe what they can see and like in the work of another artist/craft maker/designer. Ask sensible questions about a piece of art. Link colours to natural and man-made objects. Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work. <p>Sketch books</p> <ul style="list-style-type: none"> Begin to demonstrate their ideas through photographs and in their sketch books. Set out their ideas, using 'annotation' in their sketch books. Keep notes in their sketch books as to how they have changed their work. 	<p>Printing - string tiles</p> <ul style="list-style-type: none"> Print with sponges, vegetables and fruit. Print onto paper and textile. Design their own printing block. Create a repeating pattern. Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. 	<p>Clay sculptures – elephants</p> <ul style="list-style-type: none"> Add texture by using tools. Make different kinds of shapes. Cut, roll and coil materials such as clay, dough or plasticine. Make a clay pot. Join two finger pots together. Add line and shape to their work. 	<p>Landscapes – Van Gough study</p> <p>Painting</p> <ul style="list-style-type: none"> Create moods in their paintings. Communicate something about themselves in their painting. Paint a picture of something they can see. <p>Textiles</p> <ul style="list-style-type: none"> Sort threads and fabrics. Group fabrics and threads by colour and texture. Weave with fabric and thread. Join fabric using glue. Sew fabrics together. Create part of a class landscape.
<p>Year 3 and 4•</p> <p>Knowledge taught throughout</p> <ul style="list-style-type: none"> Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. Experiment with different styles which artists have used. Explain art from other periods of history. <p>Sketch books</p> <ul style="list-style-type: none"> Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in their sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books. Produce a montage all about themselves. 	<p>Pottery – Clarice Cliff</p> <ul style="list-style-type: none"> Add onto their work to create texture and shape. Work with life size materials... Experiment with and combine materials and processes to design and make 3D form. Begin to sculpt clay and other mouldable materials. 	<p>Hokusai –: Japanese art Painting</p> <ul style="list-style-type: none"> Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects. Create all the colours they need. Create mood in their paintings. Successfully use shading to create mood and feeling. 	<p>Pop Art – Andy Warhol & Roy Lichenstein</p> <p>Computing</p> <ul style="list-style-type: none"> Use the printed images they take with a digital camera and combine them with other media to produce art work. Use computing programs to create a piece of work that includes their own work and that of others (using web). Use the web to research an artist or style of art. Present a collection of their work on a slide show. Create a piece of art work which includes the integration of digital images they have taken. combine graphics and text based on their research.

<ul style="list-style-type: none"> • Use their sketch books to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketch books. 			
<p>Year 5 and 6 Knowledge taught throughout</p> <ul style="list-style-type: none"> • Experiment with different styles which artists have used. • Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. • Make a record about the styles and qualities in their work. • Say what their work is influenced by. • Include technical aspects in their work, e.g. architectural design. <p>Sketch Books</p> <ul style="list-style-type: none"> • Keep notes in their sketch books as to how they might develop their work further. • Use their sketch books to compare and discuss ideas with others. • Sketch books contain detailed notes, and quotes explaining about items. • Compare their methods to those of others and keep notes in their sketch books. • Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. 	<p>Sketching and painting – Lowry</p> <ul style="list-style-type: none"> • Identify and draw simple objects, and use marks and lines to produce texture. • Successfully use shading to create mood and feeling. • Organise line, tone, shape and colour to represent figures and forms in movement. • Sketches communicate emotions and a sense of self with accuracy and imagination. • Explain why they have combined different tools to create their drawings.. • Create a range of moods in their paintings. . • Express their emotions accurately through their painting and sketches. • Use a wide range of techniques in their work. • Explain why they have chosen specific painting techniques. 	<p>Photographic portraits and landscapes – Hockney Computing</p> <ul style="list-style-type: none"> • Create a piece of art work which includes the integration of digital images they have taken. • Combine graphics and text based on their research. • Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. • Create digital images with animation, video and sound to communicate their ideas. • Use software packages to create pieces of digital art to design. • Create a piece of art which can be used as part of a wider presentation. 	<p>Ceramic tiles 3D</p> <ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Sculpt clay and other mouldable materials. • Create models on a range of scales. • Justify the materials they have chosen. <p>Combine pattern, tone and shape.</p> <ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Include both visual and tactile elements in their work.