

Cavendish Close Infant and Nursery School

**Our STAR Curriculum for Art and Design**

Early Years Foundation Stage: Specific Area of Learning: Expressive Arts and Design

**Our 10 Learning Values**

<b>Flexible Flo</b>	We think of good ideas. We think of different ways to do things.	<b>Curious Ash</b>	We enjoy finding out and exploring. We ask clever questions.
<b>Brave Astrid</b>	We are confident to try new challenges. We learn from mistakes	<b>Sparks the Cat</b>	We ask for help when we need it. We are happy to teach our friends.
<b>Determined Dexter</b>	We always try our best. We are resilient, we keep on trying.		

**EYFS Nursery – Expressive Art and Design**

Department for Education Statutory Guidance Development Matters (Non-statutory) Reception Year		Our School Art and Design Curriculum	
		What?	When?
<b>Core Skills and formal elements</b>	<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> <li>I will explore different materials freely, in order to develop my ideas about how to use them and what to make.</li> <li>I will develop my own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul>	<p>Offer opportunities to explore scale in Creative workshop continuous provision;</p> <ul style="list-style-type: none"> <li>long strips of paper, different shaped and sized papers</li> <li>child size boxes</li> <li>different surfaces to work on e.g., paving, floor, tabletop or easel</li> </ul> <p>Creative Workshop continuous provision is organised and includes a range of resources to support children’s exploration and independence to make informed choices;</p> <ul style="list-style-type: none"> <li>All resources stored in containers. All containers clearly labelled with words and a picture</li> <li>Creative Workshop is available all day through a mixture of child-initiated and adult-led activities.</li> <li>Essential resources for the creative table: paper, card, glue, sellotape, scissors, pencils, pens, felt tip pens, crayons, chalk, wax crayons, tissue paper, buttons, lollypop sticks, art straws, match sticks, material, paper clips, elastic bands, stencils, paint, pastels, ribbon, wool, crepe paper, boxes and bottles, string, pasta.</li> <li>Malleable materials: Play dough, a variety of play dough cutters, rolling pins, malleable tools. Clay.</li> </ul>	<p><b>-Ongoing</b> daily through continuous provision. -Staff interact with children daily <b>-Ongoing</b> ‘Success with Scissors’ activities and assessment</p>

	<ul style="list-style-type: none"> <li>• I will create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• I will draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• I will use drawing to represent ideas like movement or loud noises.</li> <li>• I will show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• I will explore colour and colour-mixing.</li> </ul>	<p>Listen and understand what children want to create before offering suggestions.</p> <ul style="list-style-type: none"> <li>• Balance between adult-led skill taught activities and child-led exploratory play</li> <li>• Nursery staff use blank level language to interact purposefully with children and modelling language of executive function, reasoning and decision making.</li> </ul> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.</p> <p>Help children to develop their drawing and model making.</p> <p>Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</p> <ul style="list-style-type: none"> <li>• At the beginning of every new school year children will draw their own self-portrait. This is kept in a file and passed onto the next year. Children will see their progression in skill and pencil control. They will also develop a self portrait in the style of <b>Julian Opie</b> working on top of a photograph of themselves.</li> <li>• Printing using fruit and vegetables for harvest hats</li> <li>• Collage using pasta, pulses and dried fruit for calendars</li> <li>• Exploring pattern and texture through story; <b>Lucy's picture – Nicola Moon</b> <b>My Mum and Dad make Me laugh-Nick Sharrat</b> <b>Pants-Nick Sharrat</b></li> <li>• Exploring handprints-making bat pictures using black handprints linked to night time theme of <b>Van Gogh's</b> Starry Night, making Christmas themed pictures using handprints, making flame/fire pictures using red and yellow handprints</li> <li>• Making a 3D table arrangement using evergreen foliage</li> <li>• Christmas card-children's own choice from a selection of 5 designs to support cutting skills</li> <li>• Make models of their houses using boxes, construction kits</li> </ul>	<p><b>Autumn 1</b> 'This is me'</p> <p><b>Summer 1</b> 'What is a Rainbow?' <b>Autumn 2</b> 'Day and Night'</p> <p><b>Autumn 2</b> 'Day and Night'</p> <p><b>Autumn 2</b> 'Day and Night' <b>Spring 1</b> 'What's Inside?' <b>Autumn 2</b> Christmas</p> <p><b>Spring 2</b> 'What's Outside?' <b>Spring 2</b> 'What's Outside?' <b>Spring 2</b> 'What's Outside?'</p> <p><b>Summer 1</b> 'What is a Rainbow?' <b>Summer 1</b> 'What is a Rainbow?' <b>Summer 1</b> 'What is a Rainbow?' <b>Autumn 2</b> 'Day and Night'</p>
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- Threading 3D resources to make representations of caterpillars
- Making leaf prints and sculptures inspired by story '**The Night Gardener**'-**The Fan Brothers**
- Making 3D daffodils
- Making clay elephants
- Weaving a rainbow using a peg loom
- Use J2E app to draw. Select a background, add shapes and pictures and draw freely

Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

- Lay a piece of string and draw the line. What does it look like. Make **Bridget Riley** repeated line drawings.
- Observational drawing of themselves and their family
- Observational drawings of fruit and vegetables.
- Drawings of owls linked to '**Owl Babies**' text
- Observational drawings of tigers
- Observational drawings of daffodils

Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: "How does blue become green?"

- **The Black Book of Colours** – Menena cottin
- **The Mixed Up Chameleon**-Eric Carle
- **The Day the Crayons Quit**-Oliver Jeffers
- **The Colour Thief**-Gabriel Albrozo
- **Elmer**-David MKey
- Colour mixing song and PowerPoint-Twinkl
- Colour songs from colours of the World CD
- Colour mixing through hand printing and folded butterfly prints
- **Mouse Paint** – Ellen Walsh
- **Little Rabbit's Colour Book** – Alan Baker

**Spring 1** 'What's Inside?'

**Autumn 1** 'This is me'

**Spring 2** Healthy Eating Week

**Autumn 2** 'Day and Night'

**Spring 1** 'What's Inside?'

**Spring 2** 'What's Outside?'

**Summer 1** 'What is a Rainbow?'

**Autumn 2** 'Day and Night'

**Spring 1** 'What's Inside?'

	<p>Physical Development</p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line</p> <ul style="list-style-type: none"> <li>• Looking at Van Gogh's 'Starry Night' painting</li> <li>• Exploring work of <b>Jackson Pollock</b>-colour mixing and splash painting linked to firework</li> <li>• Exploring light and dark colours</li> <li>• Know that yellow was Van Gogh's favourite colour</li> <li>• Make circular marks using yellow</li> <li>• Creating firework paintings using light colours on black and using circular marks and printing</li> <li>• Look at and talk about <b>Judith Kerr's</b> illustrations in the 'Tiger Who Came to Tea' to create their own drawings and paintings of tigers.</li> <li>• Return to Van Gogh's love of yellow-looking at Van Gogh's sunflowers.</li> <li>• Looking at the work of <b>Gaudi</b> to support children to create a clay tile using imprint and collage.</li> <li>• Look at <b>Paul Klee</b> castle and sun. Use blocks to create an image.</li> </ul> <p>Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.</p> <p>Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.</p> <p>You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.</p>	<p><b>Summer 1</b> 'What is a Rainbow?'</p> <p><b>Summer 2</b> 'Catch Me if You Can!'</p>
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		<p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.</p>	
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**EYFS Reception – Expressive Arts and Design**

Department for Education Statutory Guidance Development Matters (Non-statutory) Reception Year Early Learning Goals (Statutory) End of Reception		Our School Art and Design Curriculum	
		What?	When?
<b>Core Skills and Formal Elements</b>	<p>Physical Development</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>	<p><i>Activities to develop and further refine small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, and making models with junk materials, construction kits and malleable materials like clay.</i></p> <p>- Design, Make and Evaluate a Christmas decoration using felting, templates, material and textile techniques to join and decorate. Think about who it is for, and what purpose.</p> <p><i>Regular review of equipment for children to develop their small motor skills. Checking it appropriate for the different levels of skill and confidence, including challenge for the most dexterous children.</i></p> <p>- Express ideas through design process (research, look what already exists, draw, record, analyse,) Creating Cinderella's house</p> <p><i>Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback, use clever questioning and prompts for children to reflect their own progression and technique. Where good practise becomes automatic over time. -Provide daily opportunities to write, draw, use cutlery. Where adults support, model and encourage.</i></p> <p><i>Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture.</i></p>	<p><b>Autumn 2</b></p> <p><b>Autumn 2 Art week</b></p> <p><b>Ongoing</b></p>

	<ul style="list-style-type: none"> <li>• <b>ELG:</b> <b>Physical Development: Fine Motor Skills</b></li> </ul> <p>→ Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p>-Provide work stations and writing areas in provision, free play, role play etc.</p> <p><i>Encourage children to use a range of equipment. These might include: outdoor equipment for den making, structure building equipment such as tyres, crates, logs.</i></p> <p>-Make a house for the fourth little pig from traditional tale using outdoor equipment.</p> <ul style="list-style-type: none"> <li>• <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></li> </ul> <p>- shadow drawing. Using the sun or a torch create shadows to draw with pencil, or chalks on the playground.</p> <p>- Learn the skill of sketching, drawing minibeasts.</p> <ul style="list-style-type: none"> <li>• <b>Use a range of small tools, including scissors, paintbrushes and cutlery.</b></li> </ul> <p>- Create <b>Kandinsky</b> inspired artworks, exploring 2D shapes and colour.</p> <p>- Texture rubbing in environment (leaves, bark, manhole cover, pavement)</p> <p>- Create <b>David miller</b> under the sea artwork.</p> <p>- Using clay- Slab technique, learning how to make form pulling and removing from one piece. Make poppies like <b>Paul Cummings</b>. Remembrance Day</p> <ul style="list-style-type: none"> <li>• <b>Begin to show accuracy and care when drawing.</b></li> </ul> <p>- Create simple line drawing self-portraits in portrait books .</p> <p>-Paint pictures of people who help us.</p> <p>-Draw objects from still life, observe and add shadow. E.g under objects. Light and dark.</p> <p>-Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>-Explicitly teach primary colours. Name and label them. Make pictures inspired by <b>Michael Craig-Martin</b> art painting objects that are personal to the child.</p>	<p><b>Ongoing</b></p> <p><b>Spring 1</b> What's the story?</p> <p><b>Autumn 2</b> What helps us to see</p> <p><b>Summer 1</b> Minibeasts and Plants</p> <p><b>Autumn 2</b> Art week</p> <p><b>Summer 1</b> Minibeasts and Plants</p> <p><b>Summer 2</b> What can we see from the top of the Lighthouse?</p> <p><b>Autumn 1</b> Remembrance day</p> <p><b>Autumn 1</b> What makes me...me?</p> <p><b>Autumn 1</b> What makes me...me?</p> <p><b>Autumn 2</b> What helps us to see?</p> <p><b>Autumn 1</b> What makes me...me?</p> <p><b>Summer 1</b> Minibeasts and Plants</p> <p><b>Autumn 1</b> What makes me...me?</p>
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		<ul style="list-style-type: none"> <li>-Create <a href="#">Laurel Burch</a> inspired pictures animals, colour, pattern.</li> <li>-Colour mixing explicitly taught, children to record colouring mixing explorations in sketchbooks.</li>   <li>-Provide opportunities to work together to develop and realise creative ideas.</li> <li>-Make collaborative Matisse artworks, honing paper cutting skills, as well as exploring use of colour and composition.</li> <li>- Working collaboratively to create Cinderella's palace.</li>   <li>-Provide children with a range of materials for children to construct with.</li> <li>-Experiment using a variety of creative/construction and reclaimed materials creating characters homes from traditional tales.</li> <li>- Explore properties of materials. Recreate a habitat/ house.</li> <li>- Making sculptural lanterns – willow structures with coloured tissue paper over. Light and dark</li>   <li>-Encourage them to think about and discuss what they want to make.</li> <li>- Design a healthy picnic lunch.</li> <li>- Design a sunhat.</li> <li>- Design a felt Christmas decoration.</li>   <li>-Discuss problems and how they might be solved as they arise.</li> <li>-Design a pulley system for the lighthouse.</li> <li>-Design a rescue vehicle.</li> <li>- Make sculptures out of sand. Explore how to make the structures better e,g adding water, find ways to decorate.</li>   <li>-Reflect with children on how they have achieved their aims.</li> <li>- Create a new minibeast.</li> <li>- Design, Make and Evaluate edible fruit and vegetable faces..</li>   <li>-Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>-Create a Christmas card for the community using explicitly</li> </ul>	<p><b>Summer 1</b> Minibeasts and Plants</p> <p><b>Autumn 2</b> Art week</p> <p><b>Spring 1</b> What's the story?</p> <p><b>Spring 2-</b> Who lives in a place like this?</p> <p><b>Autumn 2</b> What helps us to see?</p> <p><b>Summer 1</b> Healthy Eating week</p> <p><b>Spring 1</b> Sun safety</p> <p><b>Autumn 2</b> Christmas</p> <p><b>Summer 2</b> What can we see from the top of the Lighthouse?</p> <p><b>Autumn 1</b> What makes me...me?</p> <p><b>Summer 2</b> What can we see from the top of the Lighthouse?</p> <p><b>Summer 1</b> Minibeasts and Plants</p> <p><b>Spring 2-</b> Harvest/ healthy eating week..</p> <p><b>Autumn 2</b> Christmas</p>
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	<p>→ ELG: Expressive Art and Design Creating with Materials</p>	<p>taught cutting and joining techniques.</p> <ul style="list-style-type: none"> <li>-Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</li> <li>-printing: relief printing – build up a surface with different materials (e.g bubble wrap, card, lace) and take a print. Create an under the sea creature</li> <li>-Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.</li> <li>- Look at different textures around us to create rubbings (leaves, bark, manhole cover, pavement) Collect texture rubbings then create a <u>Frottage image</u></li> <li>-Make Life drawing of chicks.</li> <li>-Discuss children’s responses to what they see.</li> <li>- Look at colours and patterns of minibeasts.</li> <li>-Use J2E app to draw a digital image of a minibeast. Select background, draw freely, add shapes.</li> <li>- Looking carefully in a mirror create annual end of year portrait in portrait books, in style of <b>Cubism/ Picasso</b>: Collage faces from magazines/ print outs to make a face. Use <u>roll a Picasso</u> artist activity to create portrait as warm up activity.</li> <li>-Visit galleries and museums to generate inspiration and conversation about art and artists. Visit a virtual museum.</li> </ul> <p>→ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> <li>-Create transient art, looking at artists like <b>Hanoch Piven</b> for inspiration.</li> <li>-Talk about different textures. Create traditional tales pictures using texture. E.g adding straw or sand to paint for 3 little pigs houses.</li> </ul>	<p><b>Summer 1</b> Minibeasts and Plants</p> <p><b>Summer 1</b> Minibeasts and Plants</p> <p><b>Spring 2-</b> Who lives in a place like this?</p> <p><b>Summer 1</b> Minibeasts and Plants <b>Summer 1</b> Minibeasts and Plants</p> <p><b>Summer 2</b></p> <p><b>Summer 1</b></p> <p><b>Autumn 1</b> What makes me...me?</p> <p><b>Spring 1</b> What’s the story?</p>
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		<p>→ Share their creations, explaining the process they have used.</p> <ul style="list-style-type: none"> <li>- Design and create 3D lighthouse.</li> <li>- Make posters for sun and sea safety. Taking part in class discussion prior to activity. Share poster with the class and discuss features.</li> <li>- Showcase/ galleries at the end of each half term to share in class or home learning outcomes and projects.</li> </ul>	<p><b>Summer 2</b> What can we see from the top of the Lighthouse?  <b>Spring 1</b> Sun safety</p> <p>Ongoing</p>
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Year 1 Art and Design			
Department for Education Statutory Guidance		Our School Art and Design Curriculum	
		What?	When?
<p><b>Core Skills</b></p>	<ul style="list-style-type: none"> <li>→ I can use <b>drawing</b> to develop and share their ideas, experiences and imagination.</li> <li>→ I can use <b>painting</b> to develop and share their ideas, experiences and imagination.</li> <li>→ I can use <b>sculpture</b> to develop and share their ideas, experiences and imagination.</li> </ul>	<p>Drawing</p> <ul style="list-style-type: none"> <li>→ Develop mark- making using a range of media and tools: pencil, chalk, pastel, charcoal, pens.</li> <li>-using pencils, and chalk to draw studies of shells onto textured backgrounds.</li> <li>→ Use J2E app to draw. Select a background, add shapes and pictures, draw freely and add animations.</li> <li>→ Explore a variety of drawing starting points: looking closely through observation from primary and secondary sources, drawing from memory and imagination.</li> <li>-draw buildings (including castles and local buildings) from secondary pictures/ photos, and primary on school trip.</li> <li>→ Record, develop, reflect, and annotate sketchbooks – taking ownership of sketchbooks. Develop creative/ critical thinking.</li> <li>-Sketchbooks used to keep finished art works, as well as record exploration activities. These will be revisited and annotated throughout the year.</li> <li>→ Draw on different surfaces and size/ shape of paper.</li> <li>-Children listen to music/ sounds from the calm/ stormy ocean and draw expressively on large piece of paper in groups.</li> <li>-Draw a large scale city scape with masking tape on floor/ large paper</li> <li>→ Understand different styles/ genres of drawing and the function/ characteristics. E.g self portrait, illustration, cartoon, sketching, map drawing, lettering/ fonts.</li> </ul>	<p><b>Summer 2</b> Pirates</p> <p><b>Summer 1</b> Space</p> <p><b>Spring 1</b> Castles</p> <p>Ongoing</p> <p><b>Summer 2</b> Pirates</p>

-Draw animal illustrations in the style of Rob Biddulph.  
 -Learn to use 'bubble writing' to make lettering stand out. This is throughout the year e.g posters for safety day.  
 → Use drawing equipment in a variety of ways e.g shading.  
 -draw the surface of the ocean showing shading/ different grades of grey inspired by artist [Vija Celmins](#). Also introduce rubbing out to create negative white spaces (e.g highlights).  
 → Be able to draw a self-portrait capturing detail and accurate characteristics of themselves. E.g hair colour/ style, ears, eyebrows, eyelashes.  
 -At the beginning of every new school year children will draw their own self-portrait. This is kept in a portrait book and passed onto the next year. Children will see their progression in skill and pencil control. At the end of the year they will create a self portrait in inspired by famous POP artist: [Warhol](#).  
 → Understand that drawing can be used as an expression.  
 -Children listen to freely draw their emotion as an emotion diary.  
 → Use simple drawing programmes on computers and ipads.  
 -Use simple drawing programmes on ipad/ computers to draw animals.  
 → Have opportunities to go back to drawings to build on previous work or as an ongoing piece that is built up over time.  
 See seaside landscape pictures work on texture.  
 → Colour in neatly, following the lines very carefully.

Painting  
 → Mix colours experimentally. Develop skills mixing powder paint ratio to water.  
 -Paint with watercolours, inspired by David Hockney water paintings. Being explorative mixing different hues and tones.  
 → Understand that colour can be used to represent emotion and express feeling or mood.  
 -Make mood monster puppets. Choose 1 and draw a picture of something that makes you feel like that and paint it only using shades of that emotion colour.  
 → Paint on different surfaces, including fabric, layering and mixed media.  
 -Make studies of shells on various papers/ material backgrounds.  
 → Identify which paintbrush is most appropriate for the desired effect e.g thick, thin, round, flat.

**Autumn 2** Art week  
  
**Autumn 1** All about us  
**Spring 1** Online Safety  
  
**Summer 2** Pirates  
  
**Autumn 1** All about us  
  
**Autumn 1** All about us  
  
**Autumn 1** All about us  
  
**Summer 2** Pirates  
**Ongoing**

- Use a variety of brushes round/ flat to make a castle painting using large paintbrush to block in areas. Then work on top with thin paintbrush to add in detail.
  - Use a variety of painting equipment including non standard equipment for painting e.g bottle ends, sponges, lego bricks, as well as making own stamps.
- Paint pirate treasure using different objects to paint
- Use strips of card to paint a building/ castle
  - Use a variety of painting media: water colour, powder paint, water-based printing ink.
- Paint intricate pottery designs when studying Derby and Royal Crown Derby.
  - Explore resist techniques with masking tape, or wax.
- Use wax crayon to create the effect of water reflection/ movement.
  - Use language such as landscape/ horizontal and portrait/ vertical.
- Make choices for all artworks for orientation. E.g seaside picture.

Sculpture

- Explore scale.
- Make mini wire, foil and papier mache human figures in the style of Giacometti. Take photos of children in positions to inspire their figures pose.
- make a mini penguin. The form made from recycled materials and covered in mod roc then painted.
  - Explore and create installation art.
- Create an alien planet installation in the classroom. Look at different paper cutting and joining techniques, and large structures.
  - Use a variety of materials to make 3D sculptures in a variety of sizes, working independently or collaboratively as a group. E.g clay models, large paper mache structures, recycled materials, natural materials.
- make an arctic habitat model (Design, make and evaluate a shelter (product) for polar explorers/ Inuit people (user) for staying safe and warm (purpose). Making a freestanding structure. (Outlined in project on a page document)
- make an origami flower

**Spring 2** Plants

**Autumn 1** All about us

**Summer 2** Pirates

**Spring 1** Castles

**Spring 1** Castles  
**Summer 2** Pirates

**Spring 1** Castles

**Summer 2** Pirates

**Summer 2** Pirates





Preliminary work: Working directly on copy of [Van Gogh 'Fishing Boats on the Beach at Saintes-Maries-de-la-Mer'](#).  
 Listen to seaside sounds, imagine how things feel. Use materials to add textures (e.g foil, lentils, sand, tissue, cloth) trying to represent things in the painting, creatively and exploratively. Children will be able to justify their decisions.

Main piece: Work in stages exploring composition and space, considering where the foreground, middle ground/ horizon line, background will be. Working on background to create a 'wash' for the sky – using tissue to wipe paint away for clouds, middle ground learn about creating different tints, shades and hues for water on top of their chosen materials. In foreground, add sand and glue to paint to create texture. Once dry use a sponge to add another layer of paint to represent change in hues.

- Change the surface of malleable materials e.g add texture to a clay surface.
- Add texture to clay divva pinch pot

Line

- Use a variety of line. Wavy, straight, sharp, thick, thin, broken, smudged.
- Follow tutorials by [Rob Biddulph](#) (illustrator) using a variety of line. Show investigation of line in sketch book. Draw with Rob alien video
- Understand horizontal/ vertical/ diagonal
- Record exploration of line in sketchbooks.
- Explore cross mark making hatching, stippling.
- Make observational drawing of fruit and vegetables for healthy eating day. Add shading with hatching and stippling.

Shape

- Draw joining lines to make a shape.
- Draw regular and irregular shapes.
- Use language around geometric, symmetrical, tessellate.
- Use shape to create abstract art like [Beatriz Milhazes](#) [https://whitecube.com/artists/artist/beatriz\\_milhazes](https://whitecube.com/artists/artist/beatriz_milhazes). Use shapes from flowers circles, semi circles, ovals and add pattern
- Redesign a modern castle in the style of Zaha Hadid

Form

- Use tone in drawing to create a form.

**Summer 2** Pirates

**Autumn 2** Diwali

**Summer 1** Space

**Autumn 1** All about us

**Summer 2** Healthy Eating Week and **Autumn 1** Harvest

		<p>-Make observational drawings of plants  → Express from in 3D sculpture.  → Develop cutting skills</p> <p>-Using natural materials make transient temporary art pieces.  -Children photograph their own creations. Cut up and stick in sketch book and work on top with different materials.  -Success with Scissors activities and assessments  → Explore how bodies and faces are portrayed in art.  -Draw ourselves and our families  -Make alien models and use an app to make facial features move and record audio</p> <p>Space  → Develop skills to express a sense of space e.g using foreground, middle ground, background.  -Create seaside landscape pictures. Outlined above.  → Begin to understand negative and positive spaces  -Draw/ paint a silhouette of a soldier</p>	<p><b>Summer 1</b> Space</p> <p><b>Spring 1</b> Castles</p> <p><b>Spring 2</b> Plants</p> <p><b>Spring 2</b> Plants</p> <p><b>Spring 2</b> Plants</p> <p><b>Ongoing</b></p> <p><b>Autumn 1</b> All about us</p> <p><b>Summer 1</b> Space</p> <p><b>Summer 2</b> Pirates</p> <p><b>Autumn 1</b> Remembrance day</p>
<b>Other Skills</b>	→ I can use a range of materials creatively to design and make products.	<p>Collage  → Create images from a variety of media e.g photocopies, fabric, tissue paper, magazines.</p>	<p><b>Autumn 1</b> All about us and  <b>Autumn 2</b> Arctic/ Antarctic</p>

		<ul style="list-style-type: none"> <li>→ Sort and group materials for different purposes e.g colour/ texture</li> <li>→ Fold, crumple, tear, and overlap.</li> </ul> <p>Use different materials and papers to create animal habitat models</p> <p>Printing</p> <ul style="list-style-type: none"> <li>→ Print with a range of hard and soft materials e.g corks, bottles, sponge, fruit.</li> <li>-Print with food to recreate flowers.</li> <li>→ Build repeating patterns and recognise patterns in the environment.</li> <li>→ resist printing – use other materials to stop paint from transferring in certain areas. E.g use cut outs, stencils or resists such as wax.</li> <li>-Taking inspiration from <a href="#">Katsushika Hokusai</a> Wave print, Cut shapes from Styrofoam and make prints. E.g mountain, wave. Work onto to add details such as wave foam etc.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>→ Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>→ Cut and shape fabric using scissors.</li> <li>-Make peg pirates like <a href="#">Edwina Bridgeman</a> peg people.</li> <li>→ Use dyeing techniques to change a materials colour</li> <li>- As part of healthy eating week use fruits and vegetables to dye recycled fabric (old clothing, bedding, socks). Explore different techniques such as absorbing from fabric ends to create flags and bunting to decorate the school</li> </ul>	<p><b>Spring 2</b> Plants</p> <p><b>Summer 2</b> Pirates</p> <p><b>Summer 2</b> Pirates</p> <p><b>Summer 1</b></p>
<p><b>Knowledge and understanding</b></p>	<p>→ I know about the work of a range of artists describing the differences and similarities between different practises and disciplines, and making links to their own work.</p>	<p>Discuss and evaluate their own and others' work.</p> <p>-Children to complete this as an integral part of the creative process throughout the year.</p> <p>→ Use sketchbooks as a platform to explore personal creative dialogue as well as enabling conversation with peers.</p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p>

		<ul style="list-style-type: none"> <li>→ Respond to the work of other artists by learning about them and drawing out techniques, styles and disciplines to explore.</li>   <li>Year 1 Artists, Crafts people, Architects and Designers:</li> <li>→ <a href="#">Edwina Bridgeman</a> (peg people)</li> <li>→ <a href="#">Elizabeth Frink</a> (animal sculptures)</li> <li>→ <a href="#">Katsushika Hokusai</a> (printing, wave)</li> <li>→ <a href="#">Beatriz Milhazes</a> (shape and space)</li> <li>→ <a href="#">Rob Biddulph</a> (illustrator, animals)</li> <li>→ <a href="#">Van Gogh</a> '<i>Fishing Boats on the Beach at Saintes-Maries-de-la-Mer</i>'.</li> <li>→ <a href="#">Gaudi</a> –(pattern, buildings architecture)</li> <li>→ Royal Crown Derby</li> <li>→ <a href="#">Vija Celmins</a>. (pencil drawing shading, water)</li> <li>→ <a href="#">Warhol</a>. (portrait, POP art, colour)</li> <li>→ Architect Zaha Hadid</li> </ul>	See break down above.
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Year 2 Art and Design			
Department for Education Statutory Guidance		Our School Art and Design Curriculum	
		What?	When?
<b>Core Skills</b>	<ul style="list-style-type: none"> <li>→ I can use <b>drawing</b> to develop and share their ideas, experiences and imagination.</li> <li>→ I can use <b>painting</b> to develop and share their ideas, experiences and imagination.</li> <li>→ I can use <b>sculpture</b> to develop and share their ideas, experiences and imagination.</li> </ul>	Drawing <ul style="list-style-type: none"> <li>→ Develop mark- making using a range of media: pencil, chalk, pastel, charcoal, pens, and can talk about my art.</li> <li>→ Explore a variety of drawing starting points: looking closely through observation from primary and secondary sources, drawing from memory and imagination.</li> <li>→ Add detail to my drawings.</li> <li>→ Draw clear outlines/shapes.</li> <li>→ Record, develop, reflect, and annotate sketchbooks – taking ownership of sketchbooks. Develop creative/ critical thinking of my own and others work.</li> <li>→ Draw on different surfaces and size/ shape of paper.</li> <li>→ Understand different styles/ genres of drawing and the function/ characteristics. E.g self portrait, illustration, cartoon, sketching, map drawing, lettering/ fonts.</li> </ul>	

		<ul style="list-style-type: none"> <li>→ Use drawing equipment in a variety of ways e.g shading, hatching, stipulation, smudging, scratching.</li> <li>→ Be able to draw a self-portrait capturing detail and accurate characteristics of themselves. E.g hair colour/ style, ears, eyebrows, eyelashes and consider proportions and facial feature positioning.</li> <li>→ Understand that drawing can be used as an expression.</li> <li>→ Use simple drawing programmes on computers and ipads such as J2E.</li> <li>→ Have opportunities to go back to drawings to build on previous work or as an ongoing piece that is built up over time.</li> </ul> <ul style="list-style-type: none"> <li>-Use chalk and charcoal to create atmospheric pictures of the Great Fire of London Look at how <a href="#">Joseph Wright</a> shows light in his work</li> <li>-Use pencils and pens to draw plants from observation of primary and secondary sources.</li> <li>-Label scientific diagrams</li> <li>-Drawing plan of the school with symbols/ key for trees</li> <li>-Continuous line drawings – different buildings. Inspired by <a href="#">Ruth Allen</a> (drawing with continuous line, illustration, buildings) –</li> <li>-Miniature drawings</li> <li>-Drawing new flowers from our imagination (seed packet designs)</li> <li>- Create Pop Art number art work inspired by <a href="#">Jasper Johns</a> number work.</li> <li>-Make an e-safety poster using various different simple lettering styles/ fonts on</li> <li>-Make a calendar with positive image based on word by Morag Myerscough</li> <li>-Drawing themselves as a super hero cartoon (Link to Super Milly book)–</li> <li>-At the <b>beginning of every new school year</b> children will draw their own self-portrait. This is kept in a file and passed onto the next year. Children will see their progression in skill and pencil control. <b>At the end of the year</b> they will also develop a self portrait inspired by famous artist: <a href="#">Seurat (pointillism)</a>.</li> <li>-Use different grades of pencil to draw a feather</li> </ul>	<p><b>Autumn 2</b> GFOL</p> <p><b>Spring 2</b> How does it grow?</p> <p><b>Spring 2</b> How does it grow?</p> <p><b>Spring 2</b> How does it grow?</p> <p><b>Autumn 2</b> GFOL</p> <p><b>Spring 2</b> How does it grow?</p> <p><b>Spring 2</b> How does it grow?</p> <p><b>Maths day</b></p> <p><b>Spring 1</b> Online Safety</p> <p><b>Autumn 2</b> New Year</p> <p><b>Autumn 1</b> What makes a Hero?</p> <p><b>Autumn 1</b></p> <p><b>Spring 1</b> Where did the birds go?</p> <p><b>Autumn 2</b> GFOL</p>
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- To use a wide range of art and design techniques using **pattern**.
- To use a wide range of art and design techniques using **texture**.
- To use a wide range of art and design techniques using **line**.
- To use a wide range of art and design techniques using **shape**.
- To use a wide range of art and design techniques using **form**.
- To use a wide range of art and design techniques using **space**.

- drawing dark/ light lines and shading using different grades of pencil.
- Mix different tones of colours. Using language such as light/ dark, warm/ cool, highlights/ shadows and contrast
- Revisit colour mixing primary and secondary colours. Use the colour wheel to understand 'hue' relationships including contrasting colours.
- Be able to name colours and some variations of them e.g navy blue, bright green, ochre, burgundy, magenta, lilac, bold, vivid, pale
- Create different values of colour:
  - Mix different shades (adding black)
  - Mix different tints (adding white)
- Use different grades of pencil to draw a feather
- Paint a dinosaur silhouette picture making choices around warm/cool colours to create contrast and atmosphere.
- Draw a piece of fruit from observation, with a focus on highlights and shadows. Healthy eating week.
- Complete own colour wheels to use and refer to throughout the year. About us first week of school, writing our favourite colour.
- Make colour mood board. Have a collection of different colour papers, pictures, items, and sort into colours. Each group to have a focus colour and create a poster include collage/ photos/ drawings and colour variation names.
- Paint a black and white portrait of Florence Nightingale using different shades and tints.
- Give half a black and white photocopy of Mary Seacole, where children complete it by shading and use words contrast, tone, highlight and shadow, light and dark.

#### Pattern

- Create artworks using repeated designs and motifs.
- Explore natural patterns (e.g animal fur).
- Create a henna pattern design for Eid.
- Draw Indian patterns on an Indian animal looking at the style of illustrator work: [Rosalind Monks](#). This will then be recreated as a monoprint.
- Create a resist pattern leaf using on material.

**Spring 1** Where did the birds go?  
**Summer 2** What's inside the egg?

**Summer 2** Healthy Eating week

**Autumn 1** What makes a Hero?

**Spring 2** Eid  
**Spring 1** Where did the birds go?

**Spring 2** How does it grow?

		<p>-Monoprinting: Use masking tape/ wax/ wipe off method to stop paint going in certain places. Work in layers: background, blocked out animal, animal patterns, outline. Create a guide so print stages align.</p> <p>Texture</p> <ul style="list-style-type: none"> <li>→ Replicate different textures/ surfaces through a range of media.</li> <li>→ Investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, glossy, matt, soft, hard etc). Including natural and manmade.</li> <li>→ Begin to add textural effects e.g adding sand to paint.</li> <li>→ Change the surface of malleable materials e.g add texture to a clay.</li> </ul> <p>-Sorting materials (science) discuss texture. Make a poster raising awareness of environmental issues. Recreate texture e.g a ocean scene using tissue for rough rocks, smooth cellophane for plastic floating. Add salt to background washes to create texture.</p> <p>-Explore how to make paper look old for GFOL work</p> <p>-Tree hunt – describe and make Plants rubbing of tree bark and leaves.</p> <p>-Add materials to paint e.g sand and glue to paint to represent skin texture on dinosaur pictures.</p> <p>-Make a mini dinosaur from clay. Use tools to create skin texture.</p> <p>-Using photocopies of children’s own literacy work create a background.</p> <p>-Create textural building artwork based on Emmie Van Bierlvliet</p> <p>Line</p> <ul style="list-style-type: none"> <li>→ Use a variety of line: different sizes, thickness and shapes. E.g Wavy, straight, sharp, thick, thin, broken, smudged.</li> <li>→ Understand horizontal/ vertical/ diagonal</li> <li>→ Explore continuous line</li> </ul> <p>-Create animal family portraits using a variety of line including thickness of pen. Looking at book and work by Sophy Henn ‘All Kinds of Families’.</p>	<p><b>Spring 1</b> Where did the birds go?</p> <p>-</p> <p><b>Summer 1.</b> Tin Forest</p> <p><b>Autumn 2</b> GFOL</p> <p><b>Spring 2</b> How does it grow?</p> <p><b>Summer 2</b> What’s inside the egg?</p> <p><b>Summer 2</b> What’s inside the egg?</p> <p><b>Spring 1</b> Where did the birds go?</p> <p><b>Autumn 2</b> Art week</p> <p><b>Spring 1</b> Where did the birds go?</p> <p><b>Summer 1.</b> Tin Forest</p>
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		<p>-R Time game: sit back to back. One child gives instructions such as 'draw a short horizontal line from bottom right corner', the other child to draw it.</p> <p>-Draw a plant picture with a continuous line.</p> <p>-Design a shelter for the man in the Tin Forest in the style of Friedensreich Hundertwasser</p> <p>Shape</p> <ul style="list-style-type: none"> <li>→ Draw joining lines to make a shape.</li> <li>→ Draw regular and irregular shapes.</li> <li>→ Use language around geometric, symmetrical, tessellate.</li> </ul> <p>-Following step by step instructions to draw an animal observing how things are made up of shapes.</p> <p>-Make henna patterns using geometric designs.</p> <p>-Draw a symmetric butterfly. Use 'Austins butterfly' on YouTube to prompt reflection and improving of work.</p> <p>-Maths day make tessellated patterns.</p> <p>Form</p> <ul style="list-style-type: none"> <li>→ Use tone in drawing to create a form.</li> <li>→ Express form in 3D sculpture.</li> <li>→ Develop cutting skills</li> <li>→ Explore how bodies and faces are portrayed in art.</li> </ul> <p>-Success with Scissors activities and assessment</p> <p>-Draw a tudor house with tone, compare it to a modern day home.</p> <p>-Using fingerprints to create a topiary animal picture.</p> <p>- Make a paper mache Indian elephant talking about form.</p> <p>-Make mini clay dinosaurs.</p> <p>-Make a recycle butterfly inspired by <a href="#">Michelle Stitzlein</a>. Animals</p> <p>-Cut and fold Mothers Day card embellishments. E.g paper vase and flowers.</p> <p>-Make paper origami animals following instructions.</p> <p>-Make a dinosaur fossil picture using paper straws.</p> <p>-Make a human alphabet and take photos.</p> <p>Space</p> <ul style="list-style-type: none"> <li>→ Develop skills to express a sense of space e.g using foreground, middle ground, background.</li> </ul>	<p><b>Spring 2</b> How does it grow?  <b>Summer 1.</b> Tin Forest</p> <p><b>Spring 1</b> Where did the birds go?  <b>Spring 2 Eid</b>  <b>Spring 1</b> Where did the birds go?</p> <p><b>Maths Day</b></p> <p><b>Ongoing</b>  <b>Autumn 2</b> GFOL</p> <p><b>Spring 2</b> How does it grow?  <b>Spring 1</b> Where did the birds go?  <b>Summer 2</b> What's inside the egg?  <b>Spring 1</b> Where did the birds go?  <b>Spring 2</b></p> <p><b>Spring 1</b> Where did the birds go?  <b>Summer 2</b> What's inside the egg?  <b>Summer 2</b> What's inside the egg?</p> <p><b>Summer 2</b> What's inside the egg?</p>
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		<p>→ Understand negative and positive spaces</p> <ul style="list-style-type: none"> <li>-Create a prehistoric landscape picture.</li> <li>-Poppy Day draw a field of Poppies larger and more detailed at the front, getting smaller and less defined as go into background. – perspective.</li> <li>-Using pencil create a negative image: drawing with a rubber. Draw a bird.</li> <li>-Be inspired by mechanical artwork by <a href="#">Michael Lang</a>, discussing negative spaces, and observational drawings from machinery (cogs, bolts etc)- incorporate these elements to create tin forest picture</li> <li>-Create a dinosaur fossil picture using black paper and art straws. Looking at work of Ernst Haeckel (fossils, negative/ positive space).</li> </ul>	<p><b>Autumn 1</b> Remembrance day</p> <p><b>Spring 1</b> Where did the birds go?</p> <p><b>Summer 1</b> Tin Forest</p> <p><b>Summer 2</b> What's inside the egg?</p>
<p><b>Other Creative Skills</b></p>	<p>→ I can use a range of materials creatively to design and make products</p>	<p>Collage</p> <ul style="list-style-type: none"> <li>→ Create images from a variety of media e.g photocopies, fabric, tissue paper, magazines.</li> <li>→ Sort and group materials for different purposes e.g colour/ texture</li> <li>→ Fold, crumple, tear, and overlap.</li> </ul> <ul style="list-style-type: none"> <li>-Make colour mood board. Have a collection of different colour papers, pictures, items, and sort into colours. Each group to have a focus colour and create a poster include collage/ photos/ drawings and colour variation names.</li> <li>-For Poppy day use b&amp;w photocopies of soldiers collaged to create background.</li> <li>-In sketchbooks record different ways of using tissue paper in work. E.g fold, crumple, scrunch, twist. This will then support their choices when making textured pictures such as mountain snow scenes- Christmas cards.</li> <li>-Large scale Roy Lichtenstein superhero scene. (figures, splashes, and action words, adding texture, definition and pattern to the piece. (multimedia)</li> <li>-Make a digital word collage -create word art using word cloud online programme, using words that are hero attributes</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>→ Print with a range of hard and soft materials e.g corks, bottles, sponge, fruit.</li> </ul>	<p><b>Autumn 1</b> What makes a Hero?</p> <p><b>Autumn 1</b> Remembrance day</p> <p><b>Autumn 2</b> Christmas</p> <p><b>Autumn 1</b> What makes a Hero?</p> <p><b>Autumn 1</b> What makes a Hero?</p> <p>-</p>

		<ul style="list-style-type: none"> <li>→ Build repeating patterns and recognise patterns in the environment.</li> <li>→ Create simple printing techniques e.g using Styrofoam sheets (impressed printing), and simple collagraph techniques (relief printing)</li> <li>→ Monoprint and Resist printing- Use masking tape/ wax/ wipe off method to stop paint going in certain places. Work in layers: background, blocked out animal, animal patterns, outline. Create a guide so print stages align.</li> <li>→ Oil pastel monoprinting: create a coloured surface using paint/ oil pastel. Draw on stop to take a print. Explore using backgrounds.</li> </ul> <p>-Make own collagraphs cardboard plates from different cardboard shapes and other textured materials like bubble wrap/ corrugated card, string and take a print. Make a picture from different recycled materials – environment.</p> <p>-Make an animal print monoprint layering prints on top of each other, and masking out/ wiping off areas not to be printed.</p> <p>Textiles</p> <ul style="list-style-type: none"> <li>→ Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>→ Cut and shape fabric using scissors.</li> <li>→ Apply shapes or embellishments using glue, or by stitching.</li> </ul> <p>-Make felt glove puppets. Use templates, join 2 pieces of material together. Add decorations/ embellishments. Straight stitch for world book day.</p> <p>-Make a Bird souvenir from felt – overstitch</p>	<p><b>Summer 1</b> Tin Forest</p> <p><b>Spring 1</b> Where did the birds go?</p> <p><b>Spring 2</b> Including World book day (See related project on a page document)</p> <p><b>Summer 1</b> – Would you feel lonely living in a Tin Forest?</p>
<p><b>Knowledge and understanding</b></p>	<p>→ I know about the work of a range of artists describing the differences and similarities between different practises and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> <li>→ Discuss and evaluate their own and others' work.</li> </ul> <p>-Children to complete this as an integral part of the creative process throughout the year.</p> <ul style="list-style-type: none"> <li>→ Use sketchbooks as a platform to explore personal creative dialogue as well as enabling conversation with peers.</li> </ul>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p>See break down above.</p>

→ Respond to the work of other artists by learning about them and drawing out techniques, styles and disciplines to explore.

Year 2 Artists, Crafts people, Architects and Designers

- [Ruth Allen](#) (drawing with continuous line, illustration, buildings)
- [Ernst Haeckel](#) (fossils, negative/ positive space)
- [Michelle Stitzlein](#) (Creating butterflies from recycled materials)
- [Michael Lang](#) (machinery, mixing different values of colour, drawing from observation)
- [Henri Rousseau](#) Tiger in Rainforest collage.
- [Andy Goldsworthy](#) (natural sculpture, texture, colour, form)
- [Khara Ledonne](#) (miniatures, landscape)
- [Yayoi Kusama](#) (sculpture, installation, contemporary,
- [Sophy Henn](#) (illustrator 'All kinds of families, animals)
- [Rosalind Monks](#) (illustrator, patterns, printmaking)
- [Jasper Johns](#) (Pop Art, lettering/font, pattern, painting, colour)
- [Giuseppe Arcimboldo](#) (food, portrait)
- Pablo Picasso ([blue period](#), portrait, colour expression, monochromatic- tones) (compare to [rose period](#))
- [Roy Lichtenstein](#) (superhero)
- Seurat [Pointillism portrait](#)
- Joseph Wright (light)
- Architect Friedensreich Hundertwasser
- Designer Morag Myerscough