

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

Flexible Flo	We think of good ideas. We think of different ways to do things.	Curious Ash	We enjoy finding out and exploring. We ask clever questions.
Brave Astrid	We are confident to try new challenges. We learn from mistakes	Sparks the Cat	We ask for help when we need it. We are happy to teach our friends.
Determined Dexter	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?
Core Skills and formal elements	<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> I know how to explore different materials freely, in order to develop my ideas about how to use them and what to make. I know how to develop my own ideas and then decide which materials to use to express them. I know how to join different materials and explore different textures. 	<p>Offer opportunities to explore scale in Creative workshop continuous provision;</p> <ul style="list-style-type: none"> long strips of paper, different shaped and sized papers child size boxes different surfaces to work on e.g., paving, floor, tabletop or easel <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"> All resources stored in containers. All containers clearly labelled with words and a picture Pen, pencil, paintbrush, paper, Creative Workshop is available all day through a mixture of child-initiated and adult-led activities. Essential resources for the creative table: paper, card, glue, sellotape, scissors, pencils, pens, felt tip pens, crayons, chalk, wax crayons, tissue paper, buttons, lollipop sticks, art straws, match sticks, material, paper clips, elastic bands, stencils, paint, pastels, ribbon, wool, crepe paper, boxes and bottles, string, pasta. Malleable materials: Play dough, a variety of play dough cutters, rolling pins, malleable tools. Clay. 	<p>-Ongoing daily through continuous provision. -Staff interact with children daily -Ongoing ‘Success with Scissors’ activities and assessment</p>

- I know how to create closed shapes with continuous lines, and am beginning to use these shapes to represent objects.
- I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.
- I know how to use drawing to represent ideas like movement or loud noises.
- I know how to show different emotions in my drawings and paintings, like happiness, sadness, fear etc.
- I know how to how to explore colour and colour-mixing.

Listen and understand what children want to create before offering suggestions.

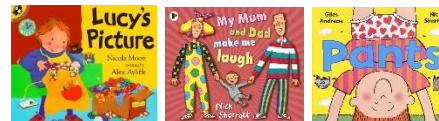
- Balance between adult-led skill taught activities and child-led exploratory play
- Nursery staff use blank level language to interact purposefully with children and modelling language of executive function, reasoning and decision making.

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.

Help children to develop their **drawing** and **model making**.

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.

- 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 **Julian Opie** working on top of a photograph of themselves.
- **Printing** using fruit and vegetables for harvest hats
- **Collage** using pasta, pulses and dried fruit for calendars
- Exploring **pattern** and **texture** through story;
Lucy's picture – Nicola Moon
My Mum and Dad make Me laugh-Nick Sharrat
Pants-Nick Sharrat



- Exploring handprints-making bat pictures using black handprints linked to night time theme of **Van Gogh's** Starry Night, making Christmas themed pictures using handprints, making flame/fire pictures using red and yellow handprints
- Making a 3D table arrangement using evergreen foliage

Autumn 1 'This is me'

Summer 1 'What is a Rainbow?'
Autumn 2 'Day and Night'

Autumn 2 'Day and Night'

Autumn 2 'Day and Night'
Spring 1 'What's Inside?'
Autumn 2 Christmas

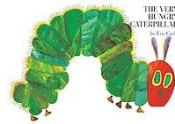
Spring 2 'What's Outside?'

Spring 2 'What's Outside?'

Spring 2 'What's Outside?'

Summer 1 'What is a Rainbow?'
Summer 1 'What is a Rainbow?'
Summer 1 'What is a Rainbow?'
Autumn 2 'Day and Night'

- Christmas card-children's own choice from a selection of 5 designs to support **cutting** skills
- Make models of their houses using boxes, construction kits
- 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
- Chinese [wind socks](#)

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**

Chinese new year

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?'

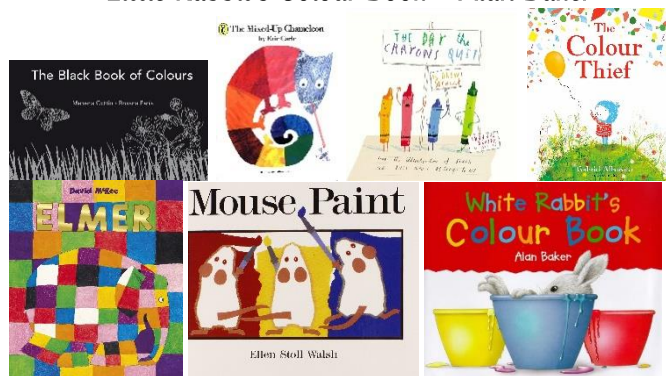
Summer 1 'What is a Rainbow?'

Autumn 2 'Day and Night'

Physical Development

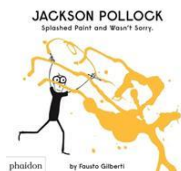
- I know how to use large-muscle movements to wave flags and streamers, paint and make marks.
- I know how to make choices for the right resources to carry out my own plan.
- I know how to use one-handed tools and equipment, for example, making snips in paper with scissors.
- I know how to use a comfortable grip with good control when holding pens and pencils.

- **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**



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**

- Looking at Van Gogh's 'Starry Night' painting
- Exploring work of **Jackson Pollock**-colour mixing and splash painting linked to firework



- Exploring **light and dark colours**
- Know that yellow was Van Gogh's favourite colour
- Make circular marks using yellow
- Creating firework paintings using light colours on black and using **circular marks** and printing

Autumn 2 'Day and Night'

Autumn 2 'Day and Night'

Autumn 2 'Day and Night'

Autumn 2 'Day and Night'

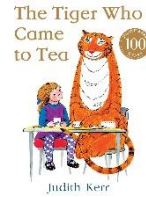
Autumn 2 'Day and Night'

Spring 1 'What's Inside?'

Summer 1 'What is a Rainbow?'

Summer 2 'Catch Me if You Can!'

- Look at and talk about **Judith Kerr's** illustrations in the 'Tiger Who Came to Tea' to create their own drawings and paintings of tigers.



- Return to Van Gogh's love of yellow-looking at Van Gogh's sunflowers.



- Looking at the work of Spanish architecture and **Gaudi** to support children to create a clay tile using imprint and collage.
- Look at **Paul Klee** castle and sun. Use blocks to create an image.
- Look at **Spanish** art including making a 'Gods Eye' weaving

Encourage children to paint, chalk or make marks with water on large vertical surfaces. Use walls or **easels** to stimulate large shoulder and arm movements. Children to 'cross the mid-line' of their bodies, drawing from left to right, not passing the **paintbrush** from one hand to another or move their whole body along.

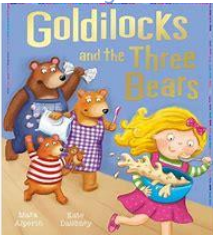
Explain why **safety** is an important factor in handling **tools** and moving **equipment** and **materials**. Have clear and sensible rules for everybody to follow.

Adults begin by modelling how to use onehanded tools like **scissors** and then guide with hand-over-hand help. Gradually reducing the help and allowing the child to use the tool independently. Use 'Success with scissors to assess progression and address gaps.

		Children are supported to use the tripod grip using triangular pencils or grippers. Children are encouraged to pick up small objects like tiny bits of chalk to draw with.	
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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?

<p>Core Skills and Formal Elements</p>	<p>Physical Development</p> <ul style="list-style-type: none"> I know how to use small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I know how to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. I know how to use overall body-strength, balance, coordination and agility. 	<p><i>Activities to develop and further refine small motor skills.</i> <i>Threading and sewing, woodwork, pouring, stirring, and making models with junk materials, construction kits and malleable materials like clay.</i></p> <ul style="list-style-type: none"> -Practise sewing using templates with precut wholes practise sewing straight stitch, and techniques to join and decorate. -Design, make and evaluate a glove puppet. Use a template twice from card. Use a whole punch to make holes and sew with ribbon. Think about who it is for (a child?), and what purpose (glove puppet to fit a hand?) (link to DT). - Make a minibeast from clay. - Woodwork Use hammer and nails to create a building/ shelter from a traditional tale. Using a saw and guide safely cut wooden shapes. <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> <ul style="list-style-type: none"> - Express ideas through design process (research, look what already exists, draw, record, reflect,) Creating Goldilocks house/ 3 Little Pigs House. 	<ul style="list-style-type: none"> -Ongoing daily through continuous provision. -Staff interact with children daily -Ongoing 'Success with Scissors' activities and assessment Ongoing Spring 1 World Book Day. Spring 1 What's the story? Autumn 2 What is up above? Spring 1 What's the story? <p>Ongoing</p>
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- ELG:
Physical Development: Fine Motor Skills

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.

Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture.

-Provide work stations and writing areas in provision, free play, role play etc.

Encourage children to use a range of equipment. These might include: outdoor equipment for **den making**, structure building equipment such as **tyres, crates, logs**.

-Make a house for the fourth little pig from traditional tale using outdoor equipment.



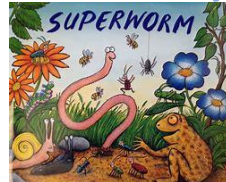
→ Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

- **shadow** drawing. Using the sun or a torch create shadows to draw with **pencil, or chalks** on the playground.

- Learn the skill of **sketching, drawing** minibeasts.



- Use a range of small **tools**, including **scissors, paintbrushes** and cutlery.

Ongoing

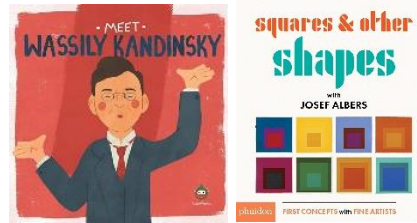
Spring 1 What's the story?

Autumn 2 What is up above?

Summer 1 What is underneath?

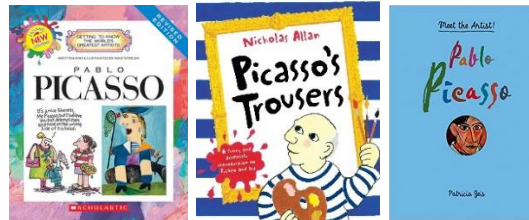
Autumn 1 What makes me...me?

- Create Kandinsky inspired artworks, exploring 2D shapes and colour.



- Texture rubbing in environment (leaves, bark, manhole cover, pavement)
- Create David miller under the sea artwork.
- Using clay- Slab technique, learning how to make form pulling and removing from one piece. Make poppies like Paul Cummings. Remembrance Day
- Learn about Aboriginal Art and make patterns using cotton buds.

- Begin to show accuracy and care when drawing.
- Create simple line drawing self-portraits in portrait books in their own style at the beginning of the year, and influenced by Cubism and Picasso at the end.



- Paint pictures of people who help us.
- Draw objects from still life, observe and add shadow. E.g under objects. Light and dark.

- 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.
- Explicitly teach primary colours. Name and label them. Introduce them to mixing to make new colours. Make pictures inspired by Michael Craig-Martin art painting objects that are personal to the child.

Summer 1 What is underneath

Autumn 2 Remembrance day

Autumn 1 What makes me...me

Summer 2 Where would you like to go?

Spring 1 Who is there to help me?

Autumn 2 What is up above?

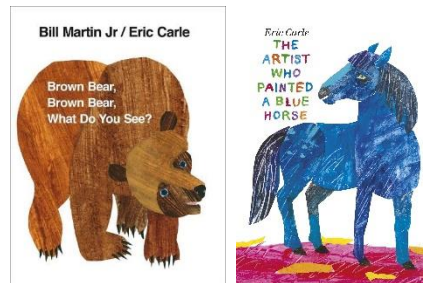
Autumn 1 What makes me...me?

Spring 2 Who lives in a place like this?

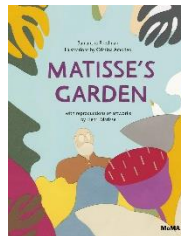
Autumn 1 What makes me...me?

→ ELG: Expressive Art and Design
Creating with Materials

- Create **Laurel Burch** inspired pictures animals, colour, **pattern**.
- Colour mixing explicitly taught, children to record colouring mixing **explorations** in sketchbooks.



- Provide opportunities to work together to develop and realise creative ideas.
- Make collaborative **Matisse** artworks, honing paper cutting skills, as well as exploring use of colour and composition.



- Working collaboratively to create Goldilocks house.
- Provide children with a range of materials for children to construct with.
- Experiment using a variety of creative/construction and reclaimed materials creating characters homes from traditional tales.
- Explore properties of **materials**. Recreate a habitat/ house.
- Making **3D** sculptural lanterns – willow structures with coloured tissue paper over. Light and dark
- Encourage them to think about and discuss what they want to make.
- **Design** a healthy picnic lunch.
- Design a sunhat. Use **templates**

Summer 1 What is underneath?

Spring 1 What's the story?

Spring 1 What's the story?

Spring 2- Who lives in a place like this?

Autumn 2 What helps us to see?

Spring 1 Healthy Eating week

Spring 2 Sun safety

Autumn 2 Christmas

Spring 1 Who is there to help me?

Spring 1 Who is there to help me?

Spring 2- Who lives in a place like this?

- Design a **felt** Christmas decoration.

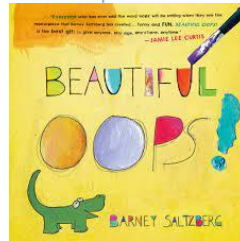
-Discuss problems and how they might be solved as they arise.

-Design a **pulley** system for the boat.

-Design a rescue vehicle.

- Make **sculptures** out of sand. **Evaluate** and explore how to make the structures better e.g adding water, find ways to decorate.

-Make new art from junk or rubbish, read Beautiful Oops to discuss process.



-Reflect with children on how they have achieved their aims.

- Using **imagination** create a new minibeast.

- Design, Make and **Evaluate** edible fruit and vegetable faces.

-Teach children different techniques for joining materials, such as how to use adhesive **tape** and different sorts of **glue**.

-Create a Christmas card for the community using explicitly taught **cutting** and **joining** techniques.

-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.

-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. **Collagraph**

-make dots using a variety of materials and tools.

-use these to create an installation and learn about **Yayoi**

Kusama

Summer 1 What is underneath?

Spring 2- Harvest

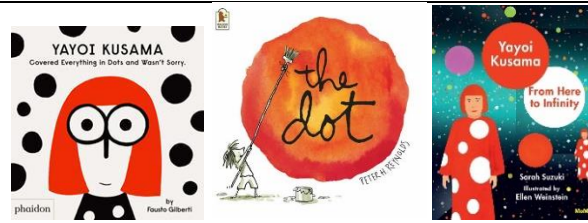
Autumn 2 Christmas

Summer 1 What is underneath?

Autumn 1 What makes me...me?

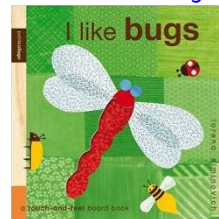
Autumn 1 What makes me...me?

Summer 1 What is underneath?



-Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.

- Look at different textures around us to create rubbings (leaves, bark, manhole cover, pavement) Collect texture rubbings then create a Frottage image



-Make Life drawing of chicks.

-Discuss children's responses to what they see.

- Look at colours and patterns of minibeasts.

-Use J2E app to draw a digital image of a minibeast. Select background, draw freely, add shapes.

- Looking carefully in a mirror create annual end of year portrait in portrait books, in style of Cubism/ Picasso: Collage faces from magazines/ print outs to make a face. Use roll a Picasso artist activity to create portrait as warm up activity.



Spring 2- Who lives in a place like this?

Summer 1 What is underneath?

Summer 1 What is underneath?

Summer 2

Summer 1

Autumn 1 What makes me...me?

Spring 1 What's the story?

		<p>-Visit galleries and museums to generate inspiration and conversation about art and artists. Visit a virtual museum.</p> <p>→ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Create transient art, looking at artists like Hanoch Piven for inspiration.</p> <p>-Talk about different textures. Create traditional tales pictures using texture. E.g adding straw or sand to paint for 3 little pigs houses.</p> <p>→ Share their creations, explaining the process they have used.</p> <p>- Design and create 3D boat sculpture.</p> <p>- Make posters for sun and sea safety. Taking part in class discussion prior to activity. Share poster with the class and discuss features and why they made certain decisions.</p> <p>- Showcase/ galleries at the end of each half term to share in class or home learning outcomes and projects.</p> <p>Why did you choose to do it that way? What went well? What would you do differently next time? How does achieve the goal?</p>	<p>Spring 1 Who is there to help me? Spring 1 Sun safety</p> <p>Half-termly</p>
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Year 1 Art and Design			
Department for Education Statutory Guidance		Our School Art and Design Curriculum	
		What?	When?
<p>Core Skills</p>	<p>→ I know how to use drawing to develop and share my ideas, experiences and imagination.</p> <p>→ I know how to use painting to develop and share my ideas, experiences and imagination.</p> <p>→ I know how to use sculpture to develop and share my ideas, experiences and imagination.</p>	<p>Drawing</p> <p>→ Develop mark-making using a range of materials and tools: pencil, chalk, pastel, charcoal, pens.</p> <p>-using pencils, and chalk to draw studies of shells onto textured backgrounds.</p> <p>→ Explore a variety of drawing starting points: looking closely through observation from primary and secondary sources, drawing from memory and imagination.</p> <p>→ Add detail to my drawings.</p>	

→ Draw clear **outlines/shapes**.

-draw buildings (including castles and local buildings) from secondary pictures/ photos, and primary on school trip.

→ **Design, record, explore, develop, reflect, and annotate sketchbooks** – taking ownership of sketchbooks. Develop creative/ critical thinking.

-Sketchbooks used to keep finished art works, as well as record exploration activities. These will be revisited and annotated throughout the year.

→ Draw on **different surfaces** and **size/ shape** of paper.

-Children listen to music/ sounds from the calm/ stormy ocean and **draw expressively** on large piece of paper in groups.

-Draw a large castle with masking tape on floor/ large paper

→ Understand **different styles/ genres** of drawing and the function/ characteristics. E.g **self portrait, illustration, sketching, lettering/ fonts**.

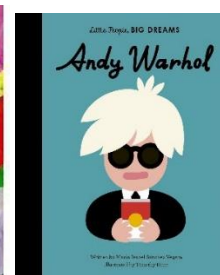
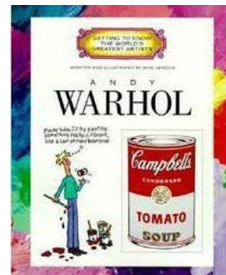
-Learn to use different **fonts** e.g 'bubble writing' to make lettering stand out. This is throughout the year e.g posters for safety day.

→ 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 features** and **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 repeating self portrait in inspired by famous POP artist: [Warhol](#).



→ Understand that **drawing** can be used as an **expression**.

Spring 1 Castles

Ongoing

Summer 2 Pirates

Spring 1 Castles

Summer 2 Pirates

Ongoing

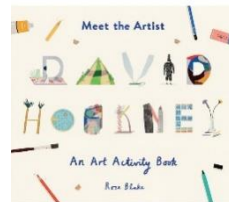
Summer 2 Pirates

Autumn 1 and Summer 2

-Listen to music and take your pencil for a walk
 -Freely draw your emotion as an emotion diary. How do you feel today. Express it with **lines, movement and shapes**.
 → Use technology to make **digital art**; simple drawing programmes on computers and ipads.
 -Use simple drawing programmes on ipad/ computers to draw animals.
 -J2E app to draw. Select a **background**, add shapes and pictures, draw freely and add **animations**.
 → 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, and variations of water to watercolours for intensity.
 -Mix powder paints to create a mood monster.
 -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 mood monster 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.

Autumn 1 All about us
Summer 2 Transition

Autumn 2 Arctic/ Antarctic

Autumn 2 Art week

Summer 2 Pirates
Ongoing

Autumn 1 All about us
Summer 2 Pirates

Autumn 1 All about us

Autumn 1 All about us

→ **Identify** which paintbrush is most appropriate for the desired effect e.g thick, thin, round, flat.

-Use a **variety of standard painting equipment: brushes round/ flat thick/thin** to make a castle painting using large paintbrush to block in areas. Then work on top with thin paintbrush to add in detail.

-Paint pirate treasure using different objects to paint

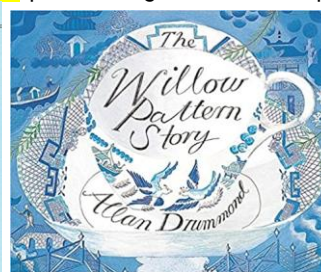
→ Use a **variety of painting equipment** including **non standard** equipment for painting e.g bottle ends, sponges, lego bricks, as well as making own stamps.

-Use strips of card to paint a building/ castle

-Make planet pictures with different **textures** using non-standard equipment.

→ 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. **Willow plate** paint design. Look at Japanese/ Chinese Art.



→ **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**.

Summer 2 Pirates

Spring 1 Castles

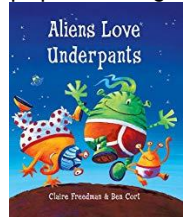
Summer 2 Pirates

Spring 1 Castles
Summer 1 Space

Autumn 1 All about us

Summer 2 Pirates

-Create an alien planet installation in the classroom. Look at different paper cutting and joining techniques, and large structures.



-Make a stick man sculpture/ figure from nature.



→ 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.

(Linked to DT). Discuss what sculpture is.



-make an origami flower



→ Understand different techniques for using clay. E.g pinch pot, and making a model with separate parts learning how to join clay.

Summer 2 Pirates

Autumn 1 All about us

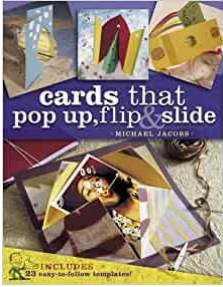

Autumn 2 Arctic/ Antarctic

Summer 1 Space

Spring 2 Plants

Autumn 2 Arctic/ Antarctic

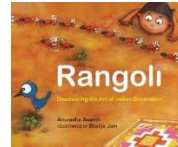
Spring 1 Castles

		<p>-make a clay animal e.g hedgehog made from parts and learn how to join together. (body/ head/ legs) → Develop skills and knowledge of joining techniques for model making.</p> <p>-Explicitly learn joining techniques and create sample classroom board.</p> <p>-Create Easter cards with moving elements sliders and lever mechanism.</p> <p>(Linked to DT)</p> 	<p>Spring 2 Plants</p> <p>Autumn 2 Arctic/ Antarctic</p> <p>Autumn 1 Art week Spring 2 Easter</p>
<p>Formal elements</p>	<p>→ I know how to use a wide range of art and design techniques using colour.</p> <p>→ I know how to use a wide range of art and design techniques using pattern.</p> <p>→ I know how to use a wide range of art and design techniques using texture.</p> <p>→ I know how to use a wide range of art and design techniques using line.</p> <p>→ I know how to use a wide range of art and design techniques using shape.</p> <p>→ I know how to use a wide range of art and design techniques using form.</p> <p>→ I know how to use a wide range of art and design techniques using space.</p>	<p>Colour</p> <p>→ Investigate tone by:</p> <p>-drawing dark/ light lines and shading using different grades of pencil.</p> <p>-Mix different tones of colours. Using language such as light/ dark, highlights/ shadows.</p> <p>-Use colour descriptors such as light/ dark/ bright/ vivid green.</p> <p>-Create tone in drawing when drawing from observation of shells. Use different grades of pencil and pressure to create tones/ shades.</p> <p>→ Understand and name primary and secondary colours. Use the colour wheel to understand relationships.</p>  <p>-Make a colour wheel showing primary and secondary colours. Use this information to mix colours to make paintings from observation of flowers. Add highlighted and shadow areas to create depth and dimension.</p> <p>→ Create different values of colour:</p> <ul style="list-style-type: none"> -Mix different shades (adding black) -Mix different tints (adding white) 	<p>Summer 2 Pirates</p> <p>Summer 2 Pirates</p> <p>Spring 2 Plants</p>

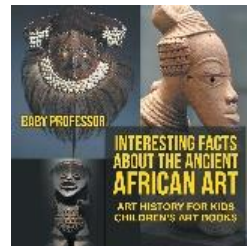
-Record colour experiments to make shades and tints. Record **investigations** in sketchbooks.
-Explore colour combinations and relationships (how colours look next to each other) **complimentary** colours when making end of year **self portrait** based on Warhol.

Pattern

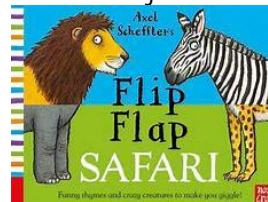
→ Create artworks using **repeated** designs and **motifs**.
-Create arctic animal footprints **stamps** and **stencils** and create patterns on large paper.
→ Explore **manmade** pattern (e.g in clothes and buildings)
-Design a new outfit for a pirate using patterns. Warm up: Learn how to cut out shapes in the middle of the page. Cut a pirate tshirt or trousers out. Hold up to things in the environment/ printed patterns.
-Using cut up paper make a **mosaic** in the style of [Gaudi](#) building decoration.
-Create a **rangoli** pattern, using a range of everyday items such as lego bricks, bolts, end of pencil, etc.



-Research and create **African** designs. Add to your African animals.



-Create a pattern from food for fruit/ veg kebab.
-Recreate African animal patterns when learning about African animals.



Texture

Autumn 1
Summer 1 Space
Summer 2

Autumn 2 Arctic/ Antarctic

Summer 2 Pirates

Spring 1 Castles

Autumn 2 Diwali

Autumn 2 Arctic/ Antarctic

Spring 1 Healthy Eating Week

Autumn 2 Arctic/ Antarctic

- Replicate different textures/ surfaces through a range of media.
 - Investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, shiny, soft, hard etc). Including natural and manmade.
 - Begin to add textural effects e.g adding sand to paint.
- Recreate Monet waterlily picture. Add texture to paint like glue sand sawdust and apply with spreaders.

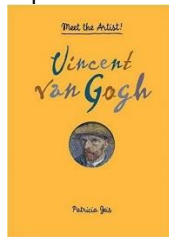


-Create seaside landscape pictures.

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

Summer 2 Pirates

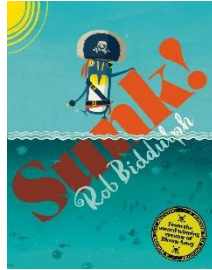
Summer 2 Pirates

Autumn 2 Diwali

Summer 2 Pirates

→ Use a variety of line. Wavy, straight, sharp, thick, thin, broken, smudged.

-Draw animal illustrations in the style of Rob Biddulph looking at this book



.- #drawwithrob Follow instruction 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/ landscape/ portrait

-Record exploration of line in sketchbooks as part of drawing castles activities.

Shape

→ Draw joining lines to make a shape.

→ Draw regular and irregular shapes.

→ Use language around symmetry.

-Use shape to create abstract art like Beatriz Milhazes https://whitecube.com/artists/artist/beatriz_milhazes. Use shapes from flowers circles, semi circles, ovals and add pattern. Draw in 2D in sketchbooks and then recreate in 3D an installation.

-Redesign a modern castle in the style of architect Zaha Hadid



Form

→ Use tone in drawing to create a form.

Summer 1 Space

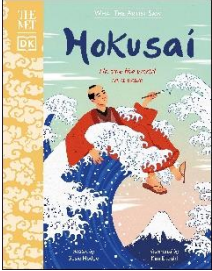
Spring 1 Castles

Summer 1 Space

Spring 1 Castles

Spring 2 Plants

		<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 change one form into another. After making a Modroc penguin photograph your own creations. Cut up and stick in sketch book.</p> <p>-Success with Scissors activities and assessments → Explore how bodies and faces are portrayed in art.</p> <p>-Self portraits at the beginning and end of year. Focus on accurate shapes.</p> <p>-Draw ourselves and our families</p> <p>-Make alien models and use an app to make facial features move and record audio</p> <p>-Make a human alphabet (which letters can you make?) and take photos.</p> <p>Space → Develop skills to express a sense of space e.g using foreground, middle ground, background.</p> <p>- Create seaside landscape pictures. Outlined above. → Introduce and begin to understand negative and positive spaces</p> <p>-Draw/ paint a silhouette of a soldier</p>	<p>Summer 1 Space</p> <p>Autumn 1 All about us</p> <p>Autumn 1 All about us Autumn 1 All about us Summer 1 Space</p> <p>Autumn 1 All about us</p> <p>Summer 2 Pirates</p> <p>Autumn 1 Remembrance day</p>
<p>Other Skills</p>	<p>→ I know how to use a range of materials creatively to design and make products.</p>	<p>Collage → Create images from a variety of media e.g photocopies, fabric, tissue paper, magazines. → Sort and group materials for different purposes e.g colour/ texture → Fold, crumple, tear, and overlap.</p> <p>-Use paper to create animal habitat models from paper. 2D material into a 3D form.</p> <p>-Rearrange penguin photograph (as above)</p> <p>-Use different colour, textured, media papers to create collage of water/ seaside.</p> <p>Printing</p>	<p>Autumn 2 Arctic/ Antarctic</p> <p>Autumn 2 Arctic/ Antarctic Summer 2 Pirates</p>

		<p>→ Print with a range of hard and soft materials e.g corks, bottles, sponge, fruit.</p> <p>-Print with food to recreate flowers.</p> <p>→ Build repeating patterns and recognise patterns in the environment.</p> <p>-Create pattern pirate outfits.</p> <p>→ resist printing – use other materials to stop paint from transferring in certain areas. E.g use cut outs, stencils or tape to resist blocked areas</p> <p>-Taking inspiration from Katsushika Hokusai Wave print, Cut shapes from Styrofoam and make prints. E.g mountain, wave. Work onto to add details such as wave foam etc. Use wax and tape to add details by resist. (impressed printing)</p>  <p>Textiles</p> <p>→ Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>→ Cut and shape fabric using scissors.</p> <p>-Make peg pirates like Edwina Bridgeman peg people.</p> <p>→ Use dyeing techniques to change a materials colour</p> <p>- Use fruits and vegetables to dye recycled fabric (old clothing, bedding, socks).</p>	<p>Spring 2 Plants</p> <p>Summer 2 Pirates</p> <p>Summer 2 Pirates</p> <p>Summer 2 Pirates</p> <p>Summer 2 Pirates</p> <p>Spring 1</p>
<p>Knowledge and understanding</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>→ Respond to the work of other artists by learning about them and drawing out techniques, styles and disciplines to explore.</p> <p>Year 1 Artists, Crafts people, Architects and Designers:</p>	<p>Ongoing</p> <p>Ongoing</p> <p>See break down above.</p>

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

- Use drawing equipment in a variety of ways e.g shading, hatching, stipulation, smudging, scratching.
- Be able to draw a self-portrait capturing detail and accurate characteristics and features of themselves. E.g hair colour/ style, ears, eyebrows, eyelashes and consider proportions and facial feature positioning.
- Understand that drawing can be used as an expression.
- Create digital art and use simple drawing programmes on computers and ipads such as J2E.
- Have opportunities to go back to drawings to build on previous work or as an ongoing piece that is built up over time.

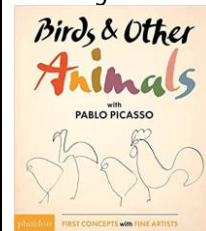
-Use chalk and charcoal to create atmospheric pictures of Tudor buildings.

-Use pencils and pens to draw plants from observation of primary and secondary sources.

-Label scientific diagrams

-Drawing plan of the school with symbols/ key for trees

-Continuous line drawings – different famous buildings. Inspired by Ruth Allen (drawing with continuous line, illustration, buildings)



-Miniature drawings of animals in their habitats, looking at Khara LeDonne

-Drawing new flowers from our imagination (seed packet designs)

- Create Pop Art number art work inspired by Jasper Johns number work.

-Make an e-safety poster using various different simple lettering styles/ fonts on

-Make a calendar with positive image based on word by Morag Myerscough

-Drawing themselves as a super hero cartoon (Link to Super Milly book)

Autumn 2 GFOL

Spring 2 How does it grow?

Spring 2 How does it grow?

Spring 2 How does it grow?

Autumn 2 GFOL/ Christmas

Spring 1 Where Did All the Birds Go?

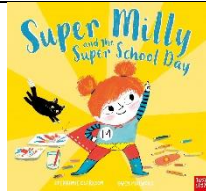
Spring 2 How does it grow?

Spring 1 Maths day

Spring 1 Online Safety

Autumn 2 New Year

Autumn 1 What makes a Hero?



-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. At the end of the year they will also develop a self portrait inspired by famous artist: Seurat (pointillism). Stippling



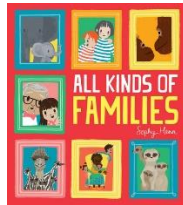
-Use different grades of pencil to draw a feather (quill)
-Use the feather and ink to make drawing marks
-Use drawing equipment in a variety of ways e.g shading, hatching, stipulation, smudging, scratching. Record exploration sketchbooks to draw a Tudor house.

-Black history week/ month and as a regular mindfulness activity listen to music and let your pen/pencil go for a walk – expression of mood on large piece of paper

-Use computer to draw pictures of dinosaurs

-Sketchbooks used to keep finished art works, as well as record exploration activities. These will be revisited and annotated throughout the year.

-Draw animals like Sophy Henn (author/ illustrator) Animals in a mini sketchbook made by the children.



-Use a pencil to create different values to complete Mary Seacole portrait.

Autumn 1

Autumn 2 GFOL

Autumn 2 GFOL

Autumn 2 GFOL

Autumn 2 GFOL

Summer 2 What's inside the egg?

Ongoing

Spring 1 Where did the birds go?

Autumn 1 What makes a Hero?

-Use J2E drawing programme to create a digital drawing. Make choices for backgrounds, shapes, pictures and use animation. Draw a flower/ garden.

Painting

- Mix colours **experimentally**. Develop skills **mixing** powder paint **ratio** to water.
- Understand that colour can be used to **represent emotion** and express feeling or mood.
- Paint on different **surfaces**, including fabric, **layering** and **mixed media**.
- Identify which paintbrush is most appropriate for the desired effect e.g thick, thin, round, flat, palette knife.
- Use a variety of painting equipment including non standard equipment for painting e.g fingers, bottle ends, sponges.
- Use a variety of painting media: water colour, powder paint.
- Explore **resist** techniques with masking tape, or wax
- Use language such as **landscape/ horizontal and portrait/ vertical**.

-Paint will be available for children to freely explore in provision. Children can independently mix their own powder paint.

-Talk to a partner and paint their portrait. Use appropriate colours to reflect their mood (**monochromatic**, different **tones, shades, tints, abstract**). Learn about **Pablo Picasso** ('blue period' -monochromatic work compared to 'rose period'). Link to the feelings of the Old Man in the Tin Forest.



- Create food portraits inspired by **Giuseppe Arcimboldo**, looking at real fruit and vegetable to create their own picture – harvest (October).

-Extend the miniature drawings to also include paint. Looking at work by Khara Ledonne.

Spring 2 How does it grow?

Ongoing

Summer 1. Tin Forest

Autumn 1 Harvest

Spring 1 Where did all the birds go??

- Use masking tape/ wax/ flour paste to **resist** paint when printing animal patterns.
- Photocopy plant literacy writing word to use as a **background** for painting of plant.
- Paint a rainforest animal onto a **textured layered collage** like **Henri Rousseau** Tiger picture, discuss **composition** of trees and animals and if they chose **landscape/ portrait**.



- Cut out **silhouettes** dinosaurs to put onto a painted **cool/ warm** coloured background.
- Make large-scale real-life heroes art work in **POP Art** style of **Roy Lichtenstein** – **Benday Dots** using different tools.
- Paint a dinosaur and create skin texture with a palette knife.

Sculpture

- Explore **scale**
- Explore and create **installation** art
- 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, recycles materials, natural materials.**
- Understand different techniques for using **clay**. E.g **coil pot** and making a model by adding clay to a structure or frame- **armature**.
- Develop skills and knowledge of **joining** techniques.
- Paper Mache** group large elephant (Indian animals)
- Create Tin Forest **installation** using recycled materials and foil. Carefully selecting material and joining techniques.
- Be inspired by **Andy Goldsworthy** **transient** artwork in nature (also covers pattern, texture and form).
- Use clay to make mini dinosaur models. Make **armature** structure from wire and foil and add clay

Summer 1. Tin Forest

Spring 2 How does it grow?

Summer 1. Tin Forest

Summer 2 What's inside the egg?

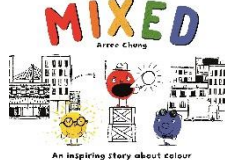
Autumn 1 Heroes

Spring 1 Where did the birds go?

Summer 1. Tin Forest

Spring 2 How does it grow?

Summer 2 What's inside the egg?

		<p>-Using coil techniques make an Indian clay pot for carrying water. Decorate with relief (added onto) and intaglio (carved into).</p>	<p>Spring 1 Where did the birds go?</p>
<p>Formal elements</p>	<ul style="list-style-type: none"> → I know how to use a wide range of art and design techniques using colour. → I know how to use a wide range of art and design techniques using pattern. → I know how to use a wide range of art and design techniques using texture. → I know how to use a wide range of art and design techniques using line. → I know how to use a wide range of art and design techniques using shape. → I know how to use a wide range of art and design techniques using form. → I know how to use a wide range of art and design techniques using space. 	<p>Colour</p> <ul style="list-style-type: none"> → Investigate tone and value of colours by: <ul style="list-style-type: none"> -shading dark/ light areas using different grades of pencil and applying different pressure. -Mix different tones of colours. Using language such as light/ dark, and highlights/ shadows, shade and tint. → Revisit colour mixing primary and secondary colours. Use the colour wheel to understand 'hue' relationships including contrasting/ complementary warm/ cool colours. → Be able to name colours and some variations of them e.g teal, turquoise, lime, crimson, cyan, magenta, crimson, maroon, cerise, hot pink, fuschia, emerald, ruby, scarlet, sapphire, lilac, violet, iridescent, etc. <p>-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 (see above) to use and refer to throughout the year.</p>  <p>-Make a favourite colour mood board as a group. Go on a colour hunt and take photos. Have a collection of different colour papers, pictures, items, and sort into colours. Create a poster to include collage/ photos/ drawings and colour variation names.</p> <p>-Paint a black and white portrait of Florence Nightingale using different grades shades and tints. Complete black to white scale as warm up.</p>	<p>Autumn 2 GFOL Summer 2 What's inside the egg? Spring 1 Healthy Eating week Autumn 1 What makes a Hero? Autumn 1 What makes a Hero? Autumn 1 What makes a Hero?</p>



-Give half a black and white photocopy of Mary Seacole, where children complete it by shading and use words **highlight/ tints/ light and shadow/ shades/ dark.**

-Use different **values, shades and tones or colours** to create atmospheric pictures of the Great Fire of London Look at how **Joseph Wright** shows light in his work



Pattern

→ Create artworks using **repeated designs and motifs.**

→ Explore **natural patterns** (e.g animal fur).

-Create a **henna pattern** design for Eid.

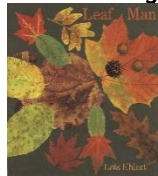
-When learning about India, look at **Indian art** including patterns and draw them on an Indian animal looking at the style of **illustrator** work: **Rosalind Monks.**

This will then be recreated as a **monoprint.**

-Create a **resist pattern** leaf using on material.

-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.**

-Look at and create patterns in nature created by **Andy Goldsworthy.**



Texture

→ Replicate different **textures/ surfaces** through a range of media.

Autumn 1 What makes a Hero?

Autumn 2 GFOL

Spring 2 Eid

Spring 1 Where did the birds go?

Spring 2 How does it grow?

Spring 1 Where did the birds go?

Spring 2 How does it grow?

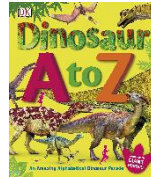
- Investigate **textures** by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, glossy, matt, soft, hard etc). Including natural and manmade.
- Begin to add textural effects e.g adding sand to paint.
- Change the surface of **malleable** materials e.g add texture to a clay.

-Sorting **materials** (science) discuss texture and whether they are **malleable**. Make a poster raising awareness of environmental issues. Recreate texture e.g an ocean scene using tissue for rough rocks, smooth cellophane for plastic floating. Add salt to background washes to create texture.

-Explore how to make paper look old for GFOL work

-Tree hunt – describe and make Plants rubbing of tree bark and leaves.

-Add materials to paint e.g sand and glue to paint to **represent** skin texture on dinosaur pictures.



-Make a mini dinosaur from clay. Use tools to create skin texture.

-Using photocopies of children's own literacy work create a **background**.

-Create textural London **cityscape** building artwork based on [Emmie Van Bierlvliet](#). Put all buildings together to create whole class work large piece.

Line

- Use a variety of line: different sizes, thickness and shapes. E.g **Wavy, straight, sharp, thick, thin, broken, smudged, continuous, short long, parallel, right angle, outline.**
- Understand orientation **horizontal/ vertical/ diagonal**
- Explore **continuous line**

-Create animal family portraits using a variety of line including thickness of pen. Looking at **illustrations Sophy Henn** 'All Kinds of Families'.

Summer 1. Tin Forest

Autumn 2 GFOL

Spring 2 How does it grow?

Summer 2 What's inside the egg?

Summer 2 What's inside the egg?

Spring 1 Where did the birds go?

Autumn 2 GFOL

Spring 1 Where did the birds go?

-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.

-Draw a Christmas picture with a **continuous line**.

-Design a shelter for the man in the Tin Forest in the style of **Friedensreich Hundertwasser**



Shape

→ Draw **joining lines** to make a **shape**.

→ Draw **regular and irregular shapes**.

→ Use language around **geometric, symmetrical, tessellate**.

-Following step by step instructions to draw an animal observing how things are made up of **shapes**.

-Make henna patterns using **geometric** designs.

-Draw a symmetric butterfly. Use 'Austins butterfly' on YouTube to prompt reflection and improving of work.

-Maths day make **tessellated** patterns.

Form

→ Use **tone** in drawing to create a **form**.

→ Express form in **3D sculpture/ materials**.

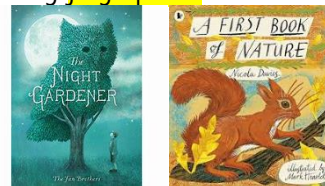
→ Develop **cutting** and **joining** skills

→ Explore how bodies and faces are portrayed in art.

-Success with Scissors activities and assessment

-Draw a tudor house with shade, compare it to a modern day home. Look at architect [Friedensreich Hundertwasser](#).

-Using **fingerprints** to create a topiary animal picture.



- Make a **paper mache** Indian elephant talking about form.

-Make mini clay dinosaurs.

Summer 1. Tin Forest

Autumn 2 Christmas?

Summer 1. Tin Forest

Spring 1 Where did the birds go?

Spring 2 Eid

Spring 1 Where did the birds go?

Maths Day

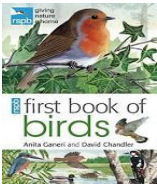
Ongoing

Autumn 2 GFOL

Spring 2 How does it grow?

Spring 1 Where did the birds go?

Summer 2 What's inside the egg?

		<p>-Make a recycled symmetrical butterfly inspired by Michelle Stitzlein.</p> <p>-Cut and fold Mothers Day card 3D 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 to represent bones.</p> <p>-Using recycled materials create traditional Tudor houses. Revisit and upgrade to add elements in the modern styles of Look at architect Friedensreich Hundertwasser.</p> <p>Space</p> <ul style="list-style-type: none"> → Develop skills to express a sense of space e.g using foreground, middle ground, background, perspective. → Understand negative and positive spaces <p>-Create a prehistoric landscape picture with silhouettes.</p> <p>-Poppy Day draw a field of Poppies larger and more detailed at the front, getting smaller and less defined as go into background. – perspective.</p> <p>-Using pencil work negatively: drawing with a rubber. Draw a bird.</p>  <p>-Be inspired by mechanical artwork by Michael Lang, discussing negative spaces, and observational drawings from machinery (cogs, bolts etc)- incorporate these elements to create tin forest picture.</p> <p>-Create a dinosaur fossil picture using black paper and art straws. Looking at work of Ernst Haeckel (fossils, negative/positive space).</p> <p>-Use scissors to cut negative spaces and glue positive shapes onto Christmas cards.</p>	<p>Spring 1 Where did the birds go?</p> <p>Spring 2 Mothers day</p> <p>Spring 1 Where did the birds go?</p> <p>Summer 2 What's inside the egg?</p> <p>Summer 2 What's inside the egg?</p> <p>Autumn 2 GFOL</p> <p>Summer 2 What's inside the egg?</p> <p>Autumn 2 Remembrance day</p> <p>Spring 1 Where did the birds go?</p> <p>Summer 1 Tin Forest</p> <p>Summer 2 What's inside the egg?</p> <p>Autumn 2 Christmas</p>
<p>Other Creative Skills</p>	<p>→ I know how to use a range of materials creatively to design and make products: collage, printing and textiles.</p>	<p>Collage</p> <ul style="list-style-type: none"> → Create images from a variety of media e.g photocopies, fabric, tissue paper, magazines. → Sort and group materials for different purposes e.g colour/ texture 	

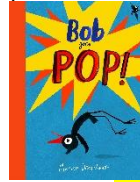
→ Fold, crumple, tear, and overlap.

-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.

-For Poppy day use b&w photocopies of soldiers collaged to create background.

-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.

-Large scale Roy Lichtenstein superhero scene. (figures, splashes, speech bubbles and action words, adding texture, definition and pattern to the piece. (multimedia)



-Make a digital word collage -create word art using word cloud online programme, using words that are hero attributes

Printing

→ Print with a range of hard and soft materials e.g corks, bottles, sponge, fruit.

→ Build repeating patterns and recognise patterns in nature.

→ Monoprint with ink/ paint 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, add details with wax. Create a printing guide so print stages align.

→ Oil pastel monoprinting: create a coloured printing plate (printing surface) using paint/ oil pastel. Draw on stop to take a print. Use different colour/ texture backgrounds.

-Design your own police badge using oil pastel monoprinting

-Make an animal print monoprint layering prints on top of each other, and masking out/ wiping off areas not to be printed.

Autumn 1 What makes a Hero?

Autumn 2 Remembrance day

Autumn 2 GFOL

Autumn 1 What makes a Hero?

Autumn 1 What makes a Hero?

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Autumn 1 Heroes

Spring 1 Where did the birds go?

		<p>Textiles</p> <ul style="list-style-type: none"> → Match and sort fabrics and threads for colour, texture, length, size and shape. → Cut and shape fabric using scissors. → Apply shapes or embellishments using glue, or by stitching. <p>-Make a Bird souvenir from felt – overstitch (linked to DT)</p>	<p>Spring 1 Where did the birds go?</p>
<p>Knowledge and understanding</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"> → Discuss and evaluate their own and others' work. -Children to complete this as an integral part of the creative process throughout the year. → Use sketchbooks as a platform to explore personal creative dialogue as well as enabling conversation with peers. → Respond to the work of other artists by learning about them and drawing out techniques, styles and disciplines to explore. <p>Year 2 Artists, Crafts people, Architects and Designers</p> <ul style="list-style-type: none"> • 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) • 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 (Pop Art) 	<p>Ongoing</p> <p>Ongoing</p> <p>See break down above.</p>

		<ul style="list-style-type: none">• Seurat Pointillism portrait• Joseph Wright (light)• Architect Friedensreich Hundertwasser• Designer Morag Myerscough• Indian Art	
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Core artists