

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
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| Topic | Dinosaurs Traditional Tales | London | London | Disappearing Rainforests | Disappearing Rainforests |
| Skills: | | | | | |
| Exploring and developing ideas | Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | Timber houses and the Great Fire of London) Respond positively to ideas and starting points; Explore ideas and collect information Describe differences and similarities and make links to their own work; Try different materials and methods to improve; Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. | Timber houses and the Great Fire of London) Respond positively to ideas and starting points; Explore ideas and collect information Describe differences and similarities and make links to their own work; Try different materials and methods to improve; Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. | Rainforest: Collages; paint and mixed media Use sketchbooks to record ideas Explore ideas from first-hand observations Question and make observations about starting points, and respond positively to suggestions Adapt and refine ideas Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. | Rainforest: Collages; paint and mixed media Use sketchbooks to record ideas Explore ideas from first-hand observations Question and make observations about starting points, and respond positively to suggestions Adapt and refine ideas Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. |
| Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) | Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people | Extend the variety of drawings tools (pastels) Explore different textures Observe patterns Observe anatomy (faces) | Experiment with tools and surfaces (pastels) Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records | Experiment with the potential of various pencils close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting / sculpture Accurate drawings of people – particularly faces | Identify and draw the effect of light scale and proportion Accurate drawings of whole people including proportion and placement (including drawing cartouche designs) Work on a variety of scales Computer generated drawings |
| Colour (painting, ink, dye, textiles, pencils, crayon, pastels) | Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper | Name all the colours Mixing of colours (to create effect of fire) Applying colour with a range of tools | Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale | Painting background sky. Colour mixing Make colour wheels Introduce different types of brushes (small brushes for detailed painting) Techniques- apply colour using dotting, scratching, splashing | Painting background sky. Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood |

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| <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> | <p>Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model</p> | <p>Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins</p> | <p>Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form</p> | <p>Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction Aesthetics</p> | <p>Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction</p> |
| <p>Texture (Textiles, Collage)</p> | <p>Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving</p> | <p>Weaving Collage (fire) Sort according to specific qualities How textiles create things</p> | <p>Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches Collage (Fire)</p> | <p>Collage jungle picture Use smaller eyed needles and finer threads Weaving Tie dying Batik Select colours and materials to create effect, giving reasons for their choices; Refine work as they go to ensure precision; Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p> | <p>Collage jungle picture Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement Compare different fabrics</p> |
| <p>Printing</p> | <p>Rubbings Print with variety of objects Print with block colours</p> | <p>Create patterns Develop impressed images Relief printing</p> | <p>Print with a growing range of objects Identify the different forms printing takes</p> | <p>Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints</p> | <p>Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print</p> |
| <p>Pattern</p> | <p>Repeating patterns Irregular painting patterns Simple symmetry</p> | <p>Awareness and discussion of patterns Repeating patterns Symmetry</p> | <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular</p> | <p>Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry</p> | <p>Explore environmental and manmade patterns Tessellation</p> |

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| <p>Work of other artists</p> | | <p>(Portraits, paintings and engravings of the time)</p> <p>Describe the work of famous, notable artists and designers Express an opinion on the work of famous, notable artists Use inspiration from famous, notable artists to create their own work and compare Use key vocabulary to demonstrate knowledge and understanding in this strand: (Portraits, paintings and engravings of the time)</p> | <p>(Portraits, paintings and engravings of the time)</p> <p>Describe the work of famous, notable artists and designers Express an opinion on the work of famous, notable artists Use inspiration from famous, notable artists to create their own work and compare Use key vocabulary to demonstrate knowledge and understanding in this strand:</p> | <p>Use inspiration from artists to replicate a piece of work (Henri Rousseau, Jeannie Baker)</p> <p>Reflect upon their work inspired by Egyptian artists and the development of their art skills; Express an opinion on the work of artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand</p> | <p>Use inspiration from artists to replicate a piece of work (Henri Rousseau, Jeannie Baker)</p> <p>Reflect upon their work inspired by Egyptian artists and the development of their art skills; Express an opinion on the work of artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand</p> |
| <p>Knowledge</p> | <p>Reception</p> | <p>Year 1</p> | <p>Year 2</p> | <p>Year 3</p> | <p>Year 4</p> |
| <p>A1: produce creative work, exploring ideas and recording their experiences A2: become proficient in drawing, painting, sculpture and other art, craft and design techniques A3: evaluate and analyse creative works using the language of art, craft and design A4: know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> | <p>Research a range of dinosaurs, identifying shape, pattern and size. Create a chosen dinosaur from modelling clay using shaping/sculpting tools. Evaluate & discuss each other's dinosaur models. Use air dough to create fossil prints by pressing small dinosaur models into the dough (Continuous Provision). Making paper plate character masks. Use a variety of media and materials. Use playdough to make model of 'The Troll', combining different materials - pipe cleaners, red beads, googly eyes. Evaluate why their model is a good representation of a troll - is it scary, ugly? Drawing and colouring using felt tip pens (continuous provision)</p> | <p>Timber houses and the Great Fire of London</p> <p>Sketching and painting, collage of fire Looking at landscapes and natural wonders. Observational drawings of timber framed houses, artefacts. Oil based pastels as wax resist Look at portraits & paintings, engravings of the time.</p> | <p>Timber houses and the Great Fire of London</p> <p>Sketching and painting, collage of fire Looking at landscapes and natural wonders. Observational drawings of timber framed houses, artefacts. Oil based pastels as wax resist Look at portraits & paintings, engravings of the time.</p> | <p>Rainforest: Collages; paint and mixed media</p> <p>Improve mastery of painting and drawing techniques - recording rainforest views/ different points of view. Evaluate how technique could be improved. Explore effects of paint, collage and mixed media, to create work with a jungle theme.. Artist: Henri Rousseau and Jeannie Baker</p> | <p>Rainforest: Collages; paint and mixed media</p> <p>Improve mastery of painting and drawing techniques - recording rainforest views/ different points of view. Evaluate how technique could be improved. Explore effects of paint, collage and mixed media, to create work with a jungle theme.. Artist: Henri Rousseau and Jeannie Baker</p> |