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|  | Term 1  **Respect** | Term 2  **Curiosity** | Term 3  **Empathy** | Term 4  **Positivity** | Term 5  **Cooperation** | Term 6  **Aiming High** |
| EYFS | Creating with Materials  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used. | | | | | |
| How to use the creative area  Beginning to mix colours.  Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.  Provide opportunities to work together to develop creative ideas.  Character masks. | Using different media to paint  Nativity  Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats  Firework pictures, Christmas decorations, Christmas cards, Divas | Tiger / animal prints / Designing homes for hibernating animals.  Collage owls / symmetrical butterflies  Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. | Make different textures; make patterns using different colours  Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers  Mother’s Day crafts Easter crafts Home Corner role play  Artwork themed around Eric Carle / The Seasons – Art | Space pictures using a range of techniques and materials.  Show and tell of pictures. | Salt dough fossils  Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.  Colour mixing – underwater pictures.  Father’s Day Crafts  Sand pictures / Rainbow fish collages  Lighthouse designs  Mixing own paint (preparing for transition to year 1) |
| Y1 | **Mondrian and Kandinsky - B4**   * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   **In provision – B1-4**   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | **Weather collages: B3**   * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   **In provision – B1-4**   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | **Community feature sculpture: B2**   * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   **In provision – B1-4**   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | |
| Y2 | Different techniques (use of mediums) of colour, pattern, texture, line, shape, form and space – B3 | | Artists from around the world - B4   * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | Art - Sculpture and model – B1 and 2   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | |
| Y3 | Drawing/painting caves  B1, B2, B3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | B3   * about great artists, architects and designers in history | Focus: B2 Sculpture  Using clay to create a sculpture.  B1, B2, B3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | Focus: B2 Sculpture and oil pastels  Artist study  B1, B2, B3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | Focus: B2 Painting  Using watercolours to add a background, and add detail  B1, B2, B3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | Drawing  Shading with a pencil  Using a coloured pencil to add light or dark colour  B1, B2, B3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history |
| Y4 | Sketch books A1 (ongoing)  Observational drawing, pencil and pen techniques A2  A3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | Sketch books A1 (ongoing)  Observational drawing, painting skills and perspective A2    A3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | Mosaics – Roman theme A2  Roman Shields  Artists: Kandinsky – sound link  A3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | Sketch books A1 (ongoing)  Architecture study A3  Pastels and chalk A2  A3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | Sketch books A1 (ongoing)  Painting skills and  Clay sculptures A2  A3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | Sketch books A1 (ongoing)  Clay sculptures – wildlife A2  A3   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history |
| Y5 | Watercolours – Anglo Saxon boats, Lindisfarne  A1, 2   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | Watercolours – focus on illustrations by Charlie Mackesy  A 2, 3   * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history | | Sketching – light and dark  Hard and soft lines & shadow – outdoor art  A1, 2   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | |
| Y6 | **Knowledge A3**   * about great artists, architects and designers in history   Georgia O’Keefe: .  A2 – Blizt Artwork   * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | **Sculpture A2**  Greek pots: add detail to a clay sculpture using tools.   * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | **Exploring and developing ideas including drawing**  **(A1 and 2)**  Use a sketchbook to record observations and show how ideas have been developed.   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | |