







Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topics Year 2	Time Travellers Great Fire of London	Time Travellers Victorians	What came first? (Eggs)	What came first? Animals	Explorers Ernest Shackleton	Explorers Amelia Earhart Christopher Columbus
<p>Art Learning Objectives</p> <p>Explain likes and dislikes of own artwork by commenting on the techniques used.</p> <p>Explore 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 own work.</p> <p>Express thoughts and feelings about famous works of art.</p> <p>Describe the emotions a piece of art brings about.</p> <p>Identify the changes that could be made to improve own artwork</p>	<p>To demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. (Proportional drawing portraits)</p> <p>To explore tone by using a pencil to draw light and dark lines. (different grades of pencils) Identify and describe natural and humanly-constructed patterns.</p> <p>Develop skill and control with a range of drawing materials</p> <p>Self-portraits William Morris – artist research Half/Half picture Charcoal – Queen V portrait – tones.</p>	<p>To create moods in paintings</p> <p>To be able to mix all the secondary colours using primary colours confidently (Demonstrate an awareness when choosing brushes)</p> <p>To develop the use of warm and cold tones</p> <p>To explore lightening and darkening paint without the use of black or white.</p> <p>Colour mixing – GOL Charcoal – Houses silhouette smoke on gradient background. Self portrait</p>	<p>To paint/draw a picture of something they can see, increasing detail and perspective</p> <p>To explore using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>To develop the use of warm and cold tones</p> <p>To explore lightening and darkening paint without the use of black or white.</p> <p>Henry Rousseau Animal sketch Observational Light/Dark tones (Nocturnal animals) Use of paint/water Watercolour and pastel paint</p>	<p>To paint a picture of something they can see, with increasing detail and perspective</p> <p>To explore using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>To develop the use of warm and cold tones</p> <p>Light/Dark tones (Nocturnal animals) Use of paint/water Watercolour and pastel paint</p>	<p>To create art using malleable materials such as, clay, Modroc, papier mache, salt dough,</p> <p>To explore carving as a form of 3D art</p> <p>To Refine the use of pinching, twisting and rolling to create more realistic models</p> <p>To use tools to create a variety of effects</p> <p>Clay boat – sculpting</p>	<p>To explore printing with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Create repeated patterns when printmaking.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Develop the use of warm and cold tones</p> <p>Refining brush techniques</p> <p>Vincent Van Gogh Painting focus</p> <p>Printing</p>
Key Texts	William Morris	Female artist	Henry Rousseau	Female artist	Female artist	Vincent Van Gogh

						
Trips/Visitors/Enriching experiences						
General Topics Year 1	Belonging		Toys		Once upon a time	
<p>Art Learning Objectives</p> <p>Explain likes and dislikes of own artwork by commenting on the techniques used.</p> <p>Explore 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 own work.</p> <p>Express thoughts and feelings about famous works of art.</p> <p>Describe the emotions a piece of art brings about.</p> <p>Identify the changes that could be made</p>	<p>To explore a variety of media for drawing, such as pencils, pens, crayons, chalk, pastels, oil pastels and ICT software.</p> <p>To draw from observation, with the representation more closely matching reality</p> <p>Observe and draw landscapes</p> <p>Encourage more accurate drawings of people</p> <p>Observational drawing (faces) Drawing / painting (Grandad's Island)</p>	<p>To draw from observation, with the representation more closely matching reality</p> <p>To name the primary colours and explore mixing them to create a secondary colour, moving towards predicting resulting colours</p> <p>To show control over the types of marks made with a range of media.</p> <p>To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, leaves and other objects.</p>	<p>To draw from observation, with the representation more closely matching reality</p> <p>To explore using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>Observational drawing (houses / landscape / toys)</p>	<p>To choose appropriate brushes and understand their choices.</p> <p>To experiment with brush strokes and handling different brushes</p> <p>Painting (Mondrian)</p>		<p>To explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>To experiment with tones using light and dark</p> <p>To name the primary and explores mixing to create a secondary colour, moving towards predicting resulting colours.</p> <p>Begin to think about shades and tints</p> <p>Colour mixing (Kandinsky) Paint / watercolour / pastel</p>

to improve own artwork.	Landscape observational drawing.	<p>To experience impressed printing: e.g. printing from objects.</p> <p>To create art using malleable materials such as, clay, Modroc, papier mache, salt dough,</p> <p>To explore carving as a form of 3D art</p> <p>To Refine the use of pinching, twisting and rolling to create more realistic models</p> <p>To use tools to create a variety of effects</p> <p>Fireworks Printing / colour mixing (leaves) Goldsworthy Sculpture (clay snowmen)</p>				
Key Texts	Female artist	<p>Andy Goldsworthy</p> 	Female artist	<p>Piet Mondrian</p> 	Female artist	<p>Wassily Kandinsky</p> 
Trips/Visitors/Enriching experiences						

General Topics Reception	Ourselves	Night and Day (Autumn Walk)	Space	Traditional Tales (Spring Walk)	Growing	Habitats (Summer Walk)
<p>Art</p> <p>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.</p> <p>Observations and examples of artwork displayed</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Provide children with a range of materials to select from, encouraging them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise.</p>	<p>To explore using drawing materials including such tools as chalk and pastels</p> <p>To use drawings to tell a story and to assign meaning to their mark making and drawings</p> <p>To begin to create more accurate drawings of people</p> <p>Birthday picture – draw a person (squiggle) Charcoal Self Portraits Ruby’s Worry (colour mixing)</p>	<p>To name colours</p> <p>To paints a picture of something they can see</p> <p>Can communicate something about their self in their painting</p> <p>To produce lines of different thickness and tone using a pencil</p> <p>Christmas Card Leaf Collages (garden) Draw Autumn leaves, bulb, Poinsetta Firework Night- chalk pictures.</p>	<p>To Recognise and name the primary colours being used.</p> <p>To explores what happens when primary colours are mixed</p> <p>Discuss what they have made & adapt. Create a planet with others in response to music. Draw planets, paint brushes hyacinth</p>	<p>To Recognise and name the primary colours being used.</p> <p>To explores what happens when primary colours are mixed</p> <p>To describe the texture of objects.</p> <p>To constructs with a purpose in mind using a variety of resources</p> <p>Begin to recognise the difference between 2D and 3D forms</p> <p>To experiment with a range of materials such as recycled, natural and malleable to make models, sculptures and structures</p>	<p>To explore using drawing materials including such tools as chalk and pastels</p> <p>To use drawings to tell a story and to assign meaning to their mark making and drawings</p> <p>To use more control and purpose when using tools to make marks</p> <p>To produce lines of different thickness and tone using a pencil</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Explore working with paint on different surfaces and in different ways i.e.</p>	<p>To explore using drawing materials including such tools as chalk and pastels</p> <p>To use drawings to tell a story and to assign meaning to their mark making and drawings</p> <p>To use more control and purpose when using tools to make marks</p> <p>To produce lines of different thickness and tone using a pencil</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Explore working with paint on different surfaces and in different ways i.e.</p>

				To explore taking rubbings: leaf, brick, and coins Colour mix Mother's Day Card & Clay Tealight Holder Rubbings using crayons, brick, fence ect.	Draw: farm animals Observational Drawings of daffodil.	coloured, sized and shaped paper. Handprint of underwater creature Draw: habitats
Key Texts	Kipper's Birthday Kipper's Toybox Ruby's Worry Tiger Who Came to Tea/ Poetry	Peace at Last Day Monkey, Night Monkey Fox in the Night Poetry	Whatever Next Astro Girl One Giant Leap Goodnight Spaceman Poetry	Three Little Pigs Goldilocks A Brave Bear Poetry	Rosie's Walk Oliver's Vegetables Oliver's Fruit Once there were Giants Poetry	The Gruffalo Handa's Surprise Rainbow Fish Poetry
Trips/Visitors/Enriching experiences						
General Topics <u>Nursery</u>	All about me Celebrations		People who help us	Traditional tales	Growing	Mini-beasts
Art 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.	To explore materials to develop ideas about how to use them and what to make [CM] To join different materials and explore different textures [CM] To explore colour and how colours can be changed [CM]	To develop their own ideas and then decide which materials to use to express them [CM] To begin to use drawing to represent actions and objects based on imagination, observation, and experience [CM]	To draw with increasing complexity and detail [CM] To use tools for a purpose [CM] To show different emotions in their drawings and paintings: happiness, sadness, fear [BIE]	To explore materials to develop ideas about how to use them and what to make [CM] To join different materials and explore different textures [CM]	To develop their own ideas and then decide which materials to use to express them [CM] To begin to use drawing to represent actions and objects based on imagination, observation, and experience [CM]	To draw with increasing complexity and detail [CM] To use tools for a purpose [CM] Drawing own minibeasts Painting butterflies/symmetry

	<p>To develop an understanding of using lines to enclose a space <i>[CM]</i></p> <p>Collage poppies for remembrance day. Cutting and sticky activities daily. Playdough activities</p>	<p>Fireworks pictures-glitter.</p> <p>Painting Printing- with different shaped objects.</p>	<p>Mask decorating, pencils, crayon Painting their vehicles</p>	<p>To explore colour and how colours can be changed <i>[CM]</i></p> <p>To develop an understanding of using lines to enclose a space <i>[CM]</i></p> <p>To show different emotions in their drawings and paintings: happiness, sadness, fear <i>[BIE]</i></p> <p>Squiggle dance and draw.</p>	<p>To use various construction materials e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating space <i>[CM]</i></p> <p>Observational drawing Painting drawing</p>	
Key Texts						
Trips/Visitors/Enriching experiences						

Subject content Key stage 1 Pupils should be taught: □ 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.