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| **Class** | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum2** |
| R | **All About Me**  Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.  Sing call-and-response songs, so that children can echo phrases of songs you sing.  Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.  Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.  Provide opportunities to work together to develop and realise creative ideas.  Superhero masks. | **People Who Help Us**  Use different textures and materials to make collages of people who help us  Listen to music and make their own dances in response.  Castle models  Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  Role Play Party’s and Celebrations Role Play of The Nativity | **Amazing Animals**  Rousseau’s 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.  Making lanterns, Chinese writing, puppet making, Chinese music and composition  Shadow Puppets  Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. | **Come Outside**  Make different textures; make patterns using different colours  Children will explore ways to protect the growing of plants by designing scarecrows.  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  Provide a wide range of props for play which encourage imagination. | **Ticket To Ride**  Design and make rockets. Design and make objects they may need in space, thinking about form and function.  Learn a traditional African song and dance and perform it / Encourage children to create their own music.  Junk modelling, houses, bridges boats and transport.  Exploration of other countries – dressing up in different costumes.  Retelling familiar stories Creating outer of space pictures  Provide children with a range of materials for children to construct with. | **Fun At the Seaside**  Sand pictures / Rainbow fish collages  Lighthouse designs  Paper plate jellyfish  Puppet shows: Provide a wide range of props for play which encourage imagination.  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 |
| 1 | **Spirals**  **Know that drawing is a physical and emotional activity. That when we draw, we can move our whole body.**  **Know That we can control the lines we make by being aware of how hold a drawing tool, how much pressure we apply, and how fast or slow we move.**  **Know that we can draw from observation or imagination.**  **Know that we can use colour to help our drawings engage others.**  **Vocabulary: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful** |  | **Drawing animals-pattern**  **Explore texture, pattern and line through relief printing.**  **Create repeated patterns when printmaking.**  **Show an understanding of how colours relate to mood in art.**  **Vocabulary: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful** |  | **Exploring watercolours**  **Know that watercolour paint has special characteristics.**  **Know That we can use the elements of surprise and accident to help us create art.**  **Know that we can develop our painting by reflecting upon what we see, and adding new line sand shapes to help develop imagery.**  **Vocabulary: Brush, Wash, Primary and Secondary colours, Fluid, Explore, Mark Making, Wet on wet, Wet on Dry, Mark making.** |  |
| 2 | **Drawing, pattern, line, artist**  **(Leonardo da Vinci**)  **To explain what crosshatching is.**  **To describe how different grades of pencil can create different effects.**  **To describe how to create a repeating pattern.**  **Vocabulary: Crosshatching, Grades, Effects, Repeating Pattern.** |  | **Powder paint, colour, space**  **(African art)**  **To explain how to create a wash background.**  **To explain how to mix the secondary colours and brown.**    **To describe how to create tints and tones.**  **Vocabulary: Tints, Tones, Wash, Background, Colour, Space.** |  |  | **Mixed media**  **(Fire collages)**  **To name some medias which would be good in a collage.**  **To suggest a good colour scheme for a fire collage.**  **To know that collages can be made from a variety of media and by layering, folding, crumpling, fringing, creasing and tearing materials.**  **Vocabulary: Fringe, Tear, Crumple, Crease, Pop-outs, Layer, Fold, Cut.** |
| 3 | **Techniques using different materials**  **(Cave paintings)**  **Use** **sketch their own cave paintings.**  **Know how to use a range of materials to recreate cave paintings.**  **With purpose, make marks and lines using a range of dry media including computer software, charcoal, pencils and pastels.**  **Vocabulary: Sketch, Materials, Recreate, Marks, Lines, media** |  | **Techniques to improve mastery of art and design.**  **(Drawing skills)**  **To know the skills needed to draw effectively.**  **Children to know and apply a range of techniques for drawing.**  **Use different grades of pencil to apply tone to drawings.**  **Vocabulary: Grades, Tone, Sketch, Shade.** |  | **Sculpture and painting-Ancient Egypt**  **(Canopic jars)**  **To know the skills needed to draw effectively.**  **Children to know and apply a range of techniques for drawing.**  **Use different grades of pencil to apply tone to drawings.**  **Vocabulary: Grades, Tone, Sketch, Shade.** | **Studying an artist-L.S. Lowry**  **Children will confidently talk about and recognise the work of L.S.Lowry.**  **Children know that Lowry painted matchstick people and used dull colours mostly in his artwork.**  **Children compare the work of Lowry to different artists.**  **Children know that Lowry takes most of his inspiration for his artwork from industrial scenes.**  **Vocabulary: Composite Painting, Matchstick, Perspective, Cityscapes.** |
| 4 | **Paint Greek symbols and images which tell a story.**  **(Ancient Greek pottery)**  **Depict the patterns and figures painted on Greek pottery.**  **Understand how you can design a vase in the style of the Ancient Greeks.**  **Use a sketchbook to experiment with different textures.**  **Vocabulary: Depict, Patterns, Repeated Pattern, Design, Style, Experiment, Textures.** |  |  | **Sketching and painting landscapes**  **(Vincent Van Gogh)**  **Use marks and lines to show texture in art.**  **Understand how to use line, tone, shape and colour to represent figures and forms.**  **Identify how to use water colour paints to complete a landscape picture.**  **Vocabulary: Marks, Lines, Texture, Tone, Shape, Figures, Forms, Watercolour, Landscape.** |  | **Leonardo Da Vinci**  **(Famous Italian Artists)**  **Experiment with the styles used by other artists.**  **Identify and explain some of the features of art from historical periods.**  **Understand how different artists develop their specific techniques.**  **Vocabulary: Mona Lisa, Sketch, Self-Portrait, Leonardo Di Vinci.** |
| 5 | **Typography and maps**  **Know that when designers work with fonts and layout it is called typography.**  **We can use the way words look to help us communicate ideas and emotions.**  **We can create our own typography and combine it with other visual elements to make artwork about chosen themes.**  **Know that when we reflect on our own work and the work ouf others, we think about what we are good at and what we might do differently next time.**  **Vocabulary: Typography, Lettering, Graphics, Design, Pictorial Maps, Identity, Symbols.** |  |  | **3D artwork**  **Know how to organise line, tone, shape and colour to represent a 3D picture.**  **Use shading to create the look of 3D.**  **That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.**  **Vocabulary: Line, Tone, three-Dimensional, two-Dimensional, Transform, Manipulated.** | **Printing**  **Identify the best materials to make a tile for printing from.**  **Experiment to find out which is the best material that can be used.**  **Explain how to create a repeating pattern.**  **Vocabulary: Material, Printing, Repeating Pattern.** |  |
| 6 | **Drawing**  **Artist: Paul Nesh**  To study the work of Paul Nash.  **To explore techniques.**  **To use inspiration from Paul Nash’s work in their own drawings.**  **Techniques: To use sketch books to practise techniques.**  **To observe how to shade to create impact.**  **To produce their own interpretation of Flanders Field using drawing techniques.**  **To analyse and evaluate completed piece.**  **Vocabulary: Paul Nash, Techniques, Inspiration, Observe, Shade, Impact, Interpretation, Analyse, Evaluate.** |  |  | **Collage**  **Artist: Nick Gustafson**  To study the work of Nick Gustafson.  **To identify what is meant by collage.**  **To identify a variety of materials that could be used to produce a collage of an animal from the rainforest.**  **To plan a collage taking inspiration from creatures from the rainforest & Nick Gustafson.**  **To analyse and evaluate completed piece.**  **Vocabulary: Nick Gustafson, Collage, Creatures.** |  | **Painting-**  **Landscapes/Cityscapes**  **Watercolours Artist: Hazel Soan**  **To study the work of Hazel Soan.**  **To look at how watercolours are used in painting and identify how the different from other paint mediums.**  **Techniques: explore and practise how to use water colours.**  **To use their sketch from the Lake District to produce a water colour piece.**  **To analyse and evaluate completed piece.**  **Vocabulary: Hazel Soan, Watercolours, Paint Mediums.** |