



# Whitehall Nursery and Infant School

## **Art and Design Policy**

### **Rationale:**

At Whitehall Nursery and Infant School, we believe all children should be given opportunities to express their inner creativity through the outward expression of art, in an environment where it is both nurtured and passionately valued. We believe that art should be awe-inspiring and exposure to a variety of art should be part of the children's day-to-day cultural and spiritual development. Children at Whitehall should be taught to value art and be inspired by artists from the present day and the past. We want our teaching to be focused on the individual child to facilitate their unique creativity and enable them to develop artistic skills, knowledge and critical awareness; children should feel encouraged to express themselves through their art work and value one another's creative efforts. Rather than being goal specific we focus our efforts on the teaching and learning that is knowledge and skill specific to allow greater freedom and movement for the children's expression and own thought.

### **Aims and objectives:**

#### **To encourage all pupils to:**

- see Art and Design as a valuable part of their Social, Moral, Spiritual and Cultural (SMSC) development; to develop awe and wonder, value and appreciation of art from a variety of cultures and eras.
- examine a variety of art forms to provide an enriching and personal experience that encourages pupils to explore feelings and meanings and gain expertise and confidence.
- enable children to work individually, organise their own thoughts, and interact collaboratively promoting reflection and critical judgements about artworks and the creative process.
- share art experiences, and present artworks to others developing appreciation and enjoyment of art, promoting a sense of achievement and raising self-esteem.
- realise the economic well-being that can be achieved through art.

#### **The objectives, here at Whitehall, are to:**

- give value to art by teaching it with enthusiasm and enjoyment which will stimulate the children's attention and so encourage learning.
- explore art by ensuring all children have frequent access to a wide variety of media and stimulus.
- create an awareness of art both in school and the wider community using cross and extra-curricular approaches delivered by teachers and artists.

- encourage and develop an appreciation of a variety of styles of art from different cultural heritages.
- develop an understanding of a range of skills that can be implemented to create a range of interesting outcomes.
- learn how to create and to be creative with what they see, touch and experience. Developing into a representation of thoughts and feelings and the opportunity to plan, present, self-evaluate and improve.
- understand that the appreciation of art is subjective and so to develop opinions that can be fairly unbiased.
- encourage the voicing of such opinions whilst also developing critical awareness of themselves and others.
- gain confidence in producing and participating in small and large scale artwork and exhibiting to a variety of audiences making a positive contribution.
- enjoy and achieve with an understanding of their different strengths and weaknesses.
- ensure staff are supported in their delivery of the arts and their own professional development so that creativity can be enhanced.

### **Art and Design and the National Curriculum:**

In Key Stage 1, Art and Design is to be delivered in line with the school's Cornerstones curriculum. Each half term both Year One and Year Two will work through one of their chosen topics and, in line with the Art and Design Coverage Map linked to their topics, will deliver sessions that promote the knowledge and skill needed to work through the aims and purpose of study within the Art National Curriculum.

The Art and Design Coverage Map (see Appendix 1) is mapped out, in line with the topic ideas from Cornerstones, to support staff with their teaching and coverage of content within the Art and Design lessons taught through the creative curriculum. This map will allow staff to see the real focus on knowledge and skill required to deliver the content based on the key intentions from the National Curriculum. This focus will ensure that children are being exposed to high quality, relevant and purposeful learning, crucially developing their level of knowledge and skill.

Children will study famous artists including Warhol, Matisse, Goldsworthy, Wiltshire, O'Keefe and Van Gogh for inspiration, comparisons and to learn about a variety of art styles.

Sketchbooks are given to those children in KS1 to use, record, explore and store their artistic ideas; practise and refine on skills; and share the knowledge they have learnt through their artwork. This will give children the knowledge that art is a project that requires experimentation and exploration.

All pupils will experience a variety of different art and design skills and techniques, including:

- Drawing
- Painting
- Texture work (collage)
- Form (clay, model making from recyclable materials, foil sculptures)
- Experiencing use of colour
- Experiencing use of pattern
- Printing

- Textile work (batik)

As well as experiencing the skills and techniques, children are also taught to:

- Handle materials
- Use a variety of different media to achieve desired effects
- Work safely in their environment
- Use specific tools appropriate to their work

To help teachers in the delivery of facilitating and to understand the progression of the skills in the areas above, staff can use the Knowledge and Skills Progression document (Appendix 2).

Planning and delivery of art and design will be carried out by class teachers and the art co-ordinator. Short term planning will be planned and evaluated by class teachers and year groups collectively using the supporting long and medium term plans created by the art co-ordinator. The art co-ordinator will oversee monitoring of planning across all year groups within school to ensure that coverage and progression is being implemented.

### **Art and Design in the EYFS:**

In EYFS, both Nursery and Reception will also follow their chosen topics in the Cornerstones curriculum and will deliver their teaching of art through the Expressive Arts and Design (Using Media and Materials and Being Imaginative), again following the Art and Design Coverage Map for the respective half term. Children can build upon the knowledge and skills acquired during their free flow sessions in child initiated time every afternoon and will have access to art resources freely available.

Practitioners will plan for art and design links to be incorporated within their classroom small world environments as well as provision outdoors. Key questioning will be asked to enable pupils to consider all elements to their art and craft creations, understanding the purpose of what it is they are making.

### **SMSC and PHSE:**

The children's artwork is celebrated here at Whitehall and is displayed in many areas. With links to Walsall Art Gallery, it gives our children the chance to respect and see how artwork can be produced locally to develop positive relationships between ourselves and the local community.

Our children will be exposed to a wide variety of cultures, beliefs and religions. This will enable the children to consider and investigate artwork from around the world and from different cultures, developing a wider understanding of the meanings behind artworks.

Children are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

When experimenting and finding ways of developing new skills within art, it's important for our children to work together and advise each other. Children will work in pairs, groups or teams to develop their own artistic skills. This will help children recognise that they have a supportive network between each other.

## **Pupils' Experiences:**

In Art and Design opportunities will be created for pupils to:

- spend half a day at the art gallery as a starting point for their learning in techniques, processes and media.
- aid the development of the children's appreciation of art as well as have the opportunity to research about Jacob Epstein, a famous local sculptor within Walsall.
- experience a visiting artist such as Ruth Turnbull or Eek Batik to come into school regularly (annually, or as near to as possible) to offer the children the opportunity to work with a 'real artist'. They offer inspiration as well as creative ideas for children and teaching and support staff in their sessions.
- to create batik canvases which will theme around SMSC. These brilliantly designed canvases reflect the feelings, attitudes and behaviours of our children and instil a real sense of community. They are displayed throughout school in all areas to reflect a school ethos as well as to promote the hard work children display in developing ideas and implementing them through a form of art.

Here at Whitehall, we have a brilliant display of children's artwork in Whitehall's Art Gallery (WAG), displayed in the corridor. It is used to stimulate the imagination of pupils from both EYFS and KS1 and support them and teachers in art processes. Children from all year groups have the opportunity to contribute to the gallery. This celebration of children's artwork is displayed to showcase the appreciation and the value of art within our school and provide a stimulus to promote further learning, enjoyment and interest within the subject. The WAG is updated every 3 years as children move on up.

Every half term, art, design and craft clubs are offered after school to help those who have a real interest within this field to further develop their skills. Staff across school will offer this at various points to enable pupils to see that art and design is appreciated by all.

## **Art and Design and Inclusion:**

Every child at Whitehall is able and encouraged to participate in a variety of art activities. We actively seek to support a range of different groups within school. Art is taught through many varied approaches to cater for race, gender, ability (including disability) and inclusion:

- Working in ability groups, gender groups, mixed ability and mixed gender, whole class and individual work.
- All pupils should be given the opportunity to enjoy a variety of creative experiences and express themselves through art, music, dance, drama and ICT.
- Children will have the opportunity to visit and work at Walsall Art Gallery.
- Every child will have the opportunity to work with visiting artists.
- All children will contribute to the aspirational art corridor and will become artists that are celebrated and encouraged.

Through directed Art lessons taught, teachers will:

- Set suitable learning intentions with appropriate challenge.
- Consider the pupils' diverse learning needs and respond appropriately.
- Make accurate use of learning and assessment to overcome barriers for individuals or groups of learners.

Children will have the opportunity to use the FLAC art room on a timetable with part of their class to do more focused work within their Art sessions. Tables are laid out to be more accessible compared to their classroom, giving them the experience of working in a studio type environment with access to resources all around.

Differentiated tasks in art and design lessons will help those with a SEND to integrate within lessons and enable them to take part and enjoy their own artistic successes. Class teachers will liaise with Learning Support Assistants to best alter and differentiate the level of challenge and access for individual pupils with a SEND so that they can still achieve the intentions set out. Class teachers will report to the art co-ordinator those pupils they deem to be more able in art and design. These children will also come to the attention of the school's more able co-ordinator too. Provision will be made to encourage pupils to perform at a level that exceeds their expected age related development and help them develop their own personal potential too. Class teachers can seek advice from the art co-ordinator to plan for their specific needs at an exceeded level.

### **Assessment for learning:**

Children demonstrate their ability in Art and Design in a variety of different ways. Teachers will assess children's learning by making informal judgments as they observe them during lessons. By asking frequent and directed questions, throughout the lessons, to assess their learning and immediately address any misconceptions. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to support the child in making progress. Pupils are also encouraged to make judgements about how they can improve their own work. A judgement is made by the class teacher with regard to the progress a child has made and this is recorded on a subject specific matrix. The subject leader looks at examples of children's work across the year groups and monitors these against the expected attainment for the end of Key Stage. Subject Matrixes are gathered in termly by Subject leaders to monitor progress of individual children within classes.

### **Resources:**

Art and Design is extremely well resourced in school. Our FLAC building houses a great variety and range of art materials and medias for children to use and experiment with when creating their artwork.

Painting – selection of paint tubs in different colours, including metallic. Powder paints in primary colours and black and white to enable the process of colour mixing to be seen more effectively.

Sculpture – wire is resourced, lots of mod roc, clay, newspaper and masking tape to enable children to experience different forms of sculpture.

Printing – printing ink, rollers, paint trays, polystyrene blocks, plasticine to make blocks, string and cardboard, silk screen board.

Drawing – pencils, charcoal, shading sticks, variety of oil pastels and metallic pastels.

### **Monitoring:**

The coordination and planning of the Art and Design curriculum is the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in subject and by providing a strategic lead and direction for this subject;
- discusses progress with the head teacher and evaluates the strengths and weaknesses in their subject and highlighting areas for further improvement;
- arranges time to review evidence of the children's work;
- observes Art and Design lessons taught by class teacher in order to provide constructive feedback, highlighting positive areas and areas for improvement; directing colleagues to sources of support including in house good practise;

- Provide a termly summary to Governors.

**This policy will be reviewed every three years.**

Signed: *D Gardner* Art and Design Co-Ordinator

Date: June 2020



# Whitehall Nursery and Infant School

## Appendices:

Appendix 1 – Art and Design Coverage and Knowledge and Skills – Cornerstones Link

Appendix 2 – Progression of Knowledge & Skills in Art and Design for EYFS, KS1 and extension to early KS2

## Appendix 1: Art and Design Coverage and Knowledge and Skills – Cornerstones Link

Nursery			
<b>Autumn 1</b> Why do you love me so much?	Children to make transient art, filling in the hearts by making patterns with the objects. Offer a range of natural objects for children to make transient art outdoors. Include flowers, leaves, pine cones and pebbles.		
<b>Key Knowledge and Skills:</b>	<b>Texture:</b> <ul style="list-style-type: none"> <li>• Handling and manipulating materials.</li> <li>• Sensory experience</li> <li>• Simple collage and weaving.</li> </ul>	<b>Form:</b> <ul style="list-style-type: none"> <li>• Enjoying and constructing with materials.</li> <li>• Building and destroying.</li> <li>• Shaping and modelling.</li> </ul>	<b>Pattern:</b> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>
<b>Autumn 2</b> Where does snow go?	Spray twigs, pine cones and leaves with snow spray and offer white gravel, clear glass nuggets, white ribbon and other white loose parts for children to make transient winter-themed art on a black surface. Put small world animals into trays of white glittery paint for children to make prints on blue paper. Christmas card prints with a variety of themed designs.		
<b>Key Knowledge and Skills:</b>	<b>Texture:</b> <ul style="list-style-type: none"> <li>• Handling and manipulating materials.</li> <li>• Sensory experience</li> <li>• Simple collage and weaving.</li> </ul>	<b>Form:</b> <ul style="list-style-type: none"> <li>• Enjoying and constructing with materials.</li> <li>• Building and destroying.</li> <li>• Shaping and modelling.</li> </ul>	<b>Pattern:</b> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>
	<b>Printing:</b> <ul style="list-style-type: none"> <li>• Producing rubbings.</li> <li>• Printing with a variety of objects.</li> <li>• Using block colours to print.</li> </ul>	<b>Colour:</b> <ul style="list-style-type: none"> <li>• Exploring with and using primary colours.</li> <li>• Mixing colours through experiential learning.</li> <li>• Understanding and using a range of tools to make colour.</li> </ul>	
<b>Spring 1</b> Can we explore it? (linked to transport theme)	Visit to local outdoor area (such as Caldmore community gardens) take photographs to record the experience. Seek out small spaces, hiding places and unusual features such as statues, caves, mazes or gardens. Simple drawings of things they like or spotted. Drawing maps and plans based on their own experiences in school and outside of school. Encourage children to build dens out of cardboard and explore these freely, providing tape for them to join them together and drawing materials to decorate them.		
<b>Key Knowledge and Skills:</b>	<b>Form:</b> <ul style="list-style-type: none"> <li>• Enjoying and constructing with materials.</li> <li>• Building and destroying.</li> <li>• Shaping and modelling.</li> </ul>	<b>Drawing:</b> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools.</li> <li>• Use drawings to tell a story.</li> <li>• Investigate different lines.</li> <li>• Encouraging accurate drawings.</li> </ul>	



<p><b>Spring 2</b> Superheroes (not a cornerstones topic)</p>	<p>Using a variety of different shaped potatoes, develop patterns through printing. Explore use of colour and mixing to achieve effects. Children can draw and design their own superhero mask and use it for their own roleplay. Make links to use of Pop Art as a stimulus. Andy Warhol link. Clay superhero models too.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Producing rubbings.</li> <li>• Printing with a variety of objects.</li> <li>• Using block colours to print.</li> </ul>	<p><b>Form:</b></p> <ul style="list-style-type: none"> <li>• Enjoying and constructing with materials.</li> <li>• Building and destroying.</li> <li>• Shaping and modelling.</li> </ul>
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<p><b>Summer 1</b> Do cows drink milk? (Adapted from Rec topic)</p>	<p>Press halved fruit or vegetable into a thin layer of paint or ink. Children can transfer the printing 'tool' to paper and press down to make a simple print. Children can repeat this with different colours to experiment with designs and effects. Encourage the children to talk about the different textures and shapes of the fruit and vegetables and explain what happens when different colours mix. Include feathers, ears of wheat and corn on the cobs.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• Handling and manipulating materials.</li> <li>• Sensory experience</li> <li>• Simple collage and weaving.</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Producing rubbings.</li> <li>• Printing with a variety of objects.</li> <li>• Using block colours to print.</li> </ul>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>
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<p><b>Summer 2</b> How many pebbles on the beach?</p>	<p>Fill trays with yellow, orange and brown paint. Invite children to make prints using star-shaped sponges or small world starfish. Display the Starfish images to inspire children's creative responses. Offer paint, collage and drawing media for the children to choose from. Observing different types of fish and, through different drawing media, replicate their own fish.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools.</li> <li>• Use drawings to tell a story.</li> <li>• Investigate different lines.</li> <li>• Encouraging accurate drawings.</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Producing rubbings.</li> <li>• Printing with a variety of objects.</li> <li>• Using block colours to print.</li> </ul>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• Handling and manipulating materials.</li> <li>• Sensory experience</li> <li>• Simple collage and weaving.</li> </ul>

Reception			
<p><b>Autumn 1</b> Do you want to be friends?</p>	<p>Giving children each large sheets of paper to decorate. Offer red, blue and yellow, ready-mixed paint in pots and large brushes. Work on colour mixing and exploration of colour. Children can print their handprints onto paper to make patterns. Rolls of paper with a range of drawing materials for children to create large scale patterns, shapes and marks independently.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Exploring with and using primary colours.</li> <li>• Mixing colours through experiential learning.</li> <li>• Understanding and using a range of tools to make colour.</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Producing rubbings.</li> <li>• Printing with a variety of objects.</li> <li>• Using block colours to print.</li> </ul>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>
<p><b>Autumn 2</b> Will you read me a story?</p>	<p>Display pictures of bridges and drawbridges alongside construction materials such as cardboard boxes, wooden blocks, cardboard tubes, rolled-up newspapers and plastic guttering. Provide tape, string and scissors for joining materials. Work with small groups of children to make swords, shields, crowns, plates, goblets and jewellery that are fit for a fairy tale prince or princess. Provide a good range of materials for the children to choose from, including thick and thin card, silver foil, glass beads, ribbon, glitter, paint, sequins, craft gems and buttons.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• Handling and manipulating materials.</li> <li>• Sensory experience</li> <li>• Simple collage and weaving.</li> </ul>	<p><b>Form:</b></p> <ul style="list-style-type: none"> <li>• Enjoying and constructing with materials.</li> <li>• Building and destroying.</li> <li>• Shaping and modelling.</li> </ul>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>
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<p><b>Spring 1</b> People who help us (not a cornerstones topic.)</p>	<p>Using a range of different junk modelling equipment, children to create their own emergency service vehicles such as ambulances, police cars and fire engines. Use recyclable materials including: bottles, boxes, cardboard, bubblewrap etc. Children to create self-portraits of themselves and look closely at skin tones. They can transform themselves into being a person who helps us.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Form:</b></p> <ul style="list-style-type: none"> <li>• Enjoying and constructing with materials.</li> <li>• Building and destroying.</li> <li>• Shaping and modelling.</li> </ul>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools.</li> <li>• Use drawings to tell a story.</li> <li>• Investigate different lines.</li> <li>• Encouraging accurate drawings.</li> </ul>	<p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Exploring with and using primary colours.</li> <li>• Mixing colours through experiential learning.</li> <li>• Understanding and using a range of tools to make colour.</li> </ul>

<p><b>Spring 2</b> Why do ladybirds have spots?</p>	<p>Encourage the children to make minibeast finger puppets; paint, print, colour and add patterns to decorate. If using paint, provide the children with a selection of fine tipped brushes. Offer tools including glue, scissors, lollipop sticks and tape for constructing the puppets. Display The Snail, a collage by Henri Matisse, and a range of textural materials to inspire children's creative responses. Fill shallow containers with water and add brightly-coloured natural food colouring. Allow the children to dip a snail gently into the mixture, by holding its shell. After dipping the snail into the mix, show the children how to place the snail on white paper. Let the children observe what happens and how the colours mix as the snails make their trails.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Exploring with and using primary colours.</li> <li>• Mixing colours through experiential learning.</li> <li>• Understanding and using a range of tools to make colour.</li> </ul>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Producing rubbings.</li> <li>• Printing with a variety of objects.</li> <li>• Using block colours to print.</li> </ul>
<p><b>Summer 1</b> Why don't snakes have legs?</p>	<p>Display a range of reptile photographs and artwork with paints, pastels and other drawing materials. Make salt dough snakes, showing the children how to roll out their dough into a long snake shape. Rolling a snake might take some practise to make sure the dough doesn't snap or break! Bake and leave to cool and paint the next day using ready-mixed paints. Encourage the children to think what colours and patterns they would like to use to decorate their snakes, referring back to pictures of snakes for inspiration. Ask the children to choose three colours for their very own snakeskin. Demonstrate how to paint the colours onto bubble wrap wound around a rolling pin, then roll onto paper to print a pattern.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• Handling and manipulating materials.</li> <li>• Sensory experience</li> <li>• Simple collage and weaving.</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Producing rubbings.</li> <li>• Printing with a variety of objects.</li> <li>• Using block colours to print.</li> </ul>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>
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<p><b>Summer 2</b>  <b>What happens when I fall asleep?</b></p>	<p>Ask each child to bring a clean sock or glove into school. New ones work best and if they are fluffy or brightly-coloured, even better! Explain that they are going to make their own bedtime 'Thing' to look after, just like Emily Brown. Provide wadding, cotton wool or bubble wrap for stuffing, buttons for eyes and felt for adding other features. Fasten the open end using string or an elastic band. What will they name their Thing? Offer tubs of buttons of different shapes, colours and sizes for children to handle and thread on ribbon and string. Provide children with a range of beautiful craft materials and loose parts including silver sequins, shiny buttons, glittery pompoms and glitter and a star-shaped template for them to decorate. Stick stars back to back and hang them from the ceiling to create star mobiles.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Form:</b></p> <ul style="list-style-type: none"> <li>• Enjoying and constructing with materials.</li> <li>• Building and destroying.</li> <li>• Shaping and modelling.</li> </ul>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Making simple repeating patterns.</li> <li>• Some simple symmetry and regularity.</li> </ul>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• Handling and manipulating materials.</li> <li>• Sensory experience</li> <li>• Simple collage and weaving.</li> </ul>

		Year 1		
<b>Autumn 1</b> <b>The scented garden</b>		Use soft wire to recreate the giant leaves and flower heads of the rainforest, laying coloured tissue paper over the wire frame. Make detailed observational drawings of scented flowers, using hand lenses to look closely at colours, shapes and patterns. Press a garden or wild flower between the pages of an old book and weigh down, leaving in a warm, dry place to dry out. Laminate pressed flowers when dry to create a bookmark or tag. Create floral collages using papers and fabrics. Represent colours and textures, explaining their intentions as they work.		
<b>Key Knowledge and Skills:</b>		<b>Drawing:</b> <ul style="list-style-type: none"> <li>Extend the variety of drawing tools.</li> <li>Observe and draw landscapes.</li> <li>Observe patterns.</li> <li>Observe anatomy (faces, limbs, etc.)</li> </ul>	<b>Colour:</b> <ul style="list-style-type: none"> <li>Naming all colours and beginning to use them effectively.</li> <li>Mixing colours and finding the collection of colours.</li> <li>Applying colour with a range of tools.</li> </ul>	<b>Texture:</b> <ul style="list-style-type: none"> <li>How specific materials can create things</li> <li>Sorting according to material qualities.</li> <li>Experimental collage and weaving</li> </ul>
		<b>Form:</b> <ul style="list-style-type: none"> <li>Using materials to make known objects for a purpose.</li> <li>Carving, pinching and rolling.</li> <li>Making simple joins.</li> </ul>	<b>Printing:</b> <ul style="list-style-type: none"> <li>Creating patterns when making impressions.</li> <li>Developing impressed images.</li> <li>Relief printing.</li> </ul>	<b>Pattern:</b> <ul style="list-style-type: none"> <li>Awareness and discussion of pattern.</li> <li>Irregular patterns.</li> <li>Symmetry within artwork.</li> </ul>
<b>Autumn 2</b> <b>The enchanted woodland</b>		Make a wonderful tree boggart. Press clay onto a tree trunk and sculpt a face into it using natural materials, such as sticks, twigs, leaves, stones and bark. Use a range of natural materials, such as straw, wool, twigs, sticks, pebbles, pine cones and leaves, to create transient art. For inspiration, look at the work of the artist, Andy Goldsworthy, describing what they like or find interesting about his work. Paint a picture of a woodland creature, using powder or ready mixed paint. Use primary colours, plus black and white, to mix secondary and other colours needed for the task. Practice mixing and matching colours before progressing to paint their pictures.		
<b>Key Knowledge and Skills:</b>		<b>Form:</b> <ul style="list-style-type: none"> <li>Using materials to make known objects for a purpose.</li> <li>Carving, pinching and rolling.</li> <li>Making simple joins.</li> </ul>	<b>Texture:</b> <ul style="list-style-type: none"> <li>How specific materials can create things</li> <li>Sorting according to material qualities.</li> <li>Experimental collage and weaving</li> </ul>	<b>Pattern:</b> <ul style="list-style-type: none"> <li>Awareness and discussion of pattern.</li> <li>Irregular patterns.</li> <li>Symmetry within artwork.</li> </ul>
		<b>Colour:</b> <ul style="list-style-type: none"> <li>Naming all colours and beginning to use them effectively.</li> <li>Mixing colours and finding the collection of colours.</li> <li>Applying colour with a range of tools.</li> </ul>		

<p><b>Spring 1</b> Towers, tunnels and turrets</p>	<p>Build a model castle using construction materials or other found and recycled materials. Choose whether to build it for small world figures or big enough to play in. Decide how many turrets to add, how high they will be, how to make the castle strong and robust and whether to construct a secret passageway somewhere inside. Decorate the castle, adding some typical castle features. Construct a bridge, to span a specified width, using marshmallows and dried spaghetti. Explore different ways of connecting and structuring, with each group using the same amounts of spaghetti and marshmallows. Build a new tower for Rapunzel, using a variety of construction materials. Explore different ways to make the tower secure, using bases of different sizes and shapes and various ways of joining the pieces together. Listen to an account of the celebrated and significant engineer, Isambard Kingdom Brunel, looking at some of the amazing structures he created.</p>		
<p><b>Key Knowledge and Skills (D&amp;T Focus):</b></p>	<p>Select and use a range of materials, beginning to explain their choices.</p> <ul style="list-style-type: none"> <li>Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</li> </ul> <p>Construct simple structures, models or other products using a range of materials.</p> <ul style="list-style-type: none"> <li>Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</li> </ul> <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p> <ul style="list-style-type: none"> <li>A strength is a good quality of a piece of work. A weakness is an area that could be improved.</li> </ul>		
<p><b>Spring 2</b> Bright lights, big city</p>	<p>Introduce the children to the work of the British artist, Stephen Wiltshire, using online videos and work displayed on his website. Explain that Stephen has a special talent for drawing places from memory. Look at and discuss examples of his work, highlighting the way the artist uses pencil marks to record detail and build shapes in his drawings. Provide the children with a range of drawing materials, including hard and soft pencils, and allow them time to investigate ways of making different lines and shapes. Explain to the children that they are going to draw a London landmark from memory, like Stephen Wiltshire. Transfer drawings into prints using polystyrene blocks. Provide wet sand and water for children to create hills, valleys and lakes. Use natural materials, such as twigs, moss, pebbles and flowers to create landscapes.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Extend the variety of drawing tools.</li> <li>Observe and draw landscapes.</li> <li>Observe patterns.</li> <li>Observe anatomy (faces, limbs, etc.)</li> </ul>	<p><b>Form:</b></p> <ul style="list-style-type: none"> <li>Using materials to make known objects for a purpose.</li> <li>Carving, pinching and rolling.</li> <li>Making simple joins.</li> </ul>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>How specific materials can create things</li> <li>Sorting according to material qualities.</li> <li>Experimental collage and weaving</li> </ul>
<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>Creating patterns when making impressions.</li> <li>Developing impressed images.</li> <li>Relief printing.</li> </ul>			

<p><b>Summer 1</b> Rio de Vida</p>	<p>Explore the colours and textures of carnival through paper collage. Use the skills of tearing and cutting to create paper shapes and textures. Layer and stick papers to create interesting effects. Provide children with a range of brightly coloured paper with different textures and other art materials such as ribbons, feathers, sequins, coloured and metallic paper.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• How specific materials can create things</li> <li>• Sorting according to material qualities.</li> <li>• Experimental collage and weaving</li> </ul>		<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Awareness and discussion of pattern.</li> <li>• Irregular patterns.</li> <li>• Symmetry within artwork</li> </ul>
<p><b>Summer 2</b> Paws, claws and whiskers</p>	<p>Use a range of drawing equipment, such as hard and soft pencils, to make line drawings of familiar animals. Use different types of lines to add special features, such as fur, feathers and scales. Encourage the children to experiment with different equipment to create the desired effects. Children could use a computer graphics package to draw pictures using various pens, brushes and the fill tool. Explore and compare examples of art with an animal theme.. Choose a favourite painting and use a range of drawing and painting materials to make their own version. Work together to make large scale paintings of various big cats on thick card to hide outdoors in trees, behind bushes and in other interesting locations. Make giant big cat paw prints using sponges or large brushes dipped in paint and lay a mystery trail. Use hard and soft pencils to draw lines, exploring animal skin patterns. Then use a range of collage materials to make textures and patterns based on their drawings and the natural markings of a range of animal skins and furs. Make a print of the patterns and markings. Paint a picture of their favourite animal, adding details, such as fur, feathers, paws, claws, scales or whiskers. When painting, explore mixing and matching colours beforehand using ready mixed and powder paints.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Extend the variety of drawing tools.</li> <li>• Observe and draw landscapes.</li> <li>• Observe patterns.</li> <li>• Observe anatomy (faces, limbs, etc.)</li> </ul>	<p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Naming all colours and beginning to use them effectively.</li> <li>• Mixing colours and finding the collection of colours.</li> <li>• Applying colour with a range of tools.</li> </ul>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• How specific materials can create things</li> <li>• Sorting according to material qualities.</li> <li>• Experimental collage and weaving</li> </ul>
<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Creating patterns when making impressions.</li> <li>• Developing impressed images.</li> <li>• Relief printing.</li> </ul>			

Year 2			
<p>Autumn 1 Moon Zoom What keeps us dry?</p>	<p>Design and make a model spaceship or rocket using a variety of junk materials. Investigate different ways to make and join their structures, using taping, gluing and tying. Explore and evaluate a variety of space-related toys, including rockets, space buggies, figures and costumes. Investigate what each toy can do. Suggest ways of making the toy more fun to play with. Write their ideas and opinions in large speech bubbles or record them using voice recorders, such as Easi-Speak or Talking Tins. Discuss and answer questions about which toy they liked best, why they didn't like others, what the toys are made from, whether a different material might be better and how to improve the toy's design. Look at and play with a range of moving vehicles, observing and talking about how they move using appropriate vocabulary. Sketch their favourite vehicle, labelling its different parts.</p>		
<p>Key Knowledge and Skills (D&amp;T Focus):</p>	<p>Explore how a structure can be made stronger, stiffer and more stable.</p> <ul style="list-style-type: none"> <li>Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.</li> </ul> <p>Explain how an everyday product could be improved.</p> <ul style="list-style-type: none"> <li>Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive.</li> </ul> <p>Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.</p> <ul style="list-style-type: none"> <li>A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys and cams.</li> </ul> <p>Explain how closely their finished products meet their design criteria and say what they could do better in the future.</p> <ul style="list-style-type: none"> <li>Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.</li> </ul>		
<p>Autumn 2 Wriggle &amp; Crawl</p>	<p>Draw detailed sketches of collected minibeasts using pen or pencil. Use a hand lens or digital microscope to look closely at each specimen collected, making careful line drawings of their observed features. Work alone to create an ant out of pipe cleaners, egg boxes and other materials. Use pipe cleaners for the ant's legs and antennae, attaching them to the correct body part. Paint the ant brown and display it with others to make a class ant army.</p>		
<p>Key Knowledge and Skills:</p>	<p>Drawing:</p> <ul style="list-style-type: none"> <li>Experiment with tools and surfaces.</li> <li>Draw a way of recording experiences and feelings.</li> <li>Discuss use of shadows, use of light and dark.</li> <li>Sketch to make quick records.</li> </ul>	<p>Form:</p> <ul style="list-style-type: none"> <li>Awareness of natural and man-made forms.</li> <li>Expression of ideas to shape and form from direct observation.</li> <li>Replicate patterns and textures based on work of other sculptors.</li> </ul>	<p>Colour:</p> <ul style="list-style-type: none"> <li>Beginning to describe colours.</li> <li>Making lighter and darker tones of colour.</li> <li>Beginning to use and apply different techniques with tools.</li> </ul>
<p>Texture:</p> <ul style="list-style-type: none"> <li>Overlapping and overlaying to create effects.</li> <li>Exploring variety of textures and properties of materials.</li> <li>Purposeful collage and exploring techniques.</li> </ul>			



<p><b>Spring 1</b> <b>Land Ahoy</b></p>	<p>Draw a boat from first hand observation, looking carefully at shapes and form. Draw from different angles, above, sideways, from the front and, if possible, from the inside. Select from a range of drawing materials, such as a pen, pencil and marker pen. Look at examples of pirate flags, talking about the shapes, patterns and colours used. Design a motif for a pirate flag, choosing colours that would stand out from afar. Make a simple printing block using materials such as card, string, foam or polystyrene tiles. Use their blocks to make single or repeat prints.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces.</li> <li>• Draw a way of recording experiences and feelings.</li> <li>• Discuss use of shadows, use of light and dark.</li> <li>• Sketch to make quick records.</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Experimenting with different forms of printing.</li> <li>• Exposure to monoprinting.</li> </ul>	<p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Discussing regular and irregular pattern work.</li> <li>• Natural and manmade pattern work.</li> <li>• Experimenting by arranging, folding and overlapping to make patterns.</li> </ul>
<p><b>Spring 2</b> <b>Street Detectives</b></p>	<p>Look at the work of artists who drew or painted the urban landscapes of their locality. Talk about what the artist has drawn or painted and what they think they might see, hear and smell if they walked into the place in the painting. Make drawings, paintings and collages of buildings or statues in the local area. Design and make posters and advertisements to advertise the 'big spring clean'. Display around the school in places where they will be easily seen by parents. Provide a board for signing up.</p>		
<p><b>Key Knowledge and Skills:</b></p>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces.</li> <li>• Draw a way of recording experiences and feelings.</li> <li>• Discuss use of shadows, use of light and dark.</li> <li>• Sketch to make quick records.</li> </ul>	<p><b>Form:</b></p> <ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms.</li> <li>• Expression of ideas to shape and form from direct observation.</li> <li>• Replicate patterns and textures based on work of other sculptors.</li> </ul>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• Overlapping and overlaying to create effects.</li> <li>• Exploring variety of textures and properties of materials.</li> <li>• Purposeful collage and exploring techniques.</li> </ul>
	<p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Beginning to describe colours.</li> <li>• Making lighter and darker tones of colour.</li> <li>• Beginning to use and apply different techniques with tools.</li> </ul>		
<p><b>Summer 1</b> <b>Muck, Mess &amp; Mixture</b></p>	<p>Hold a messy mixtures morning. Create messy mixtures from cornflour and water, paint, jelly, shaving foam, body lotion, soap flakes and clay. Allow the children to ladle, pour, touch and explore with their senses. Use marbling inks to create multicoloured prints, observing what happens when colours mix on the water's surface. Use sticks to mix and swirl the inks before laying a sheet of paper over the top and taking a print of the patterned surface. Make bubble prints by adding coloured powder paint to bubble mixtures and catching the bubbles on a large sheet of paper. Try to catch their bubbles on paper sprinkled with different coloured dry powder paint and compare the effect of both methods. Experiment with a variety of art and craft materials, investigating their properties to create mixed media pictures and collages. Try out chalks, various papers, net, pastels, charcoal, paint, inks and paste on the same surface using layering techniques. Explore the properties and consistencies of clay.</p>		

	Slowly add water to a piece of clay and mix it until it becomes clay slip. Draw patterns using the clay slip and watch what happens as they dry.		
Key Knowledge and Skills:	<b>Pattern:</b> <ul style="list-style-type: none"> <li>• Discussing regular and irregular pattern work.</li> <li>• Natural and manmade pattern work.</li> <li>• Experimenting by arranging, folding and overlapping to make patterns.</li> </ul>	<b>Colour:</b> <ul style="list-style-type: none"> <li>• Beginning to describe colours.</li> <li>• Making lighter and darker tones of colour.</li> <li>• Beginning to use and apply different techniques with tools.</li> </ul>	<b>Texture:</b> <ul style="list-style-type: none"> <li>• Overlapping and overlaying to create effects.</li> <li>• Exploring variety of textures and properties of materials.</li> <li>• Purposeful collage and exploring techniques.</li> </ul>
	<b>Form:</b> <ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms.</li> <li>• Expression of ideas to shape and form from direct observation.</li> <li>• Replicate patterns and textures based on work of other sculptors.</li> </ul>		
<b>Summer 2</b> <b>Beachcombers</b> <b>Will it degrade?</b> <b>coastline</b>	<p>Make a new home for a hermit crab using coloured modelling dough. Begin by reading the book or watching an animation of Eric Carle's story, A House For Hermit Crab and look closely at images, such as Georgia O'Keefe's Pink Shell with Seaweed for inspiration. Decorate their shell forms, using dough to make spots and stripes, or press objects into the dough surface to create patterns and textures. Create beachcomber art using shells, pebbles and driftwood to create amazing patterns and forms in sand trays and on different surfaces. Arrange items in artistic ways, experimenting with shape, pattern and line. Make a 3-D model of a seashore creature from clay. Look closely at images and artefacts before making sketches to plan their designs. Use air drying clay to mould, shape and sculpt their forms. Leave the models to air dry and then paint. Look at prints or search online for famous paintings of the sea. Talk about whether the seas shown are calm, rough or wavy and how the artist has created movement or mood.</p>		
Key Knowledge and Skills:	<b>Form:</b> <ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms.</li> <li>• Expression of ideas to shape and form from direct observation.</li> <li>• Replicate patterns and textures based on work of other sculptors.</li> </ul>	<b>Pattern:</b> <ul style="list-style-type: none"> <li>• Discussing regular and irregular pattern work.</li> <li>• Natural and manmade pattern work.</li> <li>• Experimenting by arranging, folding and overlapping to make patterns.</li> </ul>	<b>Texture:</b> <ul style="list-style-type: none"> <li>• Overlapping and overlaying to create effects.</li> <li>• Exploring variety of textures and properties of materials.</li> <li>• Purposeful collage and exploring techniques.</li> </ul>
	<b>Printing:</b> <ul style="list-style-type: none"> <li>• Experimenting with different forms of printing.</li> <li>• Exposure to monoprinting</li> </ul>		

## Appendix 2: Progression of Knowledge & Skills in Art and Design for EYFS, KS1 and extension to early KS2

Knowledge & Skill	EYFS	Year 1	Year 2	Year 3	Suggested Artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> <li>➤ <i>Begin to</i> use a variety of drawing tools.</li> <li>➤ <i>Use drawings</i> to tell a story.</li> <li>➤ <i>Investigate</i> different lines.</li> <li>➤ <i>Encouraging accurate</i> drawings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Extend</i> the variety of drawing tools.</li> <li>➤ <i>Observe</i> and draw landscapes.</li> <li>➤ Observe <i>patterns</i>.</li> <li>➤ Observe <i>anatomy</i> (Faces, limbs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Experiment</i> with tools and surfaces.</li> <li>➤ Draw a way of <i>recording experiences and feelings</i>.</li> <li>➤ Discuss use of <i>shadows, use of light and dark</i>.</li> <li>➤ <i>Sketch</i> to make quick records.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experiment with <i>potential</i> of various drawing tools.</li> <li>➤ <i>Close</i> observation.</li> <li>➤ Draw both <i>negatives and positives of shapes</i>.</li> <li>➤ <i>Accurate</i> drawings of people – <i>particularly faces</i>.</li> </ul>	Leonardo Da Vinci, Vincent Van Gogh
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> <li>➤ <i>Exploring with and using</i> primary colours.</li> <li>➤ Mixing colours through <i>experiential</i> learning.</li> <li>➤ <i>Understanding and using</i> a range of tools to make colour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Naming</i> all colours and <i>beginning to use</i> them effectively.</li> <li>➤ Mixing colours and <i>finding the collection of</i> colours.</li> <li>➤ <i>Applying</i> colour with a range of tools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Beginning to describe</i> colours.</li> <li>➤ <i>Making lighter and darker tones</i> of colour.</li> <li>➤ <i>Beginning to use and apply</i> different techniques with tools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Describing colours</i> and their <i>effectiveness</i>.</li> <li>➤ <i>Showing and making</i> colour wheels.</li> <li>➤ <i>Applying and evaluating</i> different techniques with tools.</li> </ul>	Jackson Pollock, Claude Monet, Ben Moseley, Vincent Van Gogh
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> <li>➤ <i>Handling and manipulating</i> materials.</li> <li>➤ <i>Sensory experience</i></li> <li>➤ <i>Simple</i> collage and weaving.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How <i>specific materials</i> can <i>create</i> things</li> <li>➤ <i>Sorting</i> according to <i>material qualities</i>.</li> <li>➤ <i>Experimental</i> collage and weaving</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Overlapping and overlaying</i> to create effects.</li> <li>➤ <i>Exploring variety of textures and properties</i> of materials.</li> <li>➤ <i>Purposeful</i> collage and <i>exploring</i> techniques.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Describing effectiveness</i> of specific materials.</li> <li>➤ Finding out about <i>different joins and simple stitches</i>.</li> <li>➤ <i>Tie dying and batik work</i>.</li> </ul>	Linda Caverley, Molly Williams, William Morris, Gustav Klimt

Form (3D work, clay, dough, boxed, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> <li>➤ <i>Enjoying and constructing</i> with materials.</li> <li>➤ <i>Building and destroying.</i></li> <li>➤ <i>Shaping and modelling.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Using materials</i> to make known objects <i>for a purpose.</i></li> <li>➤ <i>Carving, pinching and rolling.</i></li> <li>➤ <i>Making simple joins.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Awareness of <i>natural and man-made</i> forms.</li> <li>➤ <i>Expression of ideas</i> to shape and form from direct observation.</li> <li>➤ <i>Replicate patterns and textures</i> based on work of <i>other sculptors.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Plan and develop</i> understanding of <i>different methods</i> of construction.</li> <li>➤ Shape, form, model and construct <i>malleable and rigid materials.</i></li> <li>➤ <i>Aesthetic modelling.</i></li> </ul>	Henry Moore, Barbara Hepworth, Andy Goldsworthy
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> <li>➤ Producing <i>rubbings.</i></li> <li>➤ Printing with a <i>variety of objects.</i></li> <li>➤ <i>Using block colours</i> to print.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Creating patterns</i> when making impressions.</li> <li>➤ Developing <i>impressed images.</i></li> <li>➤ <i>Relief</i> printing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experimenting with different <i>forms of printing.</i></li> <li>➤ Exposure to <i>monoprinting.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Recording</i> textures and patterns.</li> <li>➤ <i>Overlapping colour prints</i> and exploring colour mixing.</li> </ul>	Pablo Picasso, Dan Mather, Andy Warhol
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> <li>➤ Making <i>simple repeating patterns.</i></li> <li>➤ Some <i>simple symmetry and regularity.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Awareness and discussion of pattern.</li> <li>➤ <i>Irregular patterns.</i></li> <li>➤ <i>Symmetry</i> within artwork.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Discussing regular and irregular</i> pattern work.</li> <li>➤ <i>Natural and manmade</i> pattern work.</li> <li>➤ <i>Experimenting by arranging, folding and overlapping</i> to make patterns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Using ICT</i> to make pattern.</li> <li>➤ <i>Patterns in the environment.</i></li> <li>➤ Design and make <i>pattern on range of surfaces.</i></li> </ul>	Joan Miro, Bridget Riley, Paul Klee

\* In Drawing, the word '*potential*' outlined in 'Year 3' is used as a means in which children should evaluate, predict and consider what affect a chosen drawing tool will have on their work and compare end results to review.

