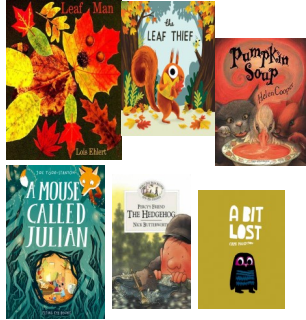
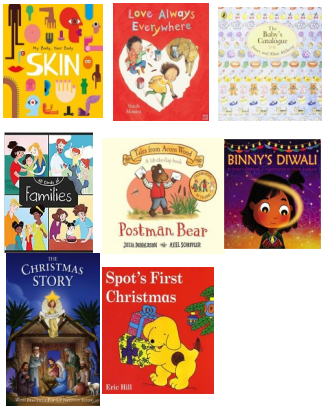

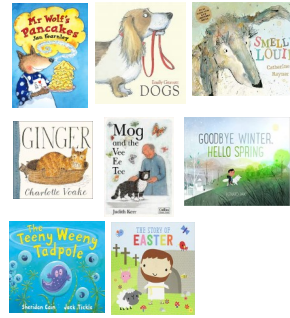

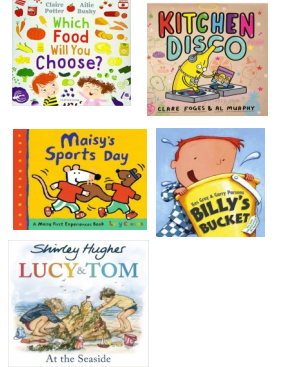


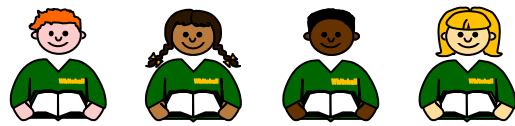


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	<p>Leaf man, The Leaf Thief, Pumpkin Soup, A Mouse called Julian, The Hedgehog, A bit lost.</p> 	<p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas.</p> 	<p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, Maisy's Chinese New Year, We all go travelling by, Car Car Jeep Jeep, Maisy's Bus, Maisy's Train, Guess How Much I Love You</p> 	<p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Sping, The Teeny Weeny Tadpole, The story of Easter.</p> 	<p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, Errol's garden, Sunny.</p> 	<p>Which food will you choose? Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p> 
Content	<p>Painting with different tools. Exploring different mediums. Simple Collage. Transient art working with natural objects. Printing to reveal different textures. Simple clay work.</p>	<p>Self portraits. Facial features. Positional work and spatial work of portraits. Using skin tones. Collage work. Fork painting. Printing with a link to collage work. Pattern work (link to festivals). Colour.</p>	<p>Winter colours (cool colours). Exploring colour and media on different surfaces. Painting with elements of how paints mix. Drawing with links to self portraits with different drawing tools. Early silhouettes. Printing using sponge and toy cars. Understanding shape. Transient art working with ice. Early step by step drawing. Texture work. Painting with links to use of lines</p>	<p>Printing Easter cards</p>	<p>Collage work making sunflowers and drawings Summer colours (warm colours) Transient art making flower and sunshine shapes. Using paint to mix in with shaving foam to create printed suns.</p>	<p>Bubblewrap printing of fruit and veg shapes. Self portraits using pieces of fruit and veg and collage work using photographs of fruit and veg. Paintings of a beach and marbling ink to create wave patterns.</p>
Skills	<p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving.</p> <p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour.</p> <p>Form: Enjoying and constructing with materials; Building and destroying; shaping and modelling.</p> <p>Printing: Printing with a variety of</p>	<p>Drawing: Begin to use a variety of drawing tools.; Use drawings to tell a story; Investigate different lines; Encouraging accurate drawings.</p> <p>Printing: Printing with a variety of objects; Using block colours to print.</p> <p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving.</p> <p>Pattern: Making simple repeating patterns; Some simple symmetry and regularity.</p>	<p>Drawing: Begin to use a variety of drawing tools.; Use drawings to tell a story; Investigate different lines; Encouraging accurate drawings.</p> <p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour.</p>		<p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving.</p> <p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour.</p> <p>Form: Enjoying and constructing with materials; Building and destroying; shaping and modelling.</p>	<p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour.</p> <p>Form: Enjoying and constructing with materials; Building and destroying; shaping and modelling.</p> <p>Printing: Printing with a variety of objects; Using block colours to print.</p>

Knowledge	<p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Use the senses to explore a range of modelling and printing materials, e.g. salt dough, play dough. junk modelling materials, found objects, potato prints etc</p> <p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. brushes. Begin to understand what happens when colours are mixed together. Combining paint and other materials to create texture</p> <p>Frequently experimenting with a range of natural materials in a variety of environments, especially outdoors, to make structures and creations.</p> <p>Use the senses to explore a range of media such as fabric, crepe paper, magazines Experimenting by layering and sticking materials is ways which represent their thinking.</p> <p>Commenting on subject matter, colour, shape and line of pieces of art</p>	<p>Drawing upon previous experiences and frequent observation</p> <p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Use the senses to explore a range of media such as fabric, crepe paper, magazines Experimenting by layering and sticking materials is ways which represent their thinking.</p> <p>Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc. Use marks and pictures to express thoughts and feelings. Make marks using a wide range of media, e.g. pencils, chalk, charcoal etc.</p> <p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. brushes. Begin to understand what happens when colours are mixed together. Combining paint and other materials to create texture</p> <p>Commenting on subject matter, colour, shape and line of pieces of art.</p>	<p>Drawing upon previous experiences and frequent observation</p> <p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc. Use marks and pictures to express thoughts and feelings. 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Combining paint and other materials to create texture</p> <p>Commenting on subject matter, colour, shape and line of pieces of art.</p>	<p>Drawing upon previous experiences and frequent observation</p> <p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Aspects of artwork that can be recalled include subject matter and use of colour and shape.</p> <p>Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc. Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc Polystyrene tiles</p> <p>Begin to use some different lines – thick, thin, wavy, straight.</p>	<p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Aspects of artwork that can be recalled include subject matter and use of colour and shape.</p> <p>Use the senses to explore a range of modelling and printing materials, e.g. salt dough, play dough. junk modelling materials, found objects, potato prints etc</p> <p>Frequently experimenting with a range of natural materials in a variety of environments, especially outdoors, to make structures and creations.</p> <p>Commenting on subject matter, colour, shape and line of pieces of art</p> <p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. brushes. Begin to understand what happens when colours are mixed together. Combining paint and other materials to create texture</p> <p>Use the senses to explore a range of media such as fabric, crepe paper, magazines Experimenting by layering and sticking materials is ways which represent their thinking.</p>	<p>Drawing upon previous experiences and frequent observation</p> <p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Aspects of artwork that can be recalled include subject matter and use of colour and shape.</p> <p>Basic facial features in the correct proportion e.g. nose in the centre of the face Drawings or paintings based on familiar locations to them inspired by previous experiences and frequent observation.</p> <p>Commenting on subject matter, colour, shape and line of pieces of art.</p> <p>Begin to understand what happens when colours are mixed together. Combining paint and other materials to create texture.</p> <p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. brushes. Begin to understand what happens when colours are mixed together. Combining paint and other materials to create texture</p> <p>Use the senses to explore a range of modelling and printing materials, e.g. salt dough, play dough. junk modelling materials, found objects, potato prints etc</p> <p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Use the senses to explore a range of modelling and printing materials, e.g. salt dough, play dough. junk modelling materials, found objects, potato prints etc</p>









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Do you want to be Friends? (5 weeks & 2 days)	Starry Night (7 weeks)	People Who Help Us (Me and my community) (6 weeks & 4 days)	Why do Zebras have stripes? (7 weeks)	Sunshine & Sunflowers (6 weeks)	Do Cows Drink Milk? (6 weeks)
Driver	<p>The Colour Monster (2 weeks)</p> <p>By Anna Llenas</p>  <p>Elmer (1 week)</p>  <p>Little Red Hen (1 week)</p> 	<p>Binny's Divali (1 week)</p>   <p>Remember Remember (1 week)</p>  <p>The Fifth of November (1 week)</p> <p>How to Catch a Star (1 week)</p>  <p>Whatever Next (1 week)</p>  <p>Owl Babies (2 weeks)</p>  <p>Mog's Christmas (1 week)</p> 	<p>The Little Red Hen by Ladybird books (2 weeks)</p> <p>The Three Little Pigs by Nicola Lawrence (3 weeks)</p> <p>People who help us series of non-fiction books (police, firefirefighters, ambulance crew, doctors) (1 weeks & 4 days)</p>  	<p>Handa's Surprise by Eileen Browne (2 weeks)</p> <p>The Tiger who came to Tea by Judith Kerr (2 weeks)</p> <p>Maybe by Chris Haughton (2 weeks)</p>   	<p>The Very Hungry Caterpillar by Eric Carle (3 weeks)</p> <p>Jack and the Beanstalk by Mara Alperin (3 weeks)</p>  	<p>A Squash and a Squeeze by Julia Donalson (2 weeks)</p> <p>The Cow that laid an Egg by Andy Cutbill (2 weeks)</p> <p>Farmyard Hullabaloo by Giles Andreae (2 weeks)</p>   
Content	<p>Painting. Links to Transient art with friendships. Collage. Painting mixed media with different materials e.g. string, ribbon etc. Large scale work.</p>	<p>Painting with different materials. Colour mixing and working with different texture. Art stations to develop independent art skills. Transient art. Freezing and painting with natural materials.</p>	<p>Junk modelling. Painting. Using shape to construct images. Colour mixing through printing. Texture and collage.</p>	<p>Texture work. Watercolour paint and exploration of colour. Links to line and observational drawing.</p>	<p>Making repeated patterns through prints. Creating characters through clay/plasticine. Links to pattern.</p>	<p>Drawings of farmyard animals in an abstract style. A range of collaged style animals linked to mixed media.</p>
Skills	<p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour. Revisit from Nursery (Autumn 1; Spring 1; Summer 1+2)</p> <p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving. Revisit from Nursery (Autumn 1+2; Summer1)</p>	<p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving. Revisit from Nursery (Autumn 1; Spring 1; Summer 1+2) Revisit from Reception (Autumn 1)</p> <p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour. Revisit from Nursery (Autumn 1; Spring 1; Summer 1+2) Revisit from Reception (Autumn 1)</p> <p>Form: Enjoying and constructing with materials; Building and destroying; shaping and modelling. Revisit from Nursery (Autumn 1; Summer1+2)</p>	<p>Printing: Printing with a variety of objects; Using block colours to print. Revisit from Nursery (Autumn 1+2; Summer2)</p> <p>Form: Enjoying and constructing with materials; Building and destroying; shaping and modelling. Revisit from Nursery (Autumn 1; Summer1+2) Revisit from Reception (Autumn 2)</p> <p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour. Revisit from Nursery (Autumn 1; Spring 1; Summer 1+2) Revisit from Reception (Autumn 1+2)</p>	<p>Colour: Exploring with and using primary colours; Mixing colours through experiential learning; Understanding and using a range of tools to make colour. Revisit from Nursery (Autumn 1; Spring 1; Summer 1+2) Revisit from Reception (Autumn 1+2; Spring 1)</p> <p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving. Revisit from Nursery (Autumn 1; Spring 1; Summer 1+2) Revisit from Reception (Autumn 1+2)</p> <p>Drawing: Begin to use a variety of drawing tools.; Use drawings to tell a story; Investigate different lines; Encouraging accurate drawings. Revisit from Nursery (Autumn 2; Spring 1)</p>	<p>Form: Enjoying and constructing with materials; Building and destroying; shaping and modelling. Revisit from Nursery (Autumn 1; Summer1+2) Revisit from Reception (Autumn 2; Spring 1)</p> <p>Printing: Printing with a variety of objects; Using block colours to print. Revisit from Nursery (Autumn 1+2; Summer2) Revisit from Reception (Spring 1)</p> <p>Pattern: Making simple repeating patterns; Some simple symmetry and regularity. Revisit from Nursery (Autumn 2)</p>	<p>Drawing: Begin to use a variety of drawing tools.; Use drawings to tell a story; Investigate different lines; Encouraging accurate drawings. Revisit from Nursery (Autumn 2; Spring 1) Revisit from Reception (Spring 2)</p> <p>Texture: Handling and manipulating materials.; Sensory experience; Simple collage and weaving. Revisit from Nursery (Autumn 1; Spring 1; Summer 1+2) Revisit from Reception (Autumn 1+2; Spring 2)</p>



Knowledge	<p>Drawing upon previous experiences and frequent observation</p> <p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Aspects of artwork that can be recalled include subject matter and use of colour and shape.</p> <p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. brushes. Begin to understand what happens when colours are mixed together. Combining paint and other materials to create texture Revisit from Nursery (Autumn 1; Spring 1; Summer 1+2)</p> <p>Use the senses to explore a range of media such as fabric, crepe paper, magazines Experimenting by layering and sticking materials is ways which represent their thinking. Revisit from Nursery (Autumn 1+2; Summer1)</p> <p>Commenting on subject matter, colour, shape and line of pieces of art</p>	<p>Drawing upon previous experiences and frequent observation</p> <p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Aspects of artwork that can be recalled include subject matter and use of colour and shape.</p> <p>Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder, poster finger paints etc. Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc. brushes. Begin to understand what happens when colours are mixed together. 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Revisit from Nursery (Autumn 2; Spring 1)</p> <p>Commenting on subject matter, colour, shape and line of pieces of art</p>	<p>Drawing upon previous experiences and frequent observation</p> <p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Aspects of artwork that can be recalled include subject matter and use of colour and shape.</p> <p>Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. junk modelling materials etc. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc. Revisit from Nursery (Autumn 1; Summer1+2) Revisit from Reception (Autumn 2; Spring 1)</p> <p>Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc. Use everyday objects to make marks. e.g. cotton reels, sticks, wheels on cars etc Revisit from Nursery (Autumn 1+2; Summer2) Revisit from Reception (Spring 1)</p> <p>Commenting on subject matter, colour, shape and line of pieces of art</p>	<p>Drawing upon previous experiences and frequent observation</p> <p>Creating simple ideas in a range of styles based on observations which express their thoughts and feelings.</p> <p>Aspects of artwork that can be recalled include subject matter and use of colour and shape.</p> <p>Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc. Use marks and pictures to express thoughts and feelings. 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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (6 weeks)	Rio de Vida (5 weeks)	Paws, Claws and Whiskers (7 weeks)
Driver	<p>The Colour Monster by Anna Llenas (1 week)</p> <p>The Leaf Thief by Alice Hemming (3 weeks)</p> <p>Superworm by Julia Donaldson (3 weeks)</p> 	<p>Tidy by Emily Gravett (4 weeks)</p> <p>Three Billy Goats Gruff (3 weeks)</p> 	<p>Rapunzel by Bethan Woollvin (4 weeks)</p> <p>Where is the dragon? (3 weeks)</p> 	<p>Katie in London (3 weeks)</p> <p>Paddington at the Palace by Michael Bond (3 weeks)</p> 	<p>Grandad's Island (5 weeks)</p> 	<p>The Lion Inside (4 weeks)</p> <p>Selection of non-fiction books on big cats (3 weeks)</p> 
Content	<p>Transient Art working with natural materials and clay. Form and Mod roc work with theme around autumn leaves, conkers Colour mixing with paint <u>Design and make:</u> Clay boggarts and autumnal objects Observational drawings of autumnal objects. <u>Concept:</u> Sculpture, Drawing, Painting <u>Techniques:</u> Pinching, rolling, scoring, forming clay and mod roc. Form, Texture, Shape Painting using sponge and paintbrush to mix and dab. Colour Using charcoal and pencil to shade and look at depth of line and pattern. Line, Pattern <u>Artist:</u> Andy Goldsworthy</p>	<p>Collage work and exploring shape. <u>Design and make:</u> Collage Christmas Tree card in style of Matisse. <u>Concept:</u> Drawing <u>Techniques:</u> Experimental collage, sourcing different qualities of different materials, symmetrical and asymmetrical Texture, Shape, Space, Pattern <u>Artist:</u> Henri Matisse</p>		<p>Line, shading and tone. Drawing and perspective from images and observation. Collage cityscapes Printing using mono prints using polystyrene. Repeated pattern work. <u>Design and make:</u> Fabric mono print of a cityscape. <u>Concept:</u> Drawing, Painting <u>Techniques:</u> Observational landmarks and cityscape drawings. Line, Shape, Form, Space Application of colour using rollers and printing ink. Colour Making impressions with polystyrene and exploring repeated pattern. Line, Pattern, Shape <u>Artist:</u> Stephen Wiltshire</p>		<p>Painting on large scale work Exploring colour Abstract art <u>Design and make:</u> Abstract styled painting of a big cat. <u>Concept:</u> Drawing, Painting <u>Techniques:</u> Drawing features from a big cat. Line, Shape, Form, Space Mixing colours and finding right tones. Exploring pattern. Colour, Pattern Application of colour using fine and thick paintbrushes. Colour <u>Artist:</u> Pablo Picasso</p>

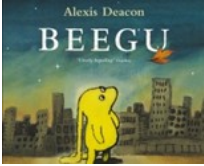
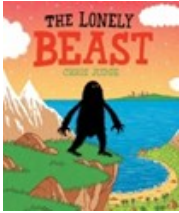






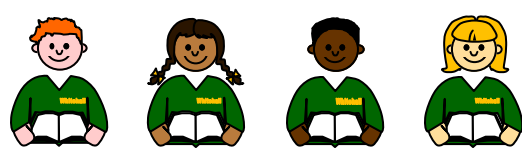
Skills	<p><u>Form:</u> Using materials to make known objects for a purpose. Carving, pinching and rolling. Making simple joins. Revisit from Reception (Autumn 1; Spring 1; Summer 1)</p> <p><u>Colour:</u> Naming all colours and beginning to use them effectively. Mixing colours and finding the collection of colours. Applying colour with a range of tools. Revisit from Reception (Autumn 1 + 2; Spring 1+2)</p> <p><u>Pattern:</u> Awareness and discussion of pattern. Irregular patterns. Revisit from Reception (Summer 1)</p> <p><u>Drawing:</u> Extend the variety of drawing tools. Observe patterns. Revisit from Reception (Spring 2; Summer 2)</p> <p><u>Texture:</u> How specific materials can create things Reception (Autumn 1+2; Spring 2; Summer 2) Revisit from Reception (Summer 1)</p>	<p><u>Pattern:</u> Awareness and discussion of pattern. Irregular patterns. Symmetry within artwork. Revisit from Reception (Summer 1) Revisit from Year 1 (Autumn 1)</p> <p><u>Texture:</u> How specific materials can create things Sorting according to material qualities. Experimental collage and weaving Revisit from Reception (Autumn 1+2; Spring 2; Summer 2) Revisit from Year 1 (Autumn 1)</p> <p><u>Drawing:</u> Observe patterns. Revisit from Reception (Spring 2; Summer 2) Revisit from Year 1 (Autumn 1)</p>		<p><u>Drawing:</u> Extend the variety of drawing tools. Observe and draw landscapes Observe patterns. Revisit from Reception (Spring 2; Summer 2) Revisit from Year 1 (Autumn 1+2)</p> <p><u>Colour:</u> Applying colour with a range of tools. Revisit from Reception (Autumn 1 + 2; Spring 1+2) Revisit from Year 1 (Autumn 1)</p> <p><u>Printing:</u> Creating patterns when making impressions. Developing impressed images. Relief printing. Revisit from Reception (Spring 1; Summer 1)</p> <p><u>Texture:</u> Experimental collage and weaving Revisit from Reception (Autumn 1+2; Spring 2; Summer 2) Revisit from Year 1 (Autumn 1+2)</p> <p><u>Pattern:</u> Awareness and discussion of pattern. Irregular patterns. Symmetry within artwork. Revisit from Reception (Summer 1) Revisit from Year 1 (Autumn 1+2)</p>		<p><u>Drawing:</u> Extend the variety of drawing tools. Observe anatomy (faces, limbs, etc.) Revisit from Reception (Spring 2; Summer 2) Revisit from Year 1 (Autumn 1+2; Spring 2)</p> <p><u>Colour:</u> Naming all colours and beginning to use them effectively. Mixing colours and finding the collection of colours. Applying colour with a range of tools. Revisit from Reception (Autumn 1 + 2; Spring 1+2) Revisit from Year 1 (Autumn 1; Spring 2)</p>
Knowledge	<p>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Revisit from Reception (Autumn 1; Spring 1; Summer 1)</p> <p>The primary colours are red, yellow and blue. Revisit from Reception (Autumn 1 + 2; Spring 1+2)</p> <p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Revisit from Reception (Spring 2; Summer 2)</p>	<p>Collage is art techniques where different materials are layered and stuck down to create artwork. Revisit from Reception (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Revisit from Reception (All terms) Revisit from Year 1 (Autumn 1)</p> <p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Revisit from Reception (All terms) Revisit from Year 1 (Autumn 1)</p>		<p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Revisit from Reception (Spring 2; Summer 2) Revisit from Year 1 (Autumn 1)</p> <p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Revisit from Reception (Spring 1; Summer 1)</p>		<p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Revisit from Reception (Spring 2; Summer 2) Revisit from Year 1 (Autumn 1 and Spring 2)</p> <p>The primary colours are red, yellow and blue. Revisit from Reception (Autumn 1 + 2; Spring 1+2) Revisit from Year 1 (Autumn 1)</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Revisit from Reception (All terms) Revisit from Year 1 (Autumn 1 + 2; Spring 2)</p>



Knowledge	<p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Revisit from Reception (All terms)</p> <p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p>Revisit from Reception (All terms)</p> <p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p>Revisit from Reception (All terms)</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>Revisit from Reception (All terms)</p> <p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>Revisit from Reception (All terms)</p> <p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p> <p>Revisit from Reception (Autumn 2; Spring 1); Summer 1</p>	<p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p>Revisit from Reception (All terms)</p> <p>Revisit from Year 1 (Autumn 1)</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>Revisit from Reception (All terms)</p> <p>Revisit from Year 1 (Autumn 1)</p> <p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>Revisit from Reception (All terms)</p> <p>Revisit from Year 1 (Autumn 1)</p>		<p>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>Revisit from Reception (All terms)</p> <p>Revisit from Year 1 (Autumn 1 + 2)</p> <p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>Revisit from Reception (All terms)</p> <p>Revisit from Year 1 (Autumn 1 + 2)</p> <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Revisit from Reception (All terms)</p> <p>Revisit from Year 1 (Autumn 1 + 2)</p> <p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p>Revisit from Year 1 (Autumn 1 + 2)</p> <p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p>Revisit from Reception (All terms)</p> <p>Revisit from Year 1 (Autumn 1 + 2)</p> <p>Collage is art techniques where different materials are layered and stuck down to create artwork.</p> <p>Revisit from Year 1 (Autumn 2)</p>		<p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>Revisit from Reception (All terms)</p> <p>Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p>Revisit from Reception (All terms)</p> <p>Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p>Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</p> <p>Revisit from Reception (All terms)</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	There's something out there (8 weeks)	The Scented Garden (7 weeks)	Dinosaur planet (6 weeks)	Wriggle and Crawl (6 weeks)	Muck, Mess and Mixture (6 weeks)	Beachcombers (7 weeks)
Driver	Beegu By Alexis Deacon 	The Lonley Beast by Chris Judge 	The Girl and The Dinosaur By Hollie Hughes 	Little Red By Bethan Woolvin 	The Magic Paintbrush By Julia Donaldson 	The Secret of Black Rock by Joe Todd Stanton 
Content		<p>Looking at painting, printing, pattern and collage. Exploring different media. Cool and Warm colours. Drawing and working on sketching Blending colour</p> <p><u>Design and make:</u> Creating their own patterned and textured concentric circle Oil pastel print Xmas card <u>Concept:</u> Drawing, Painting <u>Techniques:</u> Using paints to mix. Colour Using different papers to make collage work. Texture Selecting choice of colour to create patterned circles. Colour, Pattern, Space Tracing on top and using oil pastels to make an etched print. Colour, Line <u>Artist:</u> Wassily Kandinsky Gustav Klimt</p>		<p>Observational drawings looking at detail. Use of line and tone within work. Collage work with coloured paper to make backdrops to print on. Printing with string and polystyrene. Observational drawing and Watercolour focus with links to Monet.</p> <p><u>Design and make:</u> Creating their own detailed print of a minibeast in pop art style Monet styled Easter card <u>Concept:</u> Drawing, Painting <u>Techniques:</u> Exploring detail of minibeast close ups through drawing. Exploring different types of line to create depth and tone. Line, Shape, Pattern Constructing their own print blocks and using them to make repeated prints. Colour, Pattern, Line Creating colour washes mixed with oil pastels to create an image. Colour, Texture <u>Artist:</u> Sandra Pearce Andy Warhol Claude Monet</p>	<p>Ming Dynasty focus looking at pottery. Observation drawings Clay work making bowls. Exploring pattern Mixed media and exploring lots of textures.</p> <p><u>Design and make:</u> Make their own clay pot /vase in the style of Ming Dynasty <u>Concept:</u> Drawing, Painting, Sculpture <u>Techniques:</u> Observational drawings of the patterns of the Ming Dynasty pots/vase. Line, Pattern, Shape, Form Shaping, moulding, pinching, sculpting to make a vase shape. Adding colour through paint to make patterns. Form, Texture, Shape, Space, Colour. <u>Artist:</u> Lei Xue</p>	<p>Shell observation drawings Line and tone</p> <p><u>Design and make:</u> Observational drawings of natural objects from the beach. <u>Concept:</u> Drawing <u>Techniques:</u> Observational drawings of the patterns. Line, Patten, Shape, Form <u>Artist:</u> Georgia O'Keefe Amiria Gale</p>



Skills		<p><u>Colour:</u></p> <p>Beginning to describe colours.</p> <p>Making lighter and darker tones of colour.</p> <p>Beginning to use and apply different techniques with tools.</p> <p>Revisit from Year 1 (Autumn 1; Spring 2; Summer 2)</p> <p><u>Texture:</u></p> <p>Overlapping and overlaying to create effects.</p> <p>Exploring variety of textures and properties of materials.</p> <p>Purposeful collage and exploring techniques.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2)</p> <p><u>Pattern:</u></p> <p>Experimenting by arranging, folding and overlapping to make patterns.</p> <p>Discussing regular and irregular pattern work.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2)</p> <p><u>Drawing:</u></p> <p>Experiment with tools and surfaces.</p> <p>Draw a way of recording experiences and feelings.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p>		<p><u>Drawing:</u></p> <p>Experiment with tools and surfaces.</p> <p>Draw a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 1)</p> <p><u>Colour:</u></p> <p>Beginning to use and apply different techniques with tools.</p> <p>Beginning to describe colours.</p> <p>Revisit from Year 1 (Autumn 1; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 1)</p> <p><u>Printing:</u></p> <p>Experimenting with different forms of printing.</p> <p>Exposure to monoprinting.</p> <p>Revisit from Year 1 (Spring 2)</p> <p><u>Pattern:</u></p> <p>Discussing regular and irregular pattern work.</p> <p>Natural and manmade pattern work.</p> <p>Experimenting by arranging, folding and overlapping to make patterns.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2)</p> <p>Revisit from Year 2 (Autumn 1)</p>	<p><u>Drawing:</u></p> <p>Draw a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 1; Spring 1)</p> <p><u>Colour:</u></p> <p>Beginning to describe colours.</p> <p>Making lighter and darker tones of colour.</p> <p>Beginning to use and apply different techniques with tools.</p> <p>Revisit from Year 1 (Autumn 1; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 1; Spring 1)</p> <p><u>Form:</u></p> <p>Awareness of natural and man-made forms.</p> <p>Expression of ideas to shape and form from direct observation.</p> <p>Replicate patterns and textures based on work of other sculptors.</p> <p>Revisit from Year 1 (Autumn 1)</p> <p><u>Pattern:</u></p> <p>Discussing regular and irregular pattern work.</p> <p>Natural and manmade pattern work.</p> <p>Experimenting by arranging, folding and overlapping to make patterns.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2)</p> <p>Revisit from Year 2 (Autumn 1; Spring 1)</p>	<p><u>Drawing:</u></p> <p>Experiment with tools and surfaces.</p> <p>Draw a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 1; Spring 1)</p> <p><u>Pattern:</u></p> <p>Discussing regular and irregular pattern work.</p> <p>Natural and manmade pattern work.</p> <p>Experimenting by arranging, folding and overlapping to make patterns.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2)</p> <p>Revisit from Year 2 (Autumn 1; Spring 1)</p>



Knowledge		<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.</p> <p>Revisit from Year 1 (Autumn 2; Spring 2)</p> <p>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p>Revisit from Year 1 (Autumn 1; Summer 2)</p> <p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p>		<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2)</p> <p>A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2)</p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2)</p> <p>Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p> <p>Revisit from Year 1 (Autumn 1; Spring 2; Summer 2)</p>	<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2; Spring 2)</p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2; Spring 2)</p> <p>Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap.</p> <p>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p>Revisit from Year 1 (Autumn 1; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2)</p> <p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2)</p>	<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2; Spring 2; Summer 1)</p> <p>A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2; Spring 2)</p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2; Spring 2; Summer 1)</p> <p>Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p> <p>Revisit from Year 1 (Autumn 1; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Spring 2)</p> <p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p> <p>Revisit from Year 1 (Autumn 1)</p>
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Knowledge		<p>Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p>		<p>A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</p> <p>Revisit from Year 1 (Spring 2)</p> <p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p> <p>Revisit from Year 1 (Autumn 1)</p> <p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Spring 2)</p> <p>Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2)</p>	<p>Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2; Spring 2)</p>	<p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2; Summer 1)</p> <p>Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p> <p>Revisit from Year 1 (Autumn 1 + 2; Spring 2; Summer 2)</p> <p>Revisit from Year 2 (Autumn 2; Spring 2; Summer 1)</p>
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