

Art	Autumn Term	Spring Term	Summer Term
	<p align="center"><u>Continuous provision (always available)</u></p> <p align="center">Drawing (mark making): Begin to use a variety of drawing tools</p> <p align="center">Colour (Easel): Experimenting with and using primary colours, mixing, learn colour names</p> <p align="center">Creative area: Use a range of tools to make coloured marks on paper. Print with a variety</p> <p align="center">Sensory area: Handling, feeling, enjoying and manipulating materials. Shape and model</p> <p align="center">Construction area: Construction, building and destroying</p>		
Nursery	<p>Autumnal materials and rainbow Fish collages</p> <ul style="list-style-type: none"> • Explores different textures • Rubbings • <p>Autumnal landscapes</p> <ul style="list-style-type: none"> • Experimenting with and mixing colour • 	PLANS CHANGING	PLANS CHANGING
Reception	<p>Self-portrait, Autumn Art (using colours and shapes), Printing 2D</p> <ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story • Investigate different lines • Explore different textures Encourage accurate drawings of people • <p>Autumn Art</p> <ul style="list-style-type: none"> • Sensory experience • Print with a variety of objects • Simple collages <p>Art Straws – funnybones</p> <ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Form – Constructing <p>Patterns</p> <ul style="list-style-type: none"> • Repeating patterns 	<p>Winter collage using materials</p> <ul style="list-style-type: none"> • Simple collages • Sensory experiences • Handling, feeling, enjoying and manipulating materials <p>Art from around the world- colours/designs</p> <ul style="list-style-type: none"> • Use a range of tools to make coloured marks on paper • Mixing (not formal) <p>Chinese New Year</p> <ul style="list-style-type: none"> • Experimenting with using primary colours • Naming colours <p>Drums</p> <ul style="list-style-type: none"> • Shape and model • Weaving 	<p>Paintings linked to the Farm visit</p> <ul style="list-style-type: none"> • Learning the names of different tools that bring colour • Begin to use a variety of drawing tools • Use drawings to tell a story • Investigate different lines <p>Bog Baby Homes</p> <ul style="list-style-type: none"> • Shape and models <p>Designing Seed Packets</p> <ul style="list-style-type: none"> • Rubbings <p>Under the sea – scenery and holiday art</p> <ul style="list-style-type: none"> • Printing with block colours • Use a range of tools to make coloured marks on paper • Mixing (not formal) <p>Summer</p>

	<ul style="list-style-type: none"> Irregular painting patterns 	Superhero art <ul style="list-style-type: none"> Form – Building and destroying 	<ul style="list-style-type: none"> Simple symmetry (butterflies)
Year 1	Self portraits <ul style="list-style-type: none"> Observe anatomy (faces) Develop cutting skills <ul style="list-style-type: none"> Construct Using chalk pastels for Autumn leaves/berries <ul style="list-style-type: none"> Observe patterns and features Name all the colours Sewing felt stockings <ul style="list-style-type: none"> how textiles create things Christmas art/stained glass windows <ul style="list-style-type: none"> Use materials to make known objects for a purpose Using clay for Christmas decorations <ul style="list-style-type: none"> Manipulate clay for modelling purposes 	Looking at the artist Pieter Breugel <ul style="list-style-type: none"> Awareness and discussion of patterns Winter art-snow pictures/oil pastels Close study of winter trees using charcoal <ul style="list-style-type: none"> Observe patterns and features Hot and cold colours <ul style="list-style-type: none"> Find collections of colour Close observation of daffodils using chalk pastels <ul style="list-style-type: none"> Observe and draw landscapes Clay thumb pots <ul style="list-style-type: none"> Pinch and roll coils and slabs using a modeling media. Printing <ul style="list-style-type: none"> Develop impressed images 	Linking art with DT (vehicle for teddy) <ul style="list-style-type: none"> Make simple joins Construct Impressionist artists Monet <ul style="list-style-type: none"> Extend the variety of drawings tools Mixing colours to paint gardens in the Impressionist style Using powder paint <ul style="list-style-type: none"> mixing of colour applying colour with a range of tools Butterfly art-symmetrical painting <ul style="list-style-type: none"> symmetry create patterns Making butterflies from tissue paper <ul style="list-style-type: none"> Sort according to specific qualities
Year 2	Exploring colour <ul style="list-style-type: none"> Colour mixing warm tones Colour mixing-graduation (Fire of London scenes-linking to History) Pastel firework pictures - texture Form and Texture <ul style="list-style-type: none"> Cutting, arranging, sticking Fire of London collages Pizza fractions – cutting and arranging Drawing	Exploring colour and pattern Famous Artists Pop art-recreating a piece – Andy Warhol <ul style="list-style-type: none"> Contrasting colours Use of wax and reversal of colour and arrangement Close observation Creating a design and template Drawing, colour <ul style="list-style-type: none"> Pastel tomato pictures 	Sewing – design, pattern, texture, form <ul style="list-style-type: none"> Making dinosaur finger puppets from design, pattern to completion exploring sculptures and malleable materials Design 3D structure of clay dinosaur Decorate and evaluate structure

	<ul style="list-style-type: none"> • Drawing pictures linked to English work – making a story book – close observation work <p>Pattern and colour</p> <ul style="list-style-type: none"> • Symmetrical life drawings-faces <p>Sewing</p> <ul style="list-style-type: none"> • Pattern, texture and form – sewing a calendar 	<ul style="list-style-type: none"> • Close observation work • Shading and blending • Different fruits 	
Year 3	<p>Primary/secondary colour wheels</p> <ul style="list-style-type: none"> • Colour mixing • Make colour wheels • <p>Portraits/self-portraits-using pastels</p> <ul style="list-style-type: none"> • Initial sketches as a preparation for painting or pastels • Accurate drawings of people – particularly faces <p>Stone Age buildings constructed from different materials</p> <ul style="list-style-type: none"> • Plan and develop understanding of different adhesives and methods of construction • Shape, form, model and construct (malleable and rigid materials) <p>Textiles/sewing</p> <ul style="list-style-type: none"> • Use smaller eyed needles and finer threads <p>Madonna and child-oil pastels</p> <ul style="list-style-type: none"> • Initial sketches as a preparation for painting • Accurate drawings of people – particularly faces <p>□</p>	<p>Kandinsky-circles in squares where children create own version of picture</p> <ul style="list-style-type: none"> • Introduce different types of brushes <p>Close observational work-draw a selection of Spring flowers and develop this work using water colours close observation</p> <ul style="list-style-type: none"> • Introduce different types of brushes 	<p>Looking at the work of David Hockney. Taking his sun picture-sketch own version and focus on colour mixing/using the lighter colours first (potential gallery visit)</p> <ul style="list-style-type: none"> • Techniques- apply colour using dotting, scratching, splashing <p>Looking at Egyptian designs (linked to History project) Imprint a design onto a polybloc and print</p> <ul style="list-style-type: none"> • Relief and impressed printing • Colour mixing through overlapping colour prints <p>Making Egyptian jewellery</p> <ul style="list-style-type: none"> • Design using ICT • Shape, form, model and construct (malleable and rigid materials) • Aesthetics

	3D Christmas cards		
Year 4	<p>Roman shields, clay coins, Gladiator mosaic</p> <ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns • Tessellation • Shape, form, model and construct (malleable and rigid materials) • Plan and develop • understanding of different adhesives and methods of construction • aesthetics <p>Sewing for Christmas calender</p> <ul style="list-style-type: none"> • Use a wider variety of stitches • compare different fabrics 	<p>Examine themes within Mayan artwork, Maya Stelae using foam/oasis, Mayan masks using mod rock.</p> <ul style="list-style-type: none"> • Work on a variety of scales • colour mixing and matching; tint, tone, shade • observe colours • suitable equipment for the task • - colour to reflect mood • Plan and develop • Experience surface patterns / textures • Discuss own work and work of other sculptors 	<p>River colour tints using watercolours, famous river artists, gallery visit, explore different methods of art using water (bubble, marbling, flick, blow) to explore different materials and weaving methods to create an illusion of water</p> <ul style="list-style-type: none"> • Explore environmental and manmade patterns • Experience surface patterns / textures • experimenting with creating mood, feeling, movement- • compare different fabrics • - colour mixing and matching; tint, tone, shade • - observe colours
Year 5	<p>Anglo Saxon jewellery in watercolour</p> <ul style="list-style-type: none"> • explore the use of texture in colour • colour for purposes <p>Titanic models</p> <ul style="list-style-type: none"> • develop the concept of perspective • Select and use materials <p>Sowing applique for Christmas calendars</p> <ul style="list-style-type: none"> • embellish work • fabric making 	<p>Ancient Greek art looking at perspective</p> <ul style="list-style-type: none"> • develop the concept of perspective 	<p>Optical illusion art looking at Bridget Riley, explore ideas for patterns Focus on repeated patterns/dots/lines Composition and colour</p> <ul style="list-style-type: none"> • plan and develop ideas • observation or imagination <p>Cubism Picasso's Weeping Woman Abstract Use of digital film techniques, photos and magazines to create own abstract faces</p> <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and

			expression
Year 6	<p>Sowing to start the year</p> <ul style="list-style-type: none"> • Develops experience in embellishing <p>Art linked to The Boy in the Striped</p> <ul style="list-style-type: none"> • produce increasingly accurate drawings of people • hue, tint, tone, shades and mood • colour to express feelings <p>Perspective piece of the fence</p> <ul style="list-style-type: none"> • concept of perspective <p>Pyjamas and history topic (Blitz scene)</p> <p>Art linked to DT (sewing skills/creating patterns/using a variety of stitches)</p>	<p>Sketching linked to the Landlady</p> <ul style="list-style-type: none"> • interpret the texture of a surface <p>Making gadgets using mod rock for Stormbreaker, building up detail, painting and glazing</p> <ul style="list-style-type: none"> • plan and develop ideas – Shape, form, model and join 	<p>Designing Longship Viking boats using marbling, various painting techniques and sketching</p> <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques <p>Rainforest animal images using black glue</p> <ul style="list-style-type: none"> • observation or imagination