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|  | Expressive Arts and Design | | | | | | | |
|  | Development Matters | | | | | | | |
|  | • Explore different materials freely, to develop their ideas about how to use them and what to make.  • Develop their own ideas and then decide which materials to use to express them.  • Join different materials and explore different textures.  • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  • Draw with increasing complexity and detail, such as representing a face with a circle and including details.  • Use drawing to represent ideas like movement or loud noises.  • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  • Explore colour and colour-mixing.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  • Return to and build on their previous learning, refining ideas and developing their ability to represent them.  • Create collaboratively, sharing ideas, resources and skills.  • Listen attentively, move to and talk about music, expressing their feelings and responses.  • Watch and talk about dance and performance art, expressing their feelings and responses.  • Sing in a group or on their own, increasingly matching the pitch and following the melody.  • Develop storylines in their pretend play.  • Explore and engage in music making and dance, performing solo or in groups.  ELG Creating with Materials  • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  • Share their creations, explaining the process they have used.  • Make use of props and materials when role playing characters in narratives and stories. | | | | | | | |
|  | Knowledge | | | | | | | Skills |
|  | * Know what happens when mixing colours. * Know how to use different techniques for joining materials. * Explore and develop their understanding of features of different materials for creating * Explore and develop their understanding around different features of objects for creating | | | | | | | * Safely use and explore simple tools and techniques competently * Develop observational skills to be able to draw own representations of objects and living things * Experiment with colour * Use their skills and explore concepts and ideas through their own representations. * Choose particular colours to use for a purpose * Think and talk about paintings or sculpture that is unfamiliar to them. |
|  | * **End Point: Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** * **Share their creations, explaining the process they have used.** * **Make use of props and materials when role playing characters in narratives and stories.** | | | | | | | |
|  | **Autumn 1** : | | | | | | | Vocab |
|  | Knowledge | | | | Skills | | | Self-portrait, mirror, reflection, shape, line, circle, face, expression, same different.  Face- eye brow, eyes, mouth, lips, eye lashes, cheeks, chin. |
| **Where do I belong?** | Know what a portrait is.  Know the features of a face  To know that playdough can be manipulated and made into different play food shapes.  To know that a leaf has got a texture that can be transferred by media. | | | | Describe their own features and compare to others noticing similarities and differences.  Choose particular colours to use for a purpose  Use simple tools- hold a pencil/pen for drawing/paintbrush for painting.  Use a crayon on its flat surface to create rubbings.  To mould dough into play food. | | |
|  | 1. Linked to transition differences/similarities of children in new. Class. Are we all the same? What’s the same/different? 2. Look at facial expressions in a mirror. Look at shapes of facial features and teacher demo drawing simple features e.g. eyes. 3. Draw self-portrait using fine liners. 4. Revisit portraits and discuss recreating them using colours. What colours would we need, for our skin, eyes, hair? 5. Paint a self-portrait using poster paints. 6. Look at the book Let’s Make Faces and look at the different materials used to create faces. What objects have been used to create the art work? What colours and shapes can you see? How do you think we could create our own art work like his? Introduce natural materials to be used to create our own representations 7. Explore the different variety and shades of leaves collected on Autumn walk. Look at the features of the leaves e.g. veins 8. Model leaf rubbing techniques to emphasise the features. Model how to hold the crayons flat and rub across the paper. | | | | | | | |
|  | **Autumn 2** | | | | | | | Vocab |
| **Why and how do we Celebrate?** | **Knowledge** | | | | | **Skills** | | Mould shape pinch mix colours shade light dark add change |
| Know that colours can be combined to create new ones  Know that sculpture is 3D and is a form of art  Explore how clay can be moulded into a new form | | | | | Use hands and tools to shape and mould malleable materials.    Add poster paint colour to a white base to create gradually darker shades (experiment with colours) | |
|  | 1 Linked to Bonfire night, discuss the different shapes and colours of the fireworks we see. Look at clips/images of Catherine Wheels and talk about the colours/shades and shapes.  2 Model mixing poster paints, washing brush, wiping brush, changing water etc. to mix new colours to create our own Catherine Wheels  3 Linked to Bonfire night look at the simple features of a firework rocket- create bonfire pictures using active primary/ipad drawing program  5 Linked to theme of light/dark discuss forms of light and tea lights. Look at a range of t-light holders. Discuss shape/form/decoration  6. Model creating a clay t-light holder and technique for creating pattern around the edge using tools.  7. Model using paint/glue/mixture and glitter to decorate.  8. Birthday hat making- discuss joining techniques | | | | | | | |
|  | **Spring 1** | | | | | | | Vocab |
| **What is it like in cold places?** | Knowledge | | | | | | **Skills** | Cold mix add dab winter blue white grey frost ice lighter darker shade  Pointy spiky triangles shape arrange arms legs fingers toes  Dragon fans lanterns red gold fold decoration  Stick join  Shapes colours artist Arrange  Stones pebbles feathers beads leaves spiral circle sculpture land art natural photograph |
| Know what happens when colours mix  Know how artists use colours to show seasons  Know that colours have different shades  Know that shapes can be arranged to create new effects  Know the features of a face  Know new effects can be created by arranging shapes, combining natural and man-made materials and colours  Know they can create new effects by combining materials, colours and folding | | | | | | Choose particular colours for a purpose  Identify cold colours  Explore different arrangements of tringles to create a representation  Choose objects/colours for a purpose.  Explore techniques of folding  Choose particular colours and materials for purpose  Explore joining materials  Use relevant vocabulary to  Describe their art work |
|  | 1 Look at the art work of Avercamp (Ice Skaters) linked to the theme of winter.  2 Discuss colours children can see. How do they make you feel? Model mixing different shades of blue/grey  3 Sing Jack Frost song and look at images of him. What shapes can you see?  4 Model arranging different triangles to create a representation of Jack Frost.  5 Linked to Chinese new year celebration discuss use of dragons and fans in Chinese New Year celebrations. Model how to create models and decorations. | | | | | | | |
|  | **Spring 2** | | | | | | | Vocab |
| **Where can we go?** | **Knowledge** | | | **Skills** | | | | Journeys vehicles line control hold up down around curved above below join hold split pin glue pierce through stick attach stem flower petal look colours |
| Children will name the features of vehicles  Know that Jean Miro was an artist  Know that art does not have to look like something  Know the simple features of some types of transport eg. wheels body doors carriages  Know that we must look closely at shapes and colours when we draw | | | Hold a pencil or pen and use it effectively to draw a variety of lines  Build and join using an increasing amount of techniques using a variety of 3d junk modelling materials eg.split pins  Accurately cut out a variety of shapes from a given template.  Use pastels to draw lines curves and circles to create a representation of a daffodil | | | |
|  | 1. Linked to theme of journeys and using Miros Lines drawings as inspiration encourage children to take a line for a walk.(see [https://hannahsartclub.wordpress.com/ Doodle](https://hannahsartclub.wordpress.com/%20%20Doodle) like Miro) 2. Emphasise that art does not have to look like something, encourage chn to explore making different lines. 3. Children to create own interpretations based on observations of Miros work. 4. Linked to journeys theme discuss different types of transport and discuss features of trains, buses, cars. 5. Model joining junk modelling materials to create representation of vehicle. Introduce new joining techniques. 6. Look closely at the new life emerging in the outside area. Discuss the variety of new flowers growing outside- name the daffodils. 7. Model using oil pastels to create representations o cut daffodils in a vase. What shapes/colours do we see? Model how to draw, blend and soften the colours. | | | | | | | |
|  | **Summer 1** | | | | | | | Vocab |
| **What can grow?** | **Knowledge** | | **Skills** | | | | | Seed dab print gentle line mix add colours shapes  Composition, arrange, shapes, wavy, straight, cut, experiment, colours |
| Know that a range of tools can be used for printing  Know of the need to observe shape and colour to create representations of objects | | Explore printing techniques using cotton buds  Use a pencil with control to draw the shapes and patterns they see  Use fine brushes and water colour blocks to mix own colour | | | | |
|  | 1. Read Snail trail- A journey through modern art- Matisse by Jo Saxton 2. Talk about the different paintings- what do the children think about the paintings? Likes? Dislikes? Remind them of anything? Make them feel? 3. Make a snail picture in the style of Henri Matisse, The Snail 1953   Matisse would listen to music as he worked. To get the creative juices flowing put on the radio and let the fun times begin.  Take your scissors and cut out shapes from the brightly coloured paper. They can be any shape you want; they can be wavy like the sea or sharp like a cactus, they can be in the shape of love hearts or spell out words! Just let your imagination take over.  When you have made a pile of brightly coloured shapes take a large sheet of coloured paper and start composing your picture. This means arranging the shapes onto the page to make a picture that looks nice. Composition is very important to artists' work. Don't be afraid to experiment with your shapes, they can be apart or touching. You could even overlap them to make a new shape – just play around and see what happens. Once you're happy with your picture you can stick your paper shapes down.   1. Linked to text ‘The Dandelion Seed’ explore dandelion flowers/clocks and introduce vocab fluffy light puffy seeds float 2. Using cottons buds banded together model dipping and printing to create seed pattern. Then model painting or drawing line to create seed stem. | | | | | | | |
|  | **Summer 2 D9 D8** | | | | | | | Vocab |
| **Who wants to be beside the sea?** | **Knowledge** | **Skills** | | | | | | technique, observe, draw, colour, materials,  Creatures, marine animals, shape characteristics, colour. |
| Know about the art work of Andy Goldsworthy. | Develop awareness of colour, tone and texture.  Use a range of objects | | | | | |
|  | 1. Explore the work of Andy Goldsworthy. What did he use to make this artwork? Explore the variety of materials he uses. 2. How does he remember his creations and share them with everyone? Discuss photographing the arrangements. | | | | | | | |
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