

	Autumn One/ Two	Spring One/ Two	Summer One/ Two
Nursery	<ul style="list-style-type: none"> Start to make marks intentionally and sometimes gives meaning to the marks they make To begin to explore different materials To explore paint using fingers and other tools To create closed shapes which represent objects To manipulate different materials <p>Matisse – Use cut out shapes from coloured paper or painted paper and arrange compositions.</p>	<ul style="list-style-type: none"> To begin to add more detail to their drawings To use their imagination as they consider what they can do with different materials. To be able to talk about and add more detail to their drawings To make simple models which express their ideas. <p>Eric Carle – Using The Very Hungry Caterpillar, children to create more detailed drawings of items eaten by the caterpillar or the Caterpillar itself. Split pins could be used to then link sections of the insect’s body for movement.</p>	<ul style="list-style-type: none"> Show different emotions in their drawings and painting To join different materials to make more detailed models To create detailed drawings using appropriate colours To join different materials to make more detailed models <p>David Mach – look at his magazine sculptures. Children explore the impact of layering and repeated patterns of materials or found objects – use drawings of organic forms to plan and design their own sculptures.</p>
Reception	<ul style="list-style-type: none"> To create detailed drawings using appropriate colours To join different materials to make more detailed models Continues to explore colour mixing and how colours can be changed <p>Quentin Blake – look at a range of illustrations by Blake. Children create their own illustrations to a simple story, using coloured pencil at first and then watered down poster paint or water colour with pen outlines.</p>	<ul style="list-style-type: none"> Uses their imagination to create drawings to represent actions and objects based on their observations Uses various construction materials to make detail models and plans their design, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces <p>Tony Cragg – Look at various works by the artist including ‘Stack’ and ‘Cumulus’ – Children to identify different objects for stacking and balancing – draw out their ideas before constructing.</p>	<ul style="list-style-type: none"> Shows their own ideas through experimentation with materials, e.g. light, projected image, loose parts, watercolours, to express and communicate their discoveries and understanding Expresses and communicates working theories, feelings and understandings using visual arts Demonstrates their knowledge and understanding of tools and materials to explore their interests and enquiries to develop their thinking. <p>Study a variety of artists from different disciplines eg Olafur Eliasson for use of light, Yayoi Kusama/ Barbara Hepworth for sculpture and Paul Klee’s watercolours. Start to develop sketchbooks that show development of skills and influence of artists with cut outs of artworks, drawings and one word annotations.</p>
<p>*Early Learning Goal: <u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p>			

Year 1 to 6 are following the Kapow Art scheme			
Year 1	Drawing	Painting	Sculpture
	Make your mark	Colour splash	Paper play
Year 2	Drawing	Painting	Sculpture
	Tell a story .	Life in colour	Clay houses
Year 3	Drawing	Painting	Sculpture
	Growing artists	Prehistoric painting	Abstract shape and space
Year 4	Drawing	Painting	Sculpture

	Power prints	Light and dark	Mega materials
Year 5	Drawing	Painting	Sculpture
	I need a space	Portraits	Interactive installations
Year 6	Drawing	Painting	Sculpture
	Make my voice heard	Artist study	Making memories