

	AUTUMN TERM Local	SPRING TERM	SUMMER TERM
EYC	EYC		
	<p style="text-align: center;"><b>All about me/my emotions</b> <b>People who help us/Festivals-Seasons</b></p> <p style="text-align: center;"><i>DM Objectives:</i> <u>Art &amp; Design: Creating with Materials-</u></p> <p><u>0-3years</u></p> <ul style="list-style-type: none"> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Explore colour and colour mixing.</li> </ul> <p><u>3-4years</u></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p style="text-align: center;"><b>Winter/Modern stories</b> <b>Living Things/Traditional Tales/Easter</b></p> <p style="text-align: center;"><i>DM Objectives:</i> <u>Art &amp; Design: Creating with Materials-</u></p> <p><u>0-3years</u></p> <ul style="list-style-type: none"> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>Show different emotions in their drawings – happiness, sadness, fear, etc.</li> </ul> <p><u>3-4years</u></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p style="text-align: center;"><b>Travel</b> <b>Summer/Pirates/Transition</b></p> <p style="text-align: center;"><i>DM Objectives:</i> <u>Art &amp; Design: Creating with Materials-</u></p> <p><u>0-3years</u></p> <ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing.</li> <li>Show different emotions in their drawings – happiness, sadness, fear, etc.</li> </ul> <p><u>3-4years</u></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>

			<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>
<b>Connections</b>	<b>Festivals – Diwali, Bonfire Night and Rmembrance</b>	<b>Christmas, RE traitions and celebrations and Nativity</b>	<b>Christmas, RE traitions and celebrations, Nativity and ficitional stories.</b>
<b>Projects</b>	<ol style="list-style-type: none"> <li>MC 48 Make a Mud Pie Creature</li> <li>Christmas Craft</li> <li>Independent Creative Area</li> </ol>	<ol style="list-style-type: none"> <li>Mother’s Day Cards</li> <li>Easter Crafts</li> <li>Independent Creative Area</li> </ol>	<ol style="list-style-type: none"> <li>Father’s Day Cards</li> <li>Pirate crafts</li> <li>Independent Creative Area</li> </ol>
<b>FS</b>	<b>Foundation stage</b>		
	<p><b>Links to prior learning:</b></p> <p>Foundation Stage Art and Design curriculum builds directly on the learning undertaken in the EYFS (3 to 4 years objectives).</p> <p><i>EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p> <ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>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.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li> </ul>		
<b>New learning</b>	<p><b>All about me/Settling into school life</b></p> <p><b>Esther Mahlangu</b></p> <p><i>DM objective</i></p> <p><u><b>Art &amp; Design: Creating with Materials-</b></u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Living Things/People Who Help Us</b></p> <p><i>DM objective</i></p> <p><u><b>Art &amp; Design: Creating with Materials-</b></u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p><b>Adventures and Explorers</b></p> <p><i>DM objective</i></p> <p><u><b>Art &amp; Design: Creating with Materials-</b></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>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I know how to experiment with mixing colour.</li> <li>I know how to experiment with different textures.</li> </ul>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I know how to join materials using glue and tape and when is best to use which.</li> <li>I know that white makes paint lighter and black makes it darker.</li> <li>I know how to make props and costumes for different role play scenarios.</li> <li>I know how to explain why I have decided to join things in different ways.</li> </ul>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>I know how to what happens when some colours mix.</li> <li>I know how to explore and use a variety of Artistic effects to express ideas and feelings.</li> <li>I know how to share creations, talk about the process and evaluate their work.</li> </ul>
<b>Connections</b>	<b>Past and Present/Culture/Natural World/ Physical Development</b>	<b>Life Cycles/Past and Present/Culture/ Physical Development</b>	<b>Past and Present/C and L/Physical Development</b>
<b>Projects</b>	<ol style="list-style-type: none"> <li>To carry out an Art exhibit based on 'All about me' for parents.</li> <li>To create self-portraits using paint, drawings of friends using oil pastels, make a house and firework display out of different textures.</li> <li>Monet painting – whole year group inspired by the Orangerie series.</li> </ol>	<ol style="list-style-type: none"> <li>To make a home/shelter for an animal who is staying in the Vets role play, joining materials using glue and tape.</li> <li>To develop exploration of paint – mixing lighter and darker tones to create a traditional tale setting.</li> <li>To make own props and costumes for role play opportunities in the provision.</li> <li>Show and tell your creations.</li> </ol>	<ol style="list-style-type: none"> <li>MC48 – Face painting.</li> <li>To create a space painting, explore mixing colours.</li> <li>Artist of the month – using a variety of Artistic effects to express ideas and feelings.</li> <li>Show and tell your creations.</li> </ol>
<b>1</b>	<b>Year 1</b>		
<b>Revisit</b>	<p style="text-align: center;"><b>Links to prior learning:</b></p> <p style="text-align: center;">Year 1 Art curriculum builds directly on the learning undertaken in the EYFS.</p> <p>Art &amp; Design – creating with materials</p> <ul style="list-style-type: none"> <li>I know how to experiment mixing with colours.</li> <li>I know how to experiment with different textures.</li> <li>I know how to join materials using glue and tape and when is best to use which.</li> <li>I know that white makes paint lighter and black makes it darker.</li> <li>I know how to make props and costumes for different role play scenarios.</li> <li>I know how to explain why I have decided to join things in different ways.</li> <li>I know what happens when some colours mix.</li> <li>I know how to explore and use a variety of artistic effects to express their ideas and feelings.</li> <li>I know how to share creations, talk about process and evaluate their work.</li> </ul>		

<p><b>New Learning</b></p>	<p style="text-align: center;"><b>Our local area</b></p> <p style="text-align: center;"><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Colour own work neatly following the lines</li> <li>Draw lines of different sizes and thicknesses.</li> <li>Learn about an Artist.</li> <li>Mix Primary colours to make Secondary colours (and tertiary colours).</li> <li>Create colour wheels.</li> </ul>	<p style="text-align: center;"><b>Britain (cities and landmarks)</b></p> <p style="text-align: center;"><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Add white to colours to make tints and black to make tones.</li> <li>Colour own work neatly following the lines</li> <li>Draw lines of different sizes and thicknesses.</li> </ul>	<p style="text-align: center;"><b>America</b></p> <p style="text-align: center;"><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Use rolled up paper, straws, card and clay as materials</li> <li>Join materials using glue and /or a stitch</li> <li>Use plaiting</li> <li>Use weaving to create a pattern.</li> </ul>
<p><b>Connections</b></p>	<p style="text-align: center;"><b>Cross-curricular connections:</b></p> <p style="text-align: center;">Y1 -our local area</p>	<p style="text-align: center;"><b>Cross-curricular connections:</b></p> <p style="text-align: center;">Y1-Great Fire of London</p>	<p style="text-align: center;"><b>Cross-curricular connections:</b></p> <p style="text-align: center;">Y1-Columbus and Armstrong</p>
<p><b>Projects</b> (Digital media within ICT)</p>	<ol style="list-style-type: none"> <li>Primary, Secondary and tertiary exploration.</li> <li>Colour mixing.</li> <li>Warm and cool colours</li> <li>Study Monet, colour mix to make own lily, add to whole class painting inspired by Orangerie Series</li> </ol>	<ol style="list-style-type: none"> <li>Make tints and tones.</li> <li>To create a Fire of London collage.</li> <li>Look at texture of buildings.</li> </ol>	<p style="text-align: center;">To create Native American Art –</p> <ol style="list-style-type: none"> <li>Totem poles</li> <li>Paper weaving</li> <li>Fabric plaiting</li> </ol>
<p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;"><b>Year 2</b></p>		
<p><b>Revisit</b></p>	<p style="text-align: center;"><b>Links to prior learning:</b></p> <p>Y1-Use of ideas and learn about the work of an Artist - Monet</p>	<p style="text-align: center;"><b>Links to prior learning:</b></p> <p>Y1-Mix Primary, Secondary and tertiary colours, combining materials, colour neatly and follow lines.</p>	<p style="text-align: center;"><b>Links to prior learning:</b></p> <p>Y1-Use of ideas, mixing colours, materials and prints.</p>
<p><b>New Learning</b></p>	<p style="text-align: center;"><b>Wonderful Weather/Stringfellow</b></p> <p style="text-align: center;"><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Describe the work of notable artists and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> <li>Join materials using glue.</li> <li>Colour own work neatly following the lines.</li> <li>Show different tone using coloured pencils.</li> </ul>	<p style="text-align: center;"><b>Oceans and Seas</b></p> <p style="text-align: center;"><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mimic print from the environment.</li> <li>Use repeating or over lapping shapes.</li> <li>Press, roll, rub and stamp to make prints.</li> <li>Use objects to create prints.</li> <li>Show pattern and texture by adding dots and lines.</li> </ul>	<p style="text-align: center;"><b>India</b></p> <p style="text-align: center;"><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Respond to ideas and explore ideas through collecting visual information</li> <li>Sort and arrange materials and mix materials to create a texture.</li> </ul>

<b>Connections</b>	<b>Cross-curricular connections:</b> Chard - Our Local Area	<b>Cross-curricular connections:</b> History-Mary Anning and Grace Darling	<b>Cross-curricular connections:</b> Geography-weather History-Queen Victoria (Empire)
<b>Projects</b>	1.Weather – Study paintings showing different weather (Monet) and create own. 2. Paint Monet waterlilies on paper plate	1.To create ocean scene paintings and printings. 2.Study pattern and texture in nature.	1. Make tissue paper rangolis 2. Draw and colour mandalas ad Mehndis (3. William Morris wallpaper?)
<b>3</b>		<b>Year 3</b>	
<b>Revisit</b>	<b>Links to prior learning:</b> Y2- Describe the work of notable artists and designers- Monet and use some of the ideas of artists studied to create pieces.	<b>Links to prior learning:</b> Y2 - Colour own work neatly following the lines, show different tone using coloured pencils.	<b>Links to prior learning:</b> Y2- Respond to ideas and explore ideas through collecting visual information, sort and arrange materials and mix materials to create a texture.
<b>New Learning</b>	<b>Somerset</b> <b><u>NC objective break down of skills taught:</u></b> <ul style="list-style-type: none"> <li>• Create weavings.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Experimenting with creating mood with colour.</li> </ul>	<b>Extreme Earth</b> <b><u>NC objective break down of skills taught:</u></b> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly.</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show line and texture.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas.</li> <li>• Comment on artworks using visual language.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<b>Magnificent Mountains</b> <b><u>NC objective break down of skills taught:</u></b> <ul style="list-style-type: none"> <li>• Include texture that conveys feelings, expression or movements.</li> <li>• To use clay.</li> <li>• Add materials to provide interesting detail.</li> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for background then add detail.</li> </ul>
<b>Connections</b>	<b>Cross-curricular connections:</b>	<b>Cross-curricular connections:</b>	<b>Cross-curricular connections:</b>

	History-Chard	Science-Rocks and Fossils Y2 History-Mary Anning	History – Egyptians Geography – Mountains
<b>Projects</b>	1.Study Monet mood and colour – create own wax resist watercolour painting inspired by Monet  2..To weave with paper and fabric – Christmas decoration	1.To develop sketching skills (animals and rock formations) –  Hatching  Shading  Tone	1.Use clay to sculpt an Egyptian sarcophagus and paint inside and out.  2. Watercolour landscape with mountains.
<b>4</b>		<b>Year 4</b>	
<b>Revisit</b>	<b>Links to prior learning:</b> <ul style="list-style-type: none"> <li>Y3- Create weavings (patterns link), Monet, explore and develop ideas.</li> </ul>	<b>Links to prior learning:</b> <ul style="list-style-type: none"> <li>Y3- Collect information, sketches and resources, comment on artworks using visual language, working with colour and create original pieces that are influenced by studies of others.</li> </ul>	<b>Links to prior learning:</b> <ul style="list-style-type: none"> <li>Y3- Add materials to provide interesting detail.</li> </ul>
<b>New Learning</b>	<b>The UK/Slave Trade</b> <u>NC objective break down of skills taught:</u> <ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Select and arrange materials for a striking effect.</li> <li>Use layers of two or more colours.</li> <li>To use clay.</li> <li>Add materials to provide interesting detail.</li> </ul>	<b>Ancient Rome</b> <u>NC objective break down of skills taught:</u> <ul style="list-style-type: none"> <li>Replicate patterns observed in nature or built environments.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>Make printing blocks..</li> <li>Make precise repeating patterns</li> </ul>	<b>Greece (comparison with Somerset)</b> <u>NC objective break down of skills taught:</u> <ul style="list-style-type: none"> <li>Shape and stitch materials.</li> <li>Use basic cross stitch and back stitch.</li> <li>Ensure work is precise.</li> </ul>
<b>Connections</b>	<b>Cross-curricular connections:</b> Geography – Map work, recapping Continents and Oceans	<b>Cross-curricular connections:</b> Science-States of Matter	<b>Cross-curricular connections:</b> History-Greece
<b>Projects</b>	1.To take part in the carnival and design and decorate carnival T-shirts.  2. Monet - Make clay waterlilies	1.To create a mosaic.	1.Santorini scene – printed/painted/stitched?
<b>5</b>		<b>Year 5</b>	

<b>Revisit</b>	<p><b>Links to prior learning:</b></p> <p>Y4 - Develop ideas from starting points throughout the curriculum, ensure work is precise, make printing blocks and make precise repeating patterns.</p>	<p><b>Links to prior learning:</b></p> <p>Y3 - Adapt and refine ideas, comment on artworks using visual language, create original pieces that are influenced by studies of others.</p>	<p><b>Links to prior learning:</b></p> <p>Y3 - comment on artworks using visual language, create original pieces that are influenced by studies of others and Mix colours effectively. (Landscape paintings)</p>
<b>New Learning</b>	<p style="text-align: center;"><b>WW2</b></p> <p><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Combine colours, tones and tints to enhance the mood of piece.</li> <li>Develop a personal style of painting.</li> <li>Quilt, pad and gather fabric.</li> <li>Colour fabric.</li> <li>Use basic cross stitch and back stitch</li> <li>Drawing upon ideas of other artists.</li> </ul>	<p style="text-align: center;"><b>Settlement - Vikings</b></p> <p><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Use frameworks (wire or moulds) to provide stability and form</li> </ul>	<p style="text-align: center;"><b>Golden age of Islam</b></p> <p><u>NC objective break down of skills taught:</u></p> <ul style="list-style-type: none"> <li>Drawing upon ideas of other artists.</li> <li>Create a colour palette based upon colours in the built or natural world.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Show life-like qualities and real-life proportions or, if more abstract, provide different interpretations.</li> <li>Use a variety of techniques to add interesting effects (reflections, shadows, direction of sunlight).</li> </ul>
<b>Connections</b>	<p><b>Cross-curricular connections:</b></p> <p>Maths-time zones</p> <p>All other areas of Geography</p>	<p><b>Cross-curricular connections:</b></p> <p>Timeline of famous historical events</p>	<p><b>Cross-curricular connections:</b></p> <p>PSHE-migration</p> <p>Geography - previous learning on maps in Autumn term.</p> <p>RE links</p> <p>History – links to Berlin Wall</p>
<b>Projects</b>	<p>1. Study Monet’s paintings, create own fabric picture of a Monet inspired landscape/seascape – paint fabric, stitch outlines, use wadding to quilt</p>	<p>1.To create a number of portraits of Vikings (pencil, pastel and clay).</p>	<p>1. Study Abed Abdi – use of colour, tone and tint.</p> <p>2. Other political art – Berlin wall and Palestine wall.</p>
<b>Year 6</b>			
<b>Revisit</b>	<p><b>Links to prior learning:</b></p>	<p><b>Links to prior learning:</b></p>	<p><b>Links to prior learning:</b></p>

	Y5- Show precision in techniques, combine previously learned techniques to create pieces/use a variety of technique, combine colours, tones and tints to enhance the mood of a piece.	Y5- combine previously learned techniques to create pieces/use a variety of technique; study work of Abed Abdi	Y5- combine previously learned techniques to create pieces/use a variety of technique, develop a personal style of painting and drawing upon ideas of other artists.
<b>New Learning</b>	<p style="text-align: center;"><b>Our changing world</b></p> <p style="text-align: center;"><u><i>NC objective break down of skills taught:</i></u></p> <ul style="list-style-type: none"> <li>• Mix textures</li> <li>• Combine visual and tactile qualities</li> <li>• Build up layers of colours</li> <li>• Create an accurate pattern, showing fine detail</li> <li>• Use a range of visual elements to reflect the purpose of the work</li> </ul>	<p style="text-align: center;"><b>Crime and Punishment</b></p> <p style="text-align: center;"><u><i>NC objective break down of skills taught:</i></u></p> <ul style="list-style-type: none"> <li>• Use ceramic mosaic materials and techniques.</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflections.</li> <li>• Choose a style of drawing suitable for the work.</li> <li>• Use lines to represent movement.</li> </ul>	<p style="text-align: center;"><b>The Americas (Evolution)</b></p> <p style="text-align: center;"><u><i>NC objective break down of skills taught:</i></u></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
<b>Connections</b>	<p style="text-align: center;"><b>Cross-curricular connections:</b></p> <p style="text-align: center;">PSHE-climate change</p> <p style="text-align: center;">Science-living things and their habitats</p>	<p style="text-align: center;"><b>Cross-curricular connections:</b></p> <p style="text-align: center;">Our changing world</p> <p style="text-align: center;">Historical people from the past</p>	<p style="text-align: center;"><b>Cross-curricular connections:</b></p> <p style="text-align: center;">Geography location/countries/map work</p> <p style="text-align: center;">History within the culture of Americans and Evolution</p>
<b>Projects</b>	<p>1. Study Monet paintings – create miniature matchbox scenes inspired by Monet</p> <p>2. Democracy posters – Rule of Law, print and colour (hands, pattern).</p>	<p>1. Drawing – grid method for portraits of important figures of justice/injustice</p> <p>2. Study political Art – Abed Abdi</p>	<p>1. To create own cross breed/species.</p>