

Topic Medium Term Planning			
Topic	Here we Grow!	Year	Year R/ Year 1
<u>National Curriculum Objectives</u> Pupils should be taught:			
- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
<u>EYFS:</u> Creating with materials: ELG Children at the expected level of development 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;			
Prior Learning		Future Learning	
<u>For children in Year 1</u> <u>ELG</u> - Superheroes - Oceans		- Superheroes(Tower class) - Oceans (Tower class) - Overbury: A study (Sheldon) - Volcanoes & Earthquakes (Sheldon) - France (Sheldon) - India (Sheldon) - Non European Country study (Sundial) - Our European neighbours (Sundial)	
What pupils need to know or do to be secure			
Key technique: Painting Through the topic of Here we Grow! children will explore using the technique of painting, experimenting with different colours, how they mix together and will explore the impact of using paintbrushes with different thickness. To help them achieve this they will use their environment as an inspiration for their painting. They will also use mirrors and discuss proportion, creating a self-portrait and painting themselves.			
Core Knowledge and Procedural knowledge outcomes			

Factual Knowledge

I understand there are different types of paint, including acrylic and water colours.
 I understand we can use a variety of brushes, holding them in a variety of ways to make marks
 I recognise primary colours
 I know sewing is to join/ fasten something using needles and thread

Procedural Knowledge:

EYFS:

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 I can use the area around me as an inspiration for a painting.
 I can have a go at drawing a self portrait

KS1:

Exploring & developing ideas:

Through play, I can generate ideas through playful, hands-on exploration of materials
 I can enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire.
 I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work

As a class:

I can enjoy listening to other people's views about artwork made by others.
 I feel free to express and share an opinion about the artwork.

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

One to One

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Painting

I can explore water colours and acrylic paints in an intuitive way to build understanding of the properties of the two mediums.
 I can explore using a variety of different brush sizes and types.
 I can work on different scales.
 I can explore colour mixing to make secondary colours using different types of paint.
 I can create different textures e.g. use of sawdust, sand.

Breadth of study

I can investigate different kinds of art, craft and design.

Key Vocabulary

Paint, tools, mix, textures, brushstrokes, draw, line, shape, self-portrait

Topic Medium Term Planning			
Topic	Toys	Year	Year R/ Year 1
<u>National Curriculum Objectives</u> Pupils should be taught:			
- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
<u>EYFS:</u> Creating with materials: ELG Children at the expected level of development 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;			
Prior Learning		Future Learning	
<u>For children in Year 1</u> <u>ELG</u> - Hot & Cold climates - Castles		- Pirates (Tower) - Hot & cold climates (Tower) - Knights & Castles (Sheldon) - Dinosaurs (Sheldon) - Pre History (Sheldon class) - Earth & Space (Sundial class) - Saxons & Vikings (Sundial class) - Our European Neighbours (Sundial class)	
What pupils need to know or do to be secure			
Key technique: 3D form Through the topic of Toys, children will create a piece of art in 3D form, making a toy using junk modelling materials following research of their own ideas. The children will experiment with natural and man-made materials and practise joining their materials together. The children will record and explore ideas from first hand observation, ask and answer questions about the starting points for their work and develop their ideas.			
Core Knowledge and Procedural knowledge outcomes			

Factual Knowledge

I understand that sculpture is the name sometimes given for artwork which exists in 3D.

I know sculpture artists including Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett

Procedural Knowledge:

EYFS:

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

I can make a toy using a variety of tool, materials and techniques

KS1:

Exploring & developing ideas:

Through play, I can generate ideas through playful, hands-on exploration of materials

I can enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work

As a class:

I can enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

3D Form

I can experiment with construct and join recycled, natural and man-made materials.

I can explore shape and form.

Breadth of study

I can investigate different kinds of art, craft and design.

Key Vocabulary

3D, Sculpture, construct, join, natural, man-made, shape, form

Topic Medium Term Planning			
Topic	African Animals	Year	Year R/ Year 1
<u>National Curriculum Objectives</u> Pupils should be taught:			
- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
<u>EYFS:</u> Creating with materials: ELG Children at the expected level of development 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;			
Prior Learning		Future Learning	
<u>For children in Year 1</u> <u>ELG</u> - 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;		- Rainforests (Year 1) - Ancient Egypt (Sheldon Class) - Before the internet (Sheldon class) - Ancient Mayans (Sundial class) - Battle of Tewkesbury (Sundial class)	
What pupils need to know or do to be secure			
<u>Key technique: Printing</u> Children will continue to investigate different arts, crafts and techniques. Through the topic of African animals, children will make marks in print with a variety of objects, including natural man-made objects. They will carry out different printing techniques and make rubbings. The children will record and explore ideas from first-hand observation, ask and answer questions about the starting points for their work and develop their ideas. They will use what they learnt to create their own animal.			
Core Knowledge and Procedural knowledge outcomes			

Factual Knowledge

I understand prints are made by transferring an image from one surface to another. Simple Printmaking

I understand relief prints are made when we print from raised images (plates). Simple Printmaking

Procedural Knowledge:

EYFS:

I can experiment with printing using different objects

I can work collaboratively to create a class animal print

KS1:

Exploring & developing ideas:

Through play, I can generate ideas through playful, hands-on exploration of materials

I can enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work

As a class:

I can enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Printing

I can make marks in print with a variety of objects, including natural and made objects.

I use hands and feet to make simple prints, using primary colours. Simple Printmaking

I can collect textured objects and make rubbings and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking

I can explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking

Breadth of study

I can investigate different kinds of art, craft and design.

I can work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

Key Vocabulary

Print, pattern, environment, markings, rubbings

Topic Medium Term Planning			
Topic	Space	Year	Year R/ Year 1
<u>National Curriculum Objectives</u> Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
<u>EYFS:</u> Creating with materials: ELG Children at the expected level of development 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;			
Prior Learning		Future Learning	
<u>ELG</u> - Oceans - Hot & cold climates		- Oceans (Tower) - Hot and cold climates (Tower) - Ancient Egypt (Sheldon) - India (Sheldon) - Romans (Sundial) - Magnificent Mountains (Sundial)	
What pupils need to know or do to be secure			
Key technique: Collage Through the topic of Space children will use a variety of media including photocopied material, fabric, plastic, tissue, magazine crepe paper etc to create a space picture collaboratively with a peer or in a group. They will use their picture to create a whole class space art picture on a large scale. They will continue to ask and answer questions about the starting points for their work and develop their ideas.			
Core Knowledge and Procedural knowledge outcomes			

Factual Knowledge

I understand collage is the art of using elements of paper to make images.

I understand we can create our own papers with which to collage.

I know Henri Matisse as an artist, in particular his collage work.

Procedural Knowledge:

EYFS:

I can create a space picture working collaboratively with others using a selection of different materials

KS1:

Exploring & developing ideas:

Through play, I can generate ideas through playful, hands-on exploration of materials

I can enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work

As a class:

I can enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Collage

I can create images from imagination, experience or observation.

I can collage using a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

I can collage exploring colour, shape and composition.

Breadth of study

I can work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

I can use ICT

I can investigate different kinds of art, craft and design.

Key Vocabulary

Fabric, tissue, magazines, crepe paper, shape, form materials, mix, 2D, 3D

Topic Medium Term Planning			
Topic	Minibeasts	Year	Year R/ Year 1
<u>National Curriculum Objectives</u> Pupils should be taught:			
- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
<u>EYFS:</u> Creating with materials: ELG Children at the expected level of development 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;			
Prior Learning		Future Learning	
<u>ELG</u> - Life on the farm		- Life on the farm (Tower class) - Fire & Gunpowder (Sheldon class) - Britain from above (Sheldon class) - School through history (Sheldon class) - Islands (Sheldon class) - Bridges (Sundial class) - Galapagos (Sundial class)	
What pupils need to know or do to be secure			
Key technique: Drawing Through the topic of minibeasts, children will develop their drawing skills through using a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media. They will create images from observation and experience, focusing on the observation of butterflies and discussing their features. The children will explore the use of line shape and colour to create the outline of a butterfly which they will colour with dry media. They will use the work of other artists to develop ideas for their own work.			
Core Knowledge and Procedural knowledge outcomes			

Factual Knowledge

I understand drawing is a physical activity

I know what a sketchbook is for.

I understand a sketchbook is owned by the pupil for experimentation and exploration.

Procedural Knowledge:

EYFS:

I can create my own butterfly using drawing, painting and other dry media.

KS1:

Exploring & developing ideas:

Through play, I can generate ideas through playful, hands-on exploration of materials

I can enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work

As a class:

I can enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

Drawing

I can experiment making marks using a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

I can make spiral patterns using a variety of tools.

I can begin to explore the use of line, shape and colour

I can draw from photos, observing detail using pencil, graphite etc

I can draw from first hand observation, observing detail using materials above

Sketchbook: I can practice observational drawing

Sketchbook: I can explore mark making

Breadth of study

I can investigate different kinds of art, craft and design.

Key Vocabulary

Drawing, pencils, rubbers, crayons, pastels, felt tips, artists, line, shape, colour

Topic Medium Term Planning			
Topic	Pirates	Year	Year R/ Year 1
<u>National Curriculum Objectives</u> Pupils should be taught:			
- to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
<u>EYFS:</u> Creating with materials: ELG Children at the expected level of development 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;			
Prior Learning		Future Learning	
<u>ELG</u> - Toys		- Knights & castles (Tower) - Dinosaurs (Sheldon) - Pre History (Sheldon class) - Earth & Space (Sundial class) - Saxons & Vikings (Sundial class) - Our European Neighbours (Sundial class)	
What pupils need to know or do to be secure			
Key technique: 3D form In the 'Pirates' topic the children will continue to master their painting skills. The children will use a variety of tools and techniques including the use of different brush sizes and types. They will work in different scales and mix secondary colours and shades using different types of paint. The children will also be using playdough/ clay to create a medallion which they will then etch with detail before painting. The children will also use the work of other craftspeople to develop their own ideas and to describe similarities and differences between their own work and that of a crafts person.			
Core Knowledge and Procedural knowledge outcomes			

Art and Design Knowledge Matrix

Tower Class (Even Year)

Factual Knowledge:

I understand that sculpture is the name sometimes given for artwork which exists in 3D.

I know sculpture artists including Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett

I know local artist Auriol Herford

Procedural Knowledge:

EYFS:

I can explore clay/ playdoh.

I can use tools and techniques, experimenting with colour, design, texture, form, and function to create a medallion for a pirate.

KS1:

Exploring & developing ideas:

Through play, I can generate ideas through playful, hands-on exploration of materials

I can enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it make me feel?
- What would I like to ask the artist?

Evaluating and developing work

As a class:

I can enjoy listening to other people's views about artwork made by others.

I feel free to express and share an opinion about the artwork.

In small groups:

I can share work to others in small groups and listen to what they think about what you have made.

One to One:

I can talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.

3D form

I can manipulate clay or playdough in a variety of ways, e.g. rolling, kneading and shaping.

I can explore sculpture with a range of malleable media, especially clay.

I can explore shape and form.

Breadth of study

I can investigate different kinds of art, craft and design.

Key Vocabulary

Artist, study, research, technique, replicate, compare, clay, paint, brushes, tools, secondary, primary