

Topic Medium Term Planning			
Topic	Life on the farm	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> - Minibeasts:		- Minibeasts (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 Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will take photos the local area and will explore different effects with pencils, sketching a local building.			
Factual Knowledge and Procedural knowledge outcomes			
<u>Factual Knowledge:</u> 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 safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
I can take photos of the local area with help and explore different effects with pencils, sketching a local building.

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 you can see.
- Describe what you like? Why?
- How does it make you feel?
- What would you 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
Sketchbook: I can practice observational drawing
Sketchbook: I can explore mark making

Breadth of study

I can work on my 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

Sketch, draw, pencil, shape, line, colour

Topic Medium Term Planning			
Topic	Hot and Cold climates	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> - Toys - Pirates		- Toys (Year 1) - Pirates (Year 1) - Knights & Castles (Year 1) 3D form (Sheldon class): Pre History, Dinosaurs - Collage (Sheldon Class): Ancient Egypt 3D Form (Sundial Class): Anglo Saxons, Earth & Space - Collage (Sundial class): Magnificent Mountains, Romans	
What pupils need to know or do to be secure			
<u>Key technique: 3D form and collage</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. This will be learnt through our artwork where we will be decorating Christmas cards and our design work when we will make a Christmas gift/ decoration.			
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 design and make a Christmas cracker

I can decorate a Christmas card using collage skills

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 you can see.
- Describe what you like? Why?
- How does it make you feel?
- What would you 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 collage using a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

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

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

Key Vocabulary

Collage, design, 3D form, resources, create, adapt, change

Topic Medium Term Planning			
Topic	Rainforests	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> - African Animals		- African animals (Year 1) - Before the Internet (Sheldon class) - Ancient Egypt (Sheldon Class) - Romans (Sundial class) - Blitz (Sundial class) - Magnificent Mountains(Sundial class)	
What pupils need to know or do to be secure			
<u>Key technique: Printing</u> Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Rainforests' topic. Children will have the opportunity to express themselves through printing; they will research and explore printing patterns experimenting with different objects. They will create a large scale print of an animal from the rainforest working collaboratively with others.			
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

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

- Describe what you can see.
- Describe what you like? Why?
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- What would you 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 work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

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

Key Vocabulary

Tools, print, shape, pattern, colour, make, design, create, change, adapt

Topic Medium Term Planning			
Topic	Superheroes	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> - Here we grow!		- Oceans (Tower) - Wonderful Me (Tower) - Overbury: A study (Sheldon) - Volcanoes & Earthquakes (Sheldon) - France (Sheldon) - India (Sheldon) - Canada/ North America (Sundial) - Our European neighbours (Sundial)	
What pupils need to know or do to be secure			
Key technique: Painting and Textiles Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Superheroes' topic. Children will have the opportunity to express themselves through using a variety of beautiful and interesting materials and will be provided with the works of famous artists to inspire them to create their own unique work, including Roy Lichtenstein. The children will be encouraged to create their own superhero painting and word inspired by Roy Lichtenstein. The children will also be taking part in a cross curricular DT project where thy will using art skills through sewing, learning how to thread a needle.			
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 who Roy Lichtenstein is and his style of art.
 I know sewing is to join/ fasten something using needles and thread

Procedural Knowledge:

EYFS:

I can create my own superhero using drawing, painting and using different materials
 I can create a superhero cloak for my teddy.

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 you can see.
- Describe what you like? Why?
- How does it make you feel?
- What would you 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.

Textiles:

I can use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.
 I know how to thread a needle, cut, glue and trim material.

Breadth of study

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

Key Vocabulary

Tools, paint, paintbrushes, colours, draw, artist, Roy Lichtenstein, sew, needle, thread

Topic Medium Term Planning			
Topic	Oceans	Year	Year R/ Year 1
National Curriculum Objectives 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.			
EYFS: 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	
ELG - Space - Here we grow!		Painting: - Oceans (Tower) - Here we grow! (Tower) - Overbury: A study (Sheldon) - Volcanoes & Earthquakes (Sheldon) - France (Sheldon) - India (Sheldon) - Canada (Sundial) - Our European neighbours (Sundial) Collage: - Hot and cold climates (Tower) - collage - Space (Tower class) - Ancient Egypt (Sheldon) - Romans (Sundial) - Magnificent Mountains (Sundial)	
What pupils need to know or do to be secure			
Key technique: Painting and Collage Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Oceans' topic. Children will have the opportunity to express themselves through painting by exploring colour mixing and brush strokes. The children will collage sea creatures and produce a whole class collage art piece using sand, textiles etc.			

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 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 my own sea creature through exploring collage and paint and using 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 you can see.
- Describe what you like? Why?
- How does it make you feel?
- What would you 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.

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

Art and Design Knowledge Matrix

Tower Class (Odd Year)

I can work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. I can investigate different kinds of art, craft and design.	
Key Vocabulary	Colours, textiles, collage, create, brushstroke, paintbrush, colour mix, primary colours, secondary colours

Topic Medium Term Planning			
Topic	Knights and Castles	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 - Pirates - Hot and Cold climates		- Pirates (Tower) - Dinosaurs (Sheldon class) - Prehistory (Sheldon) - Earth & Space (Sundial) - Saxons & Vikings (Sundial) - Earth & Space (Sundial)	
What pupils need to know or do to be secure			
Key technique: Sculpture Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Knights & Castles' topic. Children will have the opportunity to			

express themselves through exploring sculpture using clay. Children will use and experiment with clay manipulating it thinking about shape and form. We will invite in local artist, Auriol Herford, to work with the children and their parents to design and make their own castle out of clay, working collaboratively together.

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.

I know local artist Auriol Herford

Procedural Knowledge:

EYFS:

I can create my own sculpture using our Knights and Castle topic as inspiration.

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 you can see.
- Describe what you like? Why?
- How does it make you feel?
- What would you 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.

I can work collaboratively with others.

Key Vocabulary

Sculpture, clay, shape, push, mould, make