

**Subject: Art**

Phase 1					
Year 1					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>K3ii - I will be able to initiate the use of various tools as they are presented to me            K4 - I will show an active interest in tools presented to me and explore materials which I choose to use            K5 - I will choose tools and materials and apply glue to achieve a desired result, knowing when to stop            K6 - I will practise skills without support using a range of tools and materials I choose            K7 - I will communicate my ideas through using lines, colour to produce 2d and 3d work</p> <p>Identify school uniform, feel different textures            Sensory exploration - sand, water, soft-play, interactive room            Look for natural objects - collect leaves            Leaf rubbing            Paint houses/buildings            Share sand and water tray, take turns, showing understanding of respecting peers</p>	<p>K3(ii) - To observe objects for an extended period of time.            K4: I will be able to repeat/copy a demonstrated action in order to create a seasonal ornament/decoration.            K5: I will use a variety of colours and choose from a range of materials in order to create a seasonal ornament/ decoration.            K6: I will imitate the use of tools, materials and use simple actions to create a seasonal ornament/ decoration.            K7: I will communicate my ideas by purposefully using colour and techniques to create a seasonal ornament/ decoration.            Explore shades of red and how changes when added other colours.            Create a paper plate poppy.            Create firework pictures using different media (paint, chalk, crayon) onto black paper associated with Diwali.            Make Diwali Divas using modelling materials.            Decorate rangoli patterns using power paints, coloured rice and coloured sand.            Pupils to make their own christingles, recalling the principles of it.            Pupils to make christmas cards for people that are special to them.            Make christmas ornaments as gifts for families.            Make class decorations to reinforce the season.            Make their own toilet roll nativity characters to make class scene.            Make their own stars and discuss the symbolism of the star in the story.</p>	<p>K3(ii) - To observe their actions for an extended period of time.            K4: I will be able to repeat/copy a demonstrated action in order to .            K5: I will use a variety of colours and choose from a range of materials in order to create an art piece related to the topic            K6: I will imitate the use of tools and digits, materials and use simple actions to create an art piece related to the topic            K7: I will communicate my ideas by purposefully using colour and techniques to create an art piece related to the topic            Aboriginal Art (Pointillism)</p> <p>Children to use fingerprints to make marks within desert animal outlines or follow a guideline.</p> <p>Using tools to make small dots and patterns onto artwork. e.g. cotton buds, small brushes.            Draw around hands onto black paper/card and decorate with bright colours and patterns.</p> <p>Totem poles (junk modelling/ decorate with Pointillism-fingerprints)</p>	<p>K3(ii) - To observe their actions for an extended period of time.            K4: I will show an interest in materials available and make a collage of natural flora            K5: I can choose from a range of materials to make collage of natural flora            K6: I can explore a range of materials, attempting new skills to make a collage of natural flora            K7: I will ask for specific materials and show an awareness of the purpose of natural flora in my construction            Natural flower collage</p> <p>Flower pressing to make a mothers day gift</p> <p>Mothers day cards.</p> <p>Make paper flowers from tissue paper or paper cake cases.</p> <p>Collect natural items for decorating crowns and bonnets</p> <p>Make spring Easter bonnets</p> <p>Decorating Easter eggs</p> <p>Shaving foam Easter eggs</p>	<p>K3ii- I can explore available materials            K4- I can show an interest in the materials available.            K5- I can use a range of materials with direction/ support            K6- I can explore a range of materials            K7- i can ask for a specific material and use it appropriately "food glorious food" to be listened to and different instruments made to participate in the song make your own plates - make plates out of clay/ paper mache (malleable materials).            Painting/ decorating their plates - painting Hindu inspired designs. Add items to the hindu inspired plate e.g. dried food (pasta) to further decorate.</p> <p>make instruments using food containers e.g. tins for drums, bottles to make blowing instruments            Use food ingredients to make instruments - popcorn seeds/ rice for shakers            Decorate instruments or paint with hindu symbols.            printing hindu symbols with potatoes/ peppers/ oranges/ apples</p>	<p>K3ii- I can explore available materials            K4- I can show an interest in the materials available.            K5- I can use a range of materials with direction/ support            K6- I can explore a range of materials            K7- I can ask for a specific material and use it appropriately            Look at images of the artwork by Dale Chilhuly. What do you notice about his work? Colourful, inspired by nature. Explain they will create art with the principles of his artwork.</p> <p>Dinosaur footprint art work- cut out and create a hanging mobile of 'dino footprints'</p> <p>Use paper mache to create a dinosaur egg and decorate in bright colours and patterns, and display together in the style of the artist.</p> <p>Bubble wrap foot printing along a length of plain wall paper - play music, record on a switch or say, 'Stomp, stomp ROAR'- use colourful paints like the work of Dale Chilhuy.            recycled art inspired by Dale Chilhy            Chandelier art</p>

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Phase 1					
Year 2					
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<p>K3ii - I will be able to initiate the use of various tools as they are presented to me            K4 - I will show an active interest in tools presented to me and explore materials which I choose to use            K5 - I will choose tools and materials and apply paint to achieve a desired result, knowing when to stop            K6 - I will practice skills without support using a range of tools and materials I choose            K7 - I will communicate my ideas through using paints and other materials            Pupils to recreate Van Goghs "starry night" (use tents/ torches to portray a starry night)            "Vase with poppies" explore real poppies and use stamps to produce their own research Van Gogh and share facts about the painter            Recreate "Sunflowers" using different media/ textures to produce plant their own sunflowers and record their progress            My home - build a house using junk modelling, 2D shapes, link to overall topic themes</p>	<p>K3(ii) - To observe objects for an extended period of time.            K4: I will be able to repeat/copy a demonstrated action in order to create a seasonal ornament/decoration.            K5: I will use a variety of colours and choose from a range of materials in order to create a seasonal ornament/ decoration.            K6: I will imitate the use of tools, materials and use simple actions to create a seasonal ornament/ decoration.            K7: I will communicate my ideas by purposefully using colour and techniques to create a seasonal ornament/ decoration.            To research and then discuss Piet Mondrian.            To recreate a Piet Mondrian painting using different materials.            To explore squares on light box in the style of Piet Mondrian            to place masking tape on paper and paint the shapes making either a christmas trees or presents( looking at triangles and squares)            making reindeer food - exploring colours and textures            stain glass window- tissue paper(squares)            Piet Mondrian baubles - using different materials and colours.</p>	<p>K3(ii) - To observe objects for an extended period of time.            K4: I will be able to repeat/copy a demonstrated action in order to create a artwork            K5: I will use a variety of colours and choose from a range of materials in order to create artwork            K6: I will imitate the use of tools, materials and use simple actions to create art work            K7: I will communicate my ideas by purposefully using colour and techniques to create art work            AS a class look at a selection of Cas Holmes work            Painting cloth / different textiles            -exploring different cloth and fabric, using different media to create patterns and pictures on the cloth.            Create designs and paint large sheets of bubble wrap.            Use sponges to dab different colour paints onto fabric or item of old clothing            Design a t-shirt competition</p>	<p>K3(ii) - To observe their actions for an extended period of time.            K4: I will show an interest in materials available and make independent art work            K5: I can choose from a range of materials to make a picture similar to LS Lowry            K6: I can explore a range of materials, attempting new skills to make a picture            K7: I will ask for specific materials and show an awareness of the artist and attempt to recreate my own art work            Can you find items/people in the artwork            Make your own Lowry person            1. To look at Lowry's use of colour.            2. To colour in a row of terraced houses with paint.            Make a mini Lowry make ice paints and use them to recreate a Lowry painting, however use different materials i.e. different coloured sand paper for houses or mix sand with paint, felt, silk, net, material for people as well as paint to make a multi-textural and dimensional to make more sensory.            Make a Lowry collage using different textures and materials.</p>	<p>K3(ii) - To observe objects for an extended period of time.            K4: I will be able to repeat/copy a demonstrated action            K5: I will use a variety of colours and choose from a range of materials            K6: I will imitate the use of tools, materials and use simple actions            K7: I will communicate my ideas by purposefully using colour and techniques            Learners could create magic wands in an art lesson by wrapping dowelling rods, drumsticks or old paintbrushes in coloured paper and sticky tape            Witch/Wizard hats - Using stiff paper or card, create a tall cone shaped wizard's or witch's hat with a wide brim for each learner.            Encourage your learners to indicate the colour of card they prefer and to choose which materials they would like to use for decoration. Create a magical feel by using an area or room with ultraviolet light and mirrors for the learners to see themselves            Recreate Marc Chagall's painting using junk modelling to recreate the London Eye (also link to history)            Watch a segment from "The Greatest Showman" and recreate the famous painting:            Flower pictures. Use real flowers to study and then encourage children to find the same colours and make their own paintings/ chalk pictures -            Painted paper chickens and roosters.</p>	<p>K3(ii) - I can observe their actions for an extended period of time.            K4: I can show an interest in materials available and make a collage of natural flora            K5: I can choose from a range of materials to make collage of natural flora            K6: I can explore a range of materials, attempting new skills to make a collage of natural flora            K7: I will ask for specific materials and show an awareness of the purpose of natural flora in my construction            Why is it important to recycle?.            Sorting recyclables, ie; plastics, paper etc...            Make a collage from a variety of recyclable materials.            Gingerbread houses out of junk.            Bubblegum machine using pom poms/paper plates and cardboard.            Make a crane using recyclable materials.            Litter picking on the field- How are we helping to save the environment? Why is it important to throw your rubbish in the bin?            Saving the ocean- discussing why it's important to recycle, saving sea life and the oceans.            Sensory beach tray- litter picking.            FMS.            Bottle Rockets.            Telescope: kitchen rolls.            -Rocket made out recycled boxes.</p>

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				<p>Recreate a Marc Chagall painting using different materials</p> <p>Blow paint pens, to create the same textures as chagall Sponge painting, creating the same layers/ texture as chagall</p> <p>Students to make witches and wizard hats</p> <p>Make suncatchers using the colours of Marc Chagall</p>	<p>Jet pack/space suit made out of recycled bottles</p> <p>Paper mache around balloons, tissue paper and foil planets to create small planetarium</p>
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Year 3					
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<p>filled with paint to recreate a similar technique produced by the artist. Pupils create their own Pollock painting - use string and a variety of colours to drag the string and recreate the style. <a href="https://www.youtube.com/watch?v=_iHFLUwh43M">https://www.youtube.com/watch?v=_iHFLUwh43M</a> Pipette painting - pupils to use pipettes to "squirt" bright colours to represent a Pollock painting. <a href="https://earlyimpactlearning.com/pipette-activities/">https://earlyimpactlearning.com/pipette-activities/</a></p>	<p>Make a threading / weaving Elma the elephant using thick paper strips - Making sun catchers in the shape of Romero's images. Make a kaleidoscope using kitchen rolls and colourful paper Using black lollipop sticks stuck on bright coloured paper to recreate outlines used by Romero. Firework art (Bonfire night) - Students complete a clever fingers session threading pasta onto string and then place your pasta into a pot of paint. Pull your string along the paper to make your exploding firework. Diwali - Use salt and cotton buds to spread glue onto black paper to make your bright fireworks. Salt dough Diwali candles -  Childre to make their own handprint lion from the lion king movie.</p>	<p>Looking in the mirror through different coloured screens. And exploring different facial expressions and how different colours make us feel and relate to our different emotions. Using visuals to label our facial expressions and emotions. Listening to different music and using visuals/discussing what emotions it evokes and painting/colouring to explore emotions through art music and colour. Pupils to colour in their own picture printed in black and white.</p>		<p>building using 3d shapes and sculptures  create a sculpture using sticks collected from the outside areas. Create a colouring page with a sculpture picture in the middle that is based on the artist work.  Clay hand mould and plant seeds. Children to use playdough and pipe cleaners to recreate a Giacometti's sculpture.  Coathanger sculptures</p>	
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Phase 2						
Year 1						
	<b>Term 1 Claude Monet Water Lillies</b>	<b>Term 2 Dale Chihuly Movement Action Painting</b>	<b>Term 3 Alexander Calder Sculptures</b>	<b>Term 4 Architecture Brutalism</b>	<b>Term 5 Edgar Degas Sculptures / Little Dancer</b>	<b>Term 6 Andy Warhol Moonwalk</b>
Brook Stream	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods</li> </ul>	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods</li> </ul>	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods</li> </ul>	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods</li> </ul>	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods</li> </ul>	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods</li> </ul>





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	<p>K4 Pupils show some awareness of cause and effect in a creative process</p> <ul style="list-style-type: none"> <li>• They explore materials systematically [for example, tearing and scrunching paper to complete a collage]</li> <li>• They are aware of starting or stopping a process</li> <li>• They make marks intentionally on a surface with fingers or tools [for example, pressing objects into clay or putting paint on paper]</li> <li>• They repeat an activity to make the same or similar effect</li> <li>• They show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul> <p>Outcomes With assistance, match object/colour to colour To make marks using a variety of media To request/choose a colour using preferred methods To experience mixing and blending colours To investigate using different tools to paint, eg, brush, sponge, vegetables, fingers etc To reload brush with paint when needed with assistance</p>	<p>K4 Pupils show 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Stream River	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce</li> </ul>







Phase 2						
Year 2						
	<b>Term 1 Gustav Klimt Exploring Pattern</b>	<b>Term 2 Kandinsky Circles in Squares</b>	<b>Term 3 Eric Carle Exploring the Four Seasons</b>	<b>Term 4 Dame Barbara Hepworth Sculptures / Spring</b>	<b>Term 5 Egyptian Sculpture</b>	<b>Term 6 Richard Long Sahara Circle</b>
Brook Stream	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, looking briefly at brightly coloured objects]</li> <li>• They may give intermittent reactions [for example, sometimes putting their hands in wet paint].</li> </ul> <p>K2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> <li>• They react to new activities and experiences [for example, pulling their hands away from an unfamiliar texture]</li> <li>• They begin to show interest in people, events and objects [for example, focusing their attention on bold black and white patterns]</li> <li>• They accept and engage in coactive exploration [for example, feeling the textures of a range of art materials].</li> </ul> <p>K2 (ii) Pupils begin to be proactive in their interactions</p>	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, looking briefly at brightly coloured objects]</li> <li>• They may give intermittent reactions [for example, 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<p>the roller into the paint] 6</p> <ul style="list-style-type: none"> <li>• They can remember learned responses over increasing periods of time and may anticipate known events [for example, locating the painting aprons on entering the art room]</li> <li>• They may respond to options and choices with actions or gestures [for example, pointing to a preferred paint colour from a choice of two]</li> <li>• They actively explore objects and events for more extended periods [for example, stroking, shaking or folding papers of different colours or qualities]</li> <li>• They apply potential solutions systematically to problems [for example, banging clay with a tool to try to flatten it]</li> </ul> <p>K4 Pupils show some awareness of cause and effect in a creative process</p> <ul style="list-style-type: none"> <li>• They explore materials systematically [for example, tearing and scrunching paper to complete a collage]</li> <li>• They are aware of starting or stopping a process</li> <li>• They make marks intentionally on a surface with fingers or tools [for example, pressing objects into clay or putting paint on paper]</li> <li>• They repeat an activity to make the same or similar effect</li> <li>• They show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul>	<p>the roller into the paint] 6</p> <ul style="list-style-type: none"> <li>• They can remember learned responses over increasing periods of time and may anticipate known events [for example, locating the painting aprons on entering the art room]</li> <li>• They may respond to options and choices with actions or gestures [for example, pointing to a preferred paint colour from a choice of two]</li> <li>• They actively explore objects and events for more extended periods [for example, stroking, shaking or folding papers of different colours or qualities]</li> <li>• They apply potential solutions systematically to problems [for example, banging clay with a tool to try to flatten it]</li> </ul> <p>K4 Pupils show some awareness of cause and effect in a creative process</p> <ul style="list-style-type: none"> <li>• They explore materials systematically [for example, tearing and scrunching paper to complete a collage]</li> <li>• They are aware of starting or stopping a process</li> <li>• They make marks intentionally on a surface with fingers or tools [for example, pressing objects into clay or putting paint on paper]</li> <li>• They repeat an activity to make the same or similar effect</li> <li>• They show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul>	<p>the roller into the paint] 6</p> <ul style="list-style-type: none"> <li>• They can remember learned responses over increasing periods of time and may anticipate known events [for example, locating the painting aprons on entering the art room]</li> <li>• They may respond to options and choices with actions or gestures [for example, pointing to a preferred paint colour from a choice of two]</li> <li>• They actively explore objects and events for more extended periods [for example, stroking, shaking or folding papers of different colours or qualities]</li> <li>• They apply potential solutions systematically to problems [for example, banging clay with a tool to try to flatten it]</li> </ul> <p>K4 Pupils show some awareness of cause and effect in a creative process</p> <ul style="list-style-type: none"> <li>• They explore materials systematically [for example, tearing and scrunching paper to complete a collage]</li> <li>• They are aware of starting or stopping a process</li> <li>• They make marks intentionally on a surface with fingers or tools [for example, pressing objects into clay or putting paint on paper]</li> <li>• They repeat an activity to make the same or similar effect</li> <li>• They show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul> <p>Outcomes</p> <p>Pupils will watch the effect of mixing paints and may be able to label the colours.</p> <p>Pupils will be able to label colours in the environment</p> <p>Pupils will be able to label colours in a picture of the woods - 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			<p>compare 2 pictures eg: one is green and one is orange. Pupils will mix colours adding black and observe the change. Pupils will mix colours adding white and observe the change. Pupils will be able to choose colours to represent each season. Pupils will use a range of tools to create a piece of art with adult support or independently. Pupils will choose from a range of tools. Pupils will show an awareness of when their piece of art is finished.</p>	<p>Pupils will choose from a range of tools. Pupils will show an awareness of when their piece of art is finished.</p>	<p>compare 2 pictures eg: one is green and one is orange. Pupils will mix colours adding black and observe the change. Pupils will mix colours adding white and observe the change. Pupils will be able to choose colours to represent each season. Pupils will use a range of tools to create a piece of art with adult support or independently. Pupils will choose from a range of tools. Pupils will show an awareness of when their piece of art is finished.</p>	
Stream River	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model].</li> </ul> <p>K6 Pupils show an intention to create</p> <ul style="list-style-type: none"> <li>• They start to use tools, materials and simple actions to produce a piece of work</li> <li>• They imitate the use of tools, materials and simple actions [for example, cutting].</li> <li>• They practise new skills with less support, developing their knowledge of the process of making [for example, selecting and gathering suitable resources and tools for a piece of work].</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model].</li> </ul> <p>K6 Pupils show an intention to create</p> <ul style="list-style-type: none"> <li>• They start to use tools, materials and simple actions to produce a piece of work</li> <li>• They imitate the use of tools, materials and simple actions [for example, cutting].</li> <li>• They practise new skills with less support, developing their knowledge of the process of 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	<p>K7 Pupils communicate ideas, events or experiences through their use of colour, form, line and tone</p> <ul style="list-style-type: none"> <li>• Working in two or three dimensions they may intentionally represent or symbolise an object or an emotion</li> <li>• They purposefully choose colours or techniques</li> <li>• They show confidence in using a variety of processes and make appropriate use of tools and materials.</li> </ul> <p>K8 Pupils develop their ideas and use materials and processes working in two and three dimensions</p> <ul style="list-style-type: none"> <li>• They finish a piece of work following an established pattern of activity [for example, gathering appropriate materials, taking part in an activity and stopping work when finished]</li> <li>• They know that paintings, sculptures and drawings have meaning</li> <li>• They use a growing art vocabulary and begin to express meaning in their own work.</li> </ul>	<p>K7 Pupils communicate ideas, events or experiences 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			<p>and labelling the product colour. Pupils begin to choose colours intentionally. Pupils begin to discuss the colours they are using and can give a simple reason why. Pupils experiment with making a single colour lighter and darker to produce a range of shades with adult support.</p>	<p>and labelling the product colour. Pupils begin to choose colours intentionally. Pupils begin to discuss the colours they are using and can give a simple reason why. Pupils experiment with making a single colour lighter and darker to produce a range of shades with adult support.</p>	<p>and labelling the product colour. Pupils begin to choose colours intentionally. Pupils begin to discuss the colours they are using and can give a simple reason why. Pupils experiment with making a single colour lighter and darker to produce a range of shades with adult support. Pupils use media in a variety of ways. Pupils choose a media appropriate to the task.</p>	<p>and labelling the product colour.</p>
Waterfall	<p>To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts</p>	<p>To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts</p>	<p>To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts To choose tools and colours based on desired effect.</p>	<p>Pupils will be able to identify tools they need. Pupils will be able to follow simple step instructions to copy a piece of art/picture Pupils will choose specific tools based on the effect they want to create Pupils will experiment with joining methods and choose one appropriate to the task, giving a reason for their answer. Pupils will be able to plan their work and comment on suggesting how it could be improved. Pupils will use a range of tools to create a piece of art with adult support or independently. To investigate work of well known artists</p>	<p>To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts To choose tools and colours based on desired effect. Choose media appropriate to the task and give a reason for their choice.</p>	<p>To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts To choose tools and colours based on desired effect.</p>

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Year 3						
	<b>Term 1 Georgia O’Keeffe Modern Art</b>	<b>Term 2 Vincent Van Gogh Sunset in the Field</b>	<b>Term 3 Quentin Blake Cartoonists</b>	<b>Term 4 Tony Cragg Stack Junk Modelling</b>	<b>Term 5 Architecture Postmodernism</b>	<b>Term 6 Henri Rousseau 3D Rainforest</b>
Brook Stream	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, looking briefly at brightly coloured objects]</li> <li>• They may give intermittent reactions [for example, sometimes putting their hands in wet paint].</li> </ul> <p>K2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> <li>• They react to new activities and experiences [for example, pulling their hands away from an unfamiliar texture]</li> <li>• They begin to show interest in people, events and objects [for example, focusing their attention on bold black and white patterns]</li> <li>• They accept and engage in coactive exploration [for example, feeling the textures of a range of art materials].</li> </ul> <p>K2 (ii) Pupils begin to be proactive in their interactions</p> <ul style="list-style-type: none"> <li>• They communicate consistent preferences and affective responses [for</li> </ul>	<p>K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> <li>• They may be passive or resistant</li> <li>• They may show simple reflex responses [for example, startling at sudden noises or movements]</li> <li>• Any participation is fully prompted.</li> </ul> <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> <li>• They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for 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	<p>example, reaching for glittery materials in preference to others]</p> <ul style="list-style-type: none"> <li>• They recognise familiar people, events and objects [for example, grasping a painting sponge]</li> <li>• They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, returning their hands to a particular texture]</li> <li>• They cooperate with shared exploration and supported participation [for example, working with an adult to press, roll, or pinch wet clay].</li> </ul> <p>K3 (i) Pupils begin to communicate intentionally</p> <ul style="list-style-type: none"> <li>• They seek attention through eye contact, gesture or action.</li> <li>• They request events or activities [for example, pointing to the painting table]</li> <li>• They participate in shared activities with less support</li> <li>• They sustain concentration for short periods. They explore materials in increasingly complex ways [for example, making banging, stroking and circling movements with a paint-laden brush]</li> <li>• They observe the results of their own actions with interest [for example, looking at marks they have made with paint]</li> <li>• They remember learned responses over more extended periods [for example, dipping a spreader into glue in weekly art and design sessions].</li> </ul> <p>K3 (ii) Pupils use emerging conventional communication</p> <ul style="list-style-type: none"> <li>• They greet known people and may initiate interactions and activities [for example, putting the roller into the paint] 6</li> <li>• They can remember learned responses over increasing</li> </ul>	<p>example, reaching for glittery materials in preference to others]</p> <ul style="list-style-type: none"> <li>• They recognise familiar people, events and objects [for example, grasping a painting sponge]</li> <li>• They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, returning their hands to a particular texture]</li> <li>• They cooperate with shared exploration and supported participation [for example, working with an adult to press, roll, or pinch wet clay].</li> </ul> <p>K3 (i) Pupils begin to communicate intentionally</p> <ul style="list-style-type: none"> <li>• They seek attention through eye contact, gesture or action.</li> <li>• They request events or activities [for example, pointing to the painting table]</li> <li>• They participate in shared activities with less support</li> <li>• They sustain concentration for short periods. 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	<p>periods of time and may anticipate known events [for example, locating the painting aprons on entering the art room]</p> <ul style="list-style-type: none"> <li>• They may respond to options and choices with actions or gestures [for example, pointing to a preferred paint colour from a choice of two]</li> <li>• They actively explore objects and events for more extended periods [for example, stroking, shaking or folding papers of different colours or qualities]</li> <li>• They apply potential solutions systematically to problems [for example, banging clay with a tool to try to flatten it]</li> </ul> <p>K4 Pupils show some awareness of cause and effect in a creative process</p> <ul style="list-style-type: none"> <li>• They explore materials systematically [for example, tearing and scrunching paper to complete a collage]</li> <li>• They are aware of starting or stopping a process</li> <li>• They make marks intentionally on a surface with fingers or tools [for example, pressing objects into clay or putting paint on paper]</li> <li>• They repeat an activity to make the same or similar effect</li> <li>• They show an active interest in a range of tools and materials, taking part in familiar activities with some support.</li> </ul>	<p>periods of time and may anticipate known events [for example, locating the painting aprons on entering the art room]</p> <ul style="list-style-type: none"> <li>• They may respond to options and choices with actions or gestures [for example, pointing to a preferred paint colour from a choice of two]</li> <li>• They actively explore objects and events for more extended periods [for example, stroking, shaking or folding papers of different colours or qualities]</li> <li>• They apply potential solutions systematically to problems [for example, banging clay with a tool to try to flatten it]</li> </ul> <p>K4 Pupils show some awareness of cause and effect in a creative process</p> <ul style="list-style-type: none"> <li>• They explore materials 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Stream River	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create</li> </ul>	<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create</li> </ul>		<p>K5 Pupils handle or use tools and materials purposefully</p> <ul style="list-style-type: none"> <li>• They show preferences for activities and begin to carry out simple processes</li> <li>• They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting]</li> <li>• They show they can create</li> </ul>

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	<p>and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model].</p> <p>K6 Pupils show an intention to create</p> <ul style="list-style-type: none"> <li>• They start to use tools, materials and simple actions to produce a piece of work</li> <li>• They imitate the use of tools, materials and simple actions [for example, cutting].</li> <li>• They practise new skills with less support, developing their knowledge of the process of making [for example, selecting and gathering suitable resources and tools for a piece of work].</li> </ul> <p>K7 Pupils communicate ideas, events or experiences through their use of colour, form, line and tone</p> <ul style="list-style-type: none"> <li>• Working in two or three dimensions they may intentionally represent or symbolise an object or an emotion</li> <li>• They purposefully choose colours or techniques</li> <li>• They show confidence in using a variety of processes and make appropriate use of tools and materials.</li> </ul> <p>K8 Pupils develop their ideas and use materials and processes working in two and three dimensions</p> <ul style="list-style-type: none"> <li>• They finish a piece of work following an established pattern of activity [for example, gathering appropriate materials, taking part in an activity and stopping work when finished]</li> <li>• They know that paintings, sculptures and drawings have</li> </ul>	<p>and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model].</p> <p>K6 Pupils show an intention to create</p> <ul style="list-style-type: none"> <li>• They start to use tools, materials and simple actions to produce a piece of work</li> <li>• They imitate the use of tools, materials and simple actions [for 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They know that paintings, sculptures and drawings have</li> </ul>	<p>and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model].</p> <p>K6 Pupils show an intention to create</p> <ul style="list-style-type: none"> <li>• They start to use tools, materials and simple actions to produce a piece of work</li> <li>• They imitate the use of tools, materials and simple actions [for example, cutting].</li> <li>• They practise new skills with less support, developing their knowledge of the process of making [for example, selecting and gathering suitable resources and tools for a piece of work].</li> </ul> <p>K7 Pupils communicate ideas, events or experiences through their use of colour, form, line and tone</p> <ul style="list-style-type: none"> <li>• Working in two or three dimensions they may intentionally represent or symbolise an object or an 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**Subject: Art**

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Waterfall	To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts	To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts	To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts	To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts		To match and name primary colours To make simple colour wheels, spectrums or swatches To use a variety of mark making media To group and sort primary colours and shades of primary colours To blend and mix primary colours To add white to primary colours to make different shades To colour/paint within lines To investigate work of well known artists To match and name primary, secondary and tertiary colours To make colour wheels, spectrums or swatches To use a variety of mark making media To collage materials To group and sort primary, secondary and tertiary colours To blend and mix colours to make shades, hues and new colours To sketch artefacts

<b>Phase 3</b>					
<b>Year 1</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Colour Theory Developing skills and techniques to make different colours, line, texture, shade and tone with the available materials and to adapt these tools.	Developing skills and techniques to make different colours, line, texture, shade and tone with the available materials and to adapt these tools. Developing skills of blending to create different shade and tone				

Subject: Art

<b>Phase 3</b>					
<b>Year 2</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Expressionist Art	Exploring cultural differences in art	Artist study: Modern art	Artist study: Modern art	Photography	Photography

<b>Phase 3</b>					
<b>Year 3</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Art through time	Pop art	Artist study: Sculpture		Ceramics	Ceramics

<b>Phase 4</b>					
<b>Year 1</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>

<b>Phase 4</b>					
<b>Year 2</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>

<b>Phase 4</b>					
<b>Year 3</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>