

<u>Prior knowledge:</u>		<u>Year Group Expectations</u>		<u>NC KS1 expectations</u>	
<u>Expressive Arts & Design</u> <u>Development Matters Statement:</u> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Explore colour and colour mixing 		<u>Early Learning Goal Statement:</u> <u>Creating with Materials:</u> <ul style="list-style-type: none"> 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. Make use of props and materials when role playing characters in narratives and stories. 		Pupils should be taught: <ul style="list-style-type: none"> 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 	
Theme: Superheroes Self Portrait	Theme: Dinosaurs	DT	Theme: The Natural World	Theme: Paddington Bear on Tour	DT
Focus: Drawing Visual Element: Mark Making, Line	Focus: Sculpture Visual Element: Pattern & form		Focus: Collage Visual Element: Colour, pattern, texture	Focus: Painting Visual Element: Colour	
Artist: Vincent Van Gogh – Self-Portrait	Artist: Jeff Koons – sculpture (balloon like)		Artist: Peter Blake (Butterfly Eiffel Tower & square collage)	Artist: Claude Monet – French Artist (waterlily)	
Key Knowledge: <ul style="list-style-type: none"> I know how to hold a pencil comfortably. I know how to identify and continue different lines. I know how to draw myself from observation by using a mirror. I know how to add details to my drawing my looking in the mirror carefully. I know how to draw from observation noting elements such as shape & colour. I know that Vincent Van Gogh used bold and bright colours. 	Key Knowledge: <ul style="list-style-type: none"> I know how to mould malleable materials such as clay, playdough and salt dough. I know how to experiment with tools such as scissors, staplers and clay tools. I know how to build and construct a sculpture using a variety of materials from my imagination 		Key Knowledge: <ul style="list-style-type: none"> I know how to choose and use different collage materials such as tissue, fabrics, paper and cardboard I know how to use scissors to cut paper to a desired size and shape I can consider the order in which materials are attached (background/foreground) I know how to use PVA glue and a glue stick and begin to identify which glue will work best with a material. I know how to identify features of my own and other people's collages. 	Key Knowledge: <ul style="list-style-type: none"> I know how to hold a paintbrush and create thick and thin lines. I know the primary and secondary colours (recap from Autumn 1) I know how to match colours to objects. I know how to explore painting on different surfaces and in different ways e.g. finger painting, painting on stones I know how to identify different shades of a colour by using the language 'lighter and darker'. I know how to paint on different levels e.g. easel, table, floor 	
Key Vocabulary: Line: Thick, Thin, Wavy, Straight Shape: Round Portrait – A picture/drawing of a persons face Primary Colour: Red, Blue, Yellow	Key Vocabulary: Cut thick Sculpt thin Print stretch Roll Pinch Push pressure		Key Vocabulary: Collage rough Background hard Foreground smooth Tissue layer Card Paper soft	Key Vocabulary: Primary colour darker Secondary colour brighter Short strokes Long strokes Smudge Dab Lighter	
Assessment:	Assessment:		Assessment:	Assessment:	

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