

# St Peter's Church of England Primary School

## Art Curriculum: Topics, Coverage and Objectives



<p><b>Foundation Stage</b></p> <p>Through the EYFS, pupils should be taught to develop their use of simple art tools to produce work that has a meaning or purpose. Pupils explore the use of colour mixing and the effects this can have. They should be taught to express themselves through the media of art and be encouraged to have confidence with sharing their pieces.</p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to experiment with ways of changing colour</li> <li>to safely use and explore a variety of materials</li> <li>to use a range of art tools and techniques</li> <li>to experiment with design, texture, form and function</li> <li>about the work of artists, making simple links to their own work</li> </ul> <p><i>Our EYFS Curriculum documentation outlines the Expressive Arts and Design (EAD) content more specifically to the theme.</i></p>	<p><b>Key Stage One</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>	<p><b>Key Stage Two</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>
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		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A U T U M  T E R M	<b>Topic in Autumn</b>	<b>All About Me</b>  EAD – Creating with Materials (Art)	<b>All About Me and My Family</b>  EAD – Creating with Materials (Art)	<b>“Selfies” – Van Gogh/Freda Kahlo/Picasso</b>	<b>Where Nature Lives– Matisse/William Morris</b>	<b>People Together. – Various Artists</b>	<b>Imaginary- Dream Worlds– Various Artists</b>	<b>Look at This– Cezanne</b>	<b>Moving Figures– Lowry</b>
	<b>Links to Prior and Future Learning:</b>	-Link to Year 2 colour mixing to create secondary colours -Link to Year 1 'Selfies'	-Builds on Nursery colour mixing -Link to Year 2 colour mixing to create secondary colours -Link to Year 1 'Selfies' - Link to Year 3 Islamic patterns (Reception cover African patterns)	Builds on EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  Link to Year 3 People Together. Colour mixing for secondary colours	Builds on Year -1 Tackling textiles- weaving using natural materials Year 1 Summer Term Andy Goldsworthy patterns in nature Link to Year 3 Summer Term From this to that exploring and improving the environment.	Builds on Year 1 Selfies –How people are represented in art. Link to Year 6 Moving figure How to convey movement of people in art	Builds on Year 3 People together. Colour mixing for secondary colours  Link to Year 6 Hats On or Off! about visual and tactile elements combined and organised to create character or atmosphere.	Builds on Year 1 Selfies Year 3 People Together- creating texture with paint. Looking at composition of objects in a painting. Link to Year 6 What can you see? Recording through observations and drawing	Builds on Year 5 Look at This create different effects using a variety of tools such as dots scratches splashes and application of paint layers. Link to Year 7 observational studies of themselves using drawing media. work in their sketchbooks, considering incorporation of objects or representations of activities that symbolise their interests

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<b>Art Skills and Concepts Progression:</b>	<p><b>Pupils are taught to:</b>                      -Explore printing techniques                      - Draw lines and enclosed shapes (circles)                      -Represent objects with lines and shapes                      - Begin to explore different materials and media                      Explore - Colour</p>	<p><b>Pupils are taught to:</b>                      -Explore line, colour and shape in drawings and paintings                      - Experiment with different media                      - Explore colour and pattern in art (African patterns)</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      -see pencil/sketching document.</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      - use a range of materials and processes when constructing art work.</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      - use a range of drawing tools with control and dexterity applying teacher guidance.                      -understand how artists use warm and cool colour when mixing paint to express a mood in a work of art.                      -draw on prior knowledge of larger brushes for backgrounds and thinner for more detail whilst being introduced to different types of brushes for specific purposes.                      - represent things observed remembered or imagined using colour and selecting appropriate brushes</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      -use drawing to design and arrange research. - draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy and fluency.                      - use a variety of IT resources to draw ideas from, use creatively to produce own art work and evaluate their own and others art work.                      -use colour mixing techniques previously learned and can explore the effect on paint of adding water, glue, sand and sawdust.                      -use colour line, shape and form to convey a mood or atmosphere.</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      -select appropriate media and techniques to achieve a specific outcome.                      -select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation.                      -create different effects using a variety of tools such as dots scratches splashes and application of paint layers.                      -select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p>	<p><b>Pupils are taught to:</b>                      - use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      - understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      - use IT software to produce effects and movement to create an image.                      -convey tonal qualities showing good understanding of light and dark using a combination of all previously learned sketching and painting techniques.                      -develop quick studies from observation recording action and movement with fluency, returning to improve accuracy and detail.                      -select and match materials and processes in order to communicate their own ideas about figures and forms in movement.</p>
	<p><b>Animals EAD – Creating with Materials (Art)</b></p>	<p><b>Animals EAD – Creating with Materials (Art)</b></p>	<p>- hold and use drawing skills such as pencils and crayons using them with dexterity and control to investigate marks and represent observations, memories and ideas with purpose and intent.                      - show how people feel in paintings and drawings.                      -use pencils to create lines of different thickness in drawings.                      - name some of the primary and secondary colours.</p>	<p>-cut threads and fibres and surface decorate using glue and beads, buttons and natural materials, chosen for their texture and colour.                      -draw on prior knowledge of using black and white to make colour tints                      -mix paint to create secondary colours</p>	<p>-draw on prior knowledge of larger brushes for backgrounds and thinner for more detail whilst being introduced to different types of brushes for specific purposes.                      - represent things observed remembered or imagined using colour and selecting appropriate brushes</p>	<p>-draw on prior knowledge of larger brushes for backgrounds and thinner for more detail whilst being introduced to different types of brushes for specific purposes.                      - represent things observed remembered or imagined using colour and selecting appropriate brushes</p>	<p>-select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation.                      -create different effects using a variety of tools such as dots scratches splashes and application of paint layers.                      -select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p>	<p>-select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation.                      -create different effects using a variety of tools such as dots scratches splashes and application of paint layers.                      -select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p>
	<p>- <i>Build on Autumn 1 nursery skills</i>                      - <i>Artist study KS1 and beyond</i>                      - <i>Year 2 – use a range of materials</i></p>	<p>- <i>Build on Autumn 1 Reception skills</i>                      - <i>Link to Year 3 patterns</i>                      - <i>Year 2 range of media</i></p>	<p>- select and use different brushes to explore and make marks of different thicknesses.                      - spread and apply paint to make a background using wider brushes and thinner brushes for content.                      - describe what can be seen and give an opinion about the work of an artist</p>	<p>- select and use different brushes to explore and make marks of different thicknesses.                      - spread and apply paint to make a background using wider brushes and thinner brushes for content.                      - describe what can be seen and give an opinion about the work of an artist</p>	<p>- select and use different brushes to explore and make marks of different thicknesses.                      - spread and apply paint to make a background using wider brushes and thinner brushes for content.                      - describe what can be seen and give an opinion about the work of an artist</p>	<p>- select and use different brushes to explore and make marks of different thicknesses.                      - spread and apply paint to make a background using wider brushes and thinner brushes for content.                      - describe what can be seen and give an opinion about the work of an artist</p>	<p>-select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation.                      -create different effects using a variety of tools such as dots scratches splashes and application of paint layers.                      -select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p>	<p>-select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation.                      -create different effects using a variety of tools such as dots scratches splashes and application of paint layers.                      -select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p>
	<p><b>Pupils are taught to:</b>                      -Use lines and shapes to represent objects                      -Combine different materials                      -Begin to explore different textures                      - Explore pattern                      - Create models with malleable materials                      -Explore the work of different artists linked to theme (animals)</p>	<p><b>Pupils are taught to:</b>                      -Develop colour mixing techniques                      - Explore lines and patterns through different media                      - Use an increasing range of media and techniques                      - Use different media to create patterns                      - Develop joining techniques                      -Explore the work of artists</p>	<p>- select and use different brushes to explore and make marks of different thicknesses.                      - spread and apply paint to make a background using wider brushes and thinner brushes for content.                      - describe what can be seen and give an opinion about the work of an artist</p>	<p>- select and use different brushes to explore and make marks of different thicknesses.                      - spread and apply paint to make a background using wider brushes and thinner brushes for content.                      - describe what can be seen and give an opinion about the work of an artist</p>	<p>- select and use different brushes to explore and make marks of different thicknesses.                      - spread and apply paint to make a background using wider brushes and thinner brushes for content.                      - describe what can be seen and give an opinion about the work of an artist</p>	<p>- select and use different brushes to explore and make marks of different thicknesses.                      - spread and apply paint to make a background using wider brushes and thinner brushes for content.                      - describe what can be seen and give an opinion about the work of an artist</p>	<p>-select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation.                      -create different effects using a variety of tools such as dots scratches splashes and application of paint layers.                      -select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p>	<p>-select, use and manipulate a range of drawing tools using them with control and dexterity to accurately represent from observation.                      -create different effects using a variety of tools such as dots scratches splashes and application of paint layers.                      -select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</p>

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**Art Curriculum: Topics, Coverage and Objectives**

Spring 1	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>S P R I N G  T E R M</b>	<b>Topic in Spring</b>	<b>Journeys</b>  EAD – Creating with Materials (Art)	<b>Journeys</b>  EAD – Creating with Materials (Art)	<b>Tackling Textiles– Various Artists</b>	<b>Around Every Corner a Pattern – Various Artists</b>	<b>Pretty Patterns– ISLAMIC PATTERNS- Various Artists</b>	<b>Let's Sit Down– Van Gogh's /Matisse</b>	<b>Hold it! – Various Artists</b>	<b>What Can You See? – Monet/Variou</b>
	<b>Links to Prior and Future Learning:</b>	-Link to Year 2/3 Pattern -Link to Reception 'painting techniques – creating patterns	-Builds on nursery coverage of painting/mixing colours -Link to Year1 nature Andy Goldsworthy - Year 2 – Nick Gustafson	Builds on EYFS Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Builds on Year 1-Andy Goldsworthy Nature's Art. First hand observations/ Exploring shape and pattern Link to Islamic Patterns Year 3-Patterns in textiles and cultures identify how simple shapes   patterns	Builds on Year 1- Tackling Textiles understanding colour and texture Link to Year 5 Telling stories with Textiles – Create surface patterns and textures.	Builds on Year 2 Patterns around every corner. Use first hand observations as a starting point. Link to Year6 Hats On (or Off.) Construct a cardboard model fit for purpose.	Builds on Year 3 From This to That- investigating and combining visual and tactile qualities of materials and match this to the purpose of their work. Link to Hats Off or On! To identify suitable materials for their art.	Builds on Year 3 People together. Colour mixing for secondary colours Link to Year 7 record and analyse first-hand observations to record and analyse first-hand observations Discuss the different ways that people enjoy the landscape. Pupil should recall and share some of their landscape experiences, e.g. talk about locations, times of day, light, colour and weather conditions
	<b>Art Skills and Concepts Progression:</b>	<b>Pupils are taught to:</b> - Explore different materials and begin to join materials - Explore different shapes and textures - Begin to create models -Explore print and pattern - Represent objects in drawings with increasing detail - Use malleable materials to create representations - Begin to explore colour mixing - Explore the work of other artists	<b>Pupils are taught to:</b> - Experiment with colour mixing - Experiment with and combine different media - Explore different textures and materials, experiment ways of joining - Explore art in nature - Create representations of artists' work	<b>Pupils are taught to:</b> -use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -use photography and IT skills to support and create art. -select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres and materials to make a simple craft product.	<b>Pupils are taught to:</b> -use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -use photography and IT skills to support and create art. -select, sort and modify materials according to colour shape and texture -take rubbings from texture to understand and inform their own work.	<b>Pupils are taught to:</b> -use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. - understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -use photography and IT skills to support and create art. -explore and create patterns and textures with an extended range of materials supplied and found e.g. sponges, leaves, fruit and ink pads.	<b>Pupils are taught to:</b> -use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. - understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -use photography and IT skills to support and create art. - apply their experience of materials and processes, including drawing, developing their control of tools and techniques - identify and assemble appropriate materials in line with their design to	<b>Pupils are taught to:</b> -use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -use photography and IT skills to support and create art. - draw on previous sketching painting and colour mixing to create art with line form shape mood and texture. - investigate and combine visual and tactile qualities of materials and processes	<b>Pupils are taught to:</b> -use Sketchbooks to record what they see and collect, recording new processes and techniques. Experimental, expressive, creative, decisive, evaluative. -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique. -use photography and IT skills to support and create art. -use a grid to upscale art sketches - develop their perspective drawing skills. -use studies gathered from observation to help plan and realise paintings, using
	<b>Traditional Tales</b>  EAD – Creating with Materials (Art)	<b>Traditional Tales</b>  EAD – Creating with Materials (Art)							

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		<ul style="list-style-type: none"> <li>- Link to year 1 collage</li> <li>- Foundations for reception colour mixing, model building</li> </ul>	<ul style="list-style-type: none"> <li>- Nature – Year 1 and Year 2</li> <li>- Year 4 – 3D models</li> <li>Year 1 – Select and organise materials</li> </ul>	<ul style="list-style-type: none"> <li>- manipulate materials to create a piece of art/craft work.</li> <li>-weave in a simple loom.</li> </ul>	<ul style="list-style-type: none"> <li>-feel, recognise and control surface experimenting with basic tools on rigid and pliable materials</li> </ul>	<ul style="list-style-type: none"> <li>-repeat a pattern randomly placed or tiled in a grid.</li> <li>-create a printed piece pf art by pressing, rolling, rubbing and stamping.</li> </ul>	<ul style="list-style-type: none"> <li>make a new form or structure. -upscale from 3-D maquette to a larger scaled structure/model.</li> <li>-design with a particular purpose or character in mind.</li> </ul>	<ul style="list-style-type: none"> <li>-apply their experience of materials and processes, developing their control of tools and techniques</li> <li>- use a variety of methods and approaches to communicate ideas, and to design and make a container</li> </ul>	<ul style="list-style-type: none"> <li>thumbnail sketches and paint techniques</li> </ul>
		<b>Pupils are taught to:</b> <ul style="list-style-type: none"> <li>-Join different materials</li> <li>- Explore different textures, shapes and materials</li> <li>- Create models</li> <li>- Explore printing/pattern</li> <li>- Draw objects with increasing detail</li> <li>- Use malleable materials</li> <li>- Explore colour mixing</li> <li>- Study different artists</li> </ul>	<b>Pupils are taught to:</b> <ul style="list-style-type: none"> <li>-Experiment with colour mixing</li> <li>- Create observational drawings</li> <li>- Combine different media</li> <li>- Explore different textures and materials</li> <li>- Experiment with joining</li> <li>- Explore art in nature</li> <li>- Study different artists</li> </ul>						
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S U M M E R  T E R M	<b>Topic in Summer</b>	In the Garden  EAD – Creating with Materials (Art)	In the Garden  EAD – Creating with Materials (Art)	<b>Nature’s Art– Andy Goldsworthy</b>	<b>Prowling Portraits- Nick Gustafson</b>	<b>From This to That. – Various Artists</b>	<b>Let’s Go– Paul Klee</b>	<b>Telling Stories with Textiles. – Artist study – Bayeaux Tapestry</b>	<b>Hats On! – Various Artist – David Shilling/ Philip Treacy</b>
	<b>Links to Prior and Future Learning:</b>	<ul style="list-style-type: none"> <li>-Link to reception, evaluating their work</li> <li>- Year 3 – use a variety of joining techniques</li> <li>- Year 1 – photography and different media</li> </ul>	<ul style="list-style-type: none"> <li>-Builds on nursery beginning to talk about their creations</li> <li>- Year 1 use vocabulary of evaluation/critique</li> <li>- Year 1 new processes and technique</li> </ul>	<ul style="list-style-type: none"> <li>Builds on EYFS Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>Link to Year 2 Patterns around every corner. Use first hand observations as a starting point.</li> </ul>	<ul style="list-style-type: none"> <li>Builds on Nature’s art Andy Goldsworthy using the natural world/environment to make observations draw pictures of animals and plants.</li> <li>Link to Year 3 Summer Term From this to that exploring and improving the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Builds on Patterns around every Corner- exploring architecture and pattern in public buildings and space. Link to Year 4 Let’s Sit Down-exploring design shape colour for a particular occasion .</li> </ul>	<ul style="list-style-type: none"> <li>Builds on Year 3 Pretty Patterns use of and print making techniques combining and organising shape, colour and pattern</li> <li>Link to Year 5 Telling stories with Tapestry Stories represented in textiles creating surface texture with textiles.</li> </ul>	<ul style="list-style-type: none"> <li>Builds on Year 4 Imaginary Dream Worlds- understand how colours and techniques can be used to create mood and atmosphere.</li> <li>Link to Year 6 To discuss the use and qualities of fabrics, yarns and ribbons</li> </ul>	<ul style="list-style-type: none"> <li>Builds on Year 4 Let’s Go attach different elements to textiles using stitches, running stitch and straight stitch.</li> <li>Link to Year 7. Explore contemporary design and the ways in which artists take ideas from the work of others and synthesise these into creative form.</li> </ul>

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## Art Curriculum: Topics, Coverage and Objectives

<b>Art Skills and Concepts Progression:</b>	<p><b>Pupils are taught to:</b>                      -Experiment with joining and attaching materials                      - Use recycled materials for models                      - Join materials                      - Combine materials and textures                      - Add increasing detail to drawings                      - Explore different media                      - Begin to talk about their creations</p>	<p><b>Pupils are taught to:</b>                      -Create detailed observational drawings of objects                      - Experiment with different media                      - Create patterns with printing techniques                      - Combine materials                      - Explore pattern in the work of famous artists'                      - Use different tools with care                      - Reflect on and evaluate their work</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      -handle and manipulate rigid and malleable materials such as card clay and found objects.                      - modify materials by cutting and tearing with care.                      - select with thought different materials from school and outdoor resources considering shape, surface and texture.</p>	<p><b>Pupils are taught to:</b>                      use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      - use a range of materials and processes when constructing art work.                      -cut threads and fibres and surface decorate using glue and beads, buttons and natural materials, chosen for their texture and colour.                      -</p>	<p><b>Pupils are taught to:</b>                      - use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      - use photography and IT skills to support and create art.                      - design and make a 3-D Marquette for a larger or imagined piece and consider its form and function.                      - use a variety of joining techniques                      -decide what surface techniques are needed to enhance shape line form or texture when creating their art.</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      -investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas about a journey                      - attach different elements to textiles using stitches, running stitch and straight stitch.                      -use the natural and town environment as a stimulus for mixed media work to convey meaning.</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      - select and use contrasting colours and textures in stitching and weaving.                      -combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work                      -use size and proportion, foreground background perspective                      -embellish a surface using a variety of techniques including drawing, painting and printing.</p>	<p><b>Pupils are taught to:</b>                      -use Sketchbooks to record what they see and collect, recording new processes and techniques.                      Experimental, expressive, creative, decisive, evaluative.                      -understand and value of the work of other artists and craft makers using appropriate vocabulary of evaluation/critique.                      -use photography and IT skills to support and create art.                      -use pleating, pinning, stapling and stitching techniques with care to decorate and make an artefact                      - apply their experience of materials and processes, developing their control of tools and techniques                      -investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work                      - adapt their work according to their views</p>
	<p><b>Superheroes</b></p>	<p><b>Superheroes</b></p>						
	<p><b>EAD – Creating with Materials (Art)</b></p>	<p><b>EAD – Creating with Materials (Art)</b></p>						
	<p><i>-Link to reception, evaluating their work</i>                      - Year 2 / Reception– Observational drawings of animals                      Reception – detailed drawings of objects</p>	<p><i>-Link to reception, evaluating their work</i>                      - Year 2 – Around every corner a pattern                      - Year 1 and beyond, reflect and evaluate their work</p>						
<p><b>Pupils are taught to:</b>                      -Experiment with joining and attaching materials                      - Use recycled materials for models                      - Begin to add increasing detail to drawings                      - Experiment with pattern using different media                      - Create representations of objects                      - Continue to talk about their creations</p>	<p><b>Pupils are taught to:</b>                      -Create detailed observational drawings of objects                      - Create patterns with printing techniques                      - Combine materials                      - Explore the work of different artists and sculptors                      - Draw plans of their designs, reflect on and evaluate their work</p>							