

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Objectives Key Concepts Exploring and Using Media and Materials Being Imaginative	I can select a colour for purpose. I can explore different media independently (e.g. crayon, paint, junk modelling). I can create pattern using rubbings and simple prints (e.g. corks, sponges or vegetables.) ELG - Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Exceeding – Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. ELG - Children use what they have learnt about media and materials, tools and techniques, experimenting with colour, design, texture, form and function. Exceeding – Children talk about the ideas and processes which have led them to make designs, images or products (e.g. sculptures and craft). They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.					
Art & Design Vocabulary	artist, experiment, painting, sculpture, colour, drawing, pencil, shape, size, pattern					
EYFS Learning Contexts	<u>What makes me special?</u> <u>Why do we celebrate?</u> <u>Where on Earth are all the Dinosaurs?</u> <u>How do Living Things grow and change?</u> <u>What will your happy ending be? (Traditional Tales?)</u> <u>If I were an animal, what would I be? (Animals around the World)</u> <ul style="list-style-type: none"> • Seaside pictures using natural materials • Sand art (e.g. Rangoli patterns for Diwali) • Christmas card designs • Calendars • Mother's Day/ Father's Day cards • World book Day- costumes • Observational drawings- daffodils and exotic fruits • Colour mixing • Easter bonnets • Self portraits • Cake designs • Autumn (using natural resources) • Used clay (Diwali lamps) • Use playdough • Draw and record (possibly label) designs (e.g. construction, sand, malleable) 					
Visits/Visitors	Garforth Fire station- Autumn 2 (Rec only) Local post box- Autumn 2 (Nursery and Rec) (Parent's Event: Christmas production, stay 'n' Play and Reading Picnic-all pupils)		St Mary's Church- Easter event (Reception only) Parent's Event- Stay 'n' Play, Relative Lunch, Easter Bonnet Parade,		Temple Newsam Farm (Reception) – Summer 1 (EYFS Sports Day- all pupils)	

<p>Year 1 Objectives</p> <p>Key Concepts</p> <p>Exploring and Developing Ideas</p> <p>Investigating and Making Art</p> <p>Evaluating and Developing Art with Inspiration</p>	<p>I can try different materials and methods to improve my art.</p> <p>Drawing: I can use different materials to draw (e.g. pencil, crayon, pastels, chalk, felt tips, ink).</p> <p>Painting: I can name and mix secondary colours, tints and shades.</p> <p>Sculpture: I can manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading.</p> <p>I can talk about what I think or feel about my own art work and other people's work.</p>		
<p>Art & Design Vocabulary</p>	<p>line, shape, tone, portrait, landscape, colour, 3D, sculptor, craftsmanship, Impressionism.</p>		
<p>Year 1 Learning Contexts</p>	<p>Drawing, Painting, Sculpture, Other (e.g. Collage, Textiles, Printing, Graphics, Computer Art)</p> <p>Work of Others Studied: David Hockney, Claude Monet (Impressionism), Giuseppe Archimboldo, Henri Matisse (paper cuts)</p>		
<p>Visits/Visitors</p>	<p>Visitor from Castleford Heritage Centre to demonstrate how to make flour – link to Harvest Festival.</p>		<p>Open cast mine at St. Aiden's to find out about local mining and plants.</p> <p>Local walk to Garforth Main Street.</p>

<p>Year 2 Objectives</p> <p>Key Concepts</p> <p>Exploring and Developing Ideas</p> <p>Investigating and Making Art</p> <p>Evaluating and Developing Art with Inspiration</p>	<p>I have a clear idea about what I want my art work to be about.</p> <p>Drawing: I can use dots and lines to demonstrate tone, pattern and texture.</p> <p>Painting: I can experiment with tools and techniques in painting (e.g. brushes, washes, layering and mixing).</p> <p>Sculpture: I can use a variety of techniques, e.g. rolling, cutting, pinching.</p> <p>I can point out parts of my work which could be improved and suggest ways of improving it. I can identify the work of a range of artists and explain what makes their work unique.</p>		
<p>Art & Design Vocabulary</p>	<p>scale, space, blend, texture, abstract, foreground, middle ground, background, architect, illustrator.</p>		
<p>Year 2 Learning Contexts</p>	<p>Drawing, Painting, Sculpture, Other (e.g. Collage, Textiles, Printing, Graphics, Computer Art Work of Others Studied: Quentin Blake illustrations, van Gogh, Henry Moore / Barbara Hepworth, Georgia O'Keefe / Andy Goldsworthy (Earth Art), Architects (Christopher Wren, Renzo Piano, Norman Foster, Ken Shuttleworth), African art</p>		
<p>Visits/Visitors</p>	<p>Visit from local firefighters – exploring similarities and differences between firefighting now and in 1600s.</p>		<p>National Railway Museum</p> <p>Garforth Railway Station</p>

<p>Year 3 Objectives</p> <p>Key Concepts</p> <p>Exploring and Developing Ideas</p> <p>Investigating and Making Art</p> <p>Evaluating and Developing Art with Inspiration</p>	<p>I can collect and record in my sketchbook some visual and other information for my work. I can tell you about the ways I have recorded my first-hand observations.</p> <p>Drawing: I can complete observational drawings showing line, tone and texture with different hardness of pencils.</p> <p>Painting: I can use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Sculpture: I can use papier-mâché to create simple 3D models.</p> <p>I can make changes to my work to improve it, developing and refining. I can make links between the ideas behind my own work and those of others, including artists I have studied.</p>		
<p>Art & Design Vocabulary</p>	<p>Visual principles (balance, rhythm, pattern, emphasis, contrast, unity, movement), art criticism, papier-mâché.</p>		
<p>Year 3 Learning Contexts</p>	<p>Drawing, Painting, Sculpture, Other (e.g. Collage, Textiles, Printing, Graphics, Computer Art Work of Others Studied: Frida Kahlo, JMW Turner, Ancient Egyptian art, Henri Rousseau</p>		
<p>Visits/Visitors</p>	<p>Wakefield Ancient Egypt workshop Media museum</p>	<p>Chocolate story York</p>	<p>Great Yorkshire Show</p>

<p>Year 4 Objectives</p> <p>Key Concepts</p> <p>Exploring and Developing Ideas</p> <p>Investigating and Making Art</p> <p>Evaluating and Developing Art with Inspiration</p>	<p>I can gather information to help me develop ideas and choose materials and techniques which are suitable for what I want to do.</p> <p>I can explain how I have combined and organised my artwork.</p> <p>Drawing: I can draw for sustained periods of time, paying attention to detail and reflecting on my progress at regular intervals.</p> <p>Painting: I can explore painting on a variety of surfaces (e.g. card, canvas, stone, clay, plaster).</p> <p>Sculpture: I can explore printing techniques (e.g. mono-printing, block printing, relief/impressed method).</p> <p>I can describe how my work developed.</p>		
<p>Art & Design Vocabulary</p>	<p>form, structure, Surrealism, fresco, printmaking, textiles, mosaics.</p>		
<p>Year 4 Learning Contexts</p>	<p>Drawing, Painting, Sculpture, Other (e.g. Collage, Textiles, Printing, Graphics, Computer Art Work of Others Studied: Stone Age art, Ancient Roman art, Surrealism (Salvador Dali, Elsa Schiaparelli), Houkusai (Japanese printmaking)</p>		
<p>Visits/Visitors</p>			

<p>Year 5 Objectives</p> <p>Key Concepts</p> <p>Exploring and Developing Ideas</p> <p>Investigating and Making Art</p> <p>Evaluating and Developing Art with Inspiration</p>	<p>I can annotate, review and revisit ideas in my sketchbook.</p> <p>I can use a variety of recording methods and techniques, materials and processes.</p> <p>Drawing: I can use a variety of techniques to add effects (e.g. shadows, reflection, hatching, cross-hatching).</p> <p>Painting: I can create imaginative work in painting from a variety of sources e.g. observational drawing, music, poetry.</p> <p>Sculpture: I can plan and design a sculpture.</p> <p>I can confidently analyse, comment on and explain ideas, art techniques and methods of working used to create my own and others' work.</p>		
<p>Art & Design Vocabulary</p>	<p>hatching, cross hatching, stippling, horizon, perspective, tone, graphic design, Cubism.</p>		
<p>Year 5 Learning Contexts</p>	<p>Drawing, Painting, Sculpture, Other (e.g. Collage, Textiles, Printing, Graphics, Computer Art Work of Others Studied: Zaha Hadid, Ancient Greek art, Cubism, Antoni Gaudí, David Carson</p>		
<p>Visits/Visitors</p>			

<p>Year 6 Objectives</p> <p>Key Concepts</p> <p>Exploring and Developing Ideas</p> <p>Investigating and Making Art</p> <p>Evaluating and Developing Art with Inspiration</p>	<p>I can explore ideas and assess and evaluate visual and other information, including images and artefacts from different historical, social and cultural contexts.</p> <p>Drawing: I can use a variety of tools and select the most appropriate.</p> <p>Painting: I can use a range of paint (e.g. acrylic, oil, watercolour) to create visually interesting pieces.</p> <p>Sculpture: I can use materials other than clay to create a 3D sculpture.</p> <p>I can explain how my understanding of the context affects my views and what I do. I can plan and demonstrate considered ways of showcasing my work.</p>		
<p>Art & Design Vocabulary</p>	<p>aesthetics, Op Art, graffiti, Pop Art, lino prints, exhibition, tessellations.</p>		
<p>Year 6 Learning Contexts</p>	<p>Drawing, Painting, Sculpture, Other (e.g. Collage, Textiles, Printing, Graphics, Computer Art Work of Others Studied: Op Art, Banksy, L.S. Lowry, Pop Art, William Morris</p>		
<p>Visits/Visitors</p>		<p>Eden Camp VISIT/Holocaust Centre workshop in school</p>	