

Art Form	Topics that will cover this	How does this look in EYFS?	Topics that will cover this	How does this look in Year 1?	Topics that will cover this	How does this look in Year 2?
Drawing	What makes us special? What makes our world wonderful?	<ul> <li>Using lines in order to enclose a space.</li> <li>Creating representations of shapes, events and objects.</li> <li>Assigning meaning to express what their drawings show.</li> <li>Using a range of different colours, tools and canvases such as crayons, pencils, felt tips, chalk, tissue paper, paper, card, the ground.</li> <li>Creating representations of others' work.</li> <li>Drawing objects, people, places and representations of an event that may be special to them.</li> <li>Revisiting all of the above</li> <li>Selecting colours and media to create real life representations of objects, people, places and things.</li> <li>Learning that drawings on paper cannot be separated and that they are flat.</li> </ul>	Who am I? How great is Britain?	<ul> <li>Using a ranges of lines e.g. zig zag, straight, curved, thick and thin - using different drawing tools to create texture</li> <li>Beginning to select canvases and tools for drawing and give reasons for why</li> <li>Using printed images of themselves to create a self-portrait with detail and recognisable features</li> <li>Creating a city scape using a wider variety of drawing tools e.g. oil pastels, wax crayons and chalk</li> <li>Drawing objects in perspective in relation to one another</li> </ul>	Victorians - Vile or Victorious? Would you like to live on the top or the bottom of the world?	<ul> <li>Looking in closer detail e.g. using a view finder to recreate an intricate pattern e.g. William Morris motif using a variety of colour</li> <li>Using different gradients of pencil to create different tones, patterns and shadows</li> <li>Develop work done above with greater control, skill and precision</li> <li>Blending and smudging to create a desired effect</li> <li>Deepening knowledge of perspective by introducing foreground and background into drawings</li> </ul>
Painting	What makes us special?	• Learning names of painting tools and experimenting with them to paint strokes and enclose spaces.	How great is Britain?	<ul> <li>Learning to name primary and secondary colours</li> </ul>	Would you like to live on the top or bottom of the world?	<ul> <li>Revisiting colour mixing</li> <li>Making tints and tones of colours</li> </ul>



	What makes our world wonderful?	<ul> <li>Holding a paint brush with a pincer grip</li> <li>Assign meaning to express what the painting that they have created shows</li> <li>Taught a range of different colours and will experiment with colour mixing.</li> <li>Using a range of different canvases such as tissue paper, paper, card, plastic, the ground.</li> <li>Creating a piece of art work inspired by an artist</li> <li>Painting shapes, objects, people, places and representations of an event that may be special to them.</li> <li>Revisiting work done above</li> <li>Selecting colours and media to create real life representations of objects, people, places and things. E.g. selecting correct colours</li> <li>Learning that painting on paper cannot be separated and that their art work is flat.</li> </ul>		<ul> <li>Creating own paintings and getting desired colours by mixing primary colours to create a fire inspired paintings</li> <li>Experimenting with making darker and lighter shades of colours</li> <li>Using a range of paints e.g. brusho, marbling, in order to create different effects</li> <li>Experimenting with a range of paint brush grips and pressures to change the control of the stroke e.g. closer for precision</li> <li>adding a range of materials into their paints to create different textures and effects</li> <li>selecting different tools in order to create the desired effect e.g. thick and thin brushes</li> </ul>		<ul> <li>Using water colours to water down or layer paint up to create a desired colour</li> </ul>
Printing	Can we Travel Back in Time?	<ul> <li>Looking at mono printing and experimenting with a range of mono prints e.g. their fingers, pencils, cotton buds.</li> <li>Creating repeating patterns by direct printing e.g. painting an</li> </ul>	N/A	• N/A	Victorians - Vile or Victorious?	<ul> <li>Exploring different ways we make prints</li> <li>Using collography to create their own block prints</li> </ul>



		object and printing onto a canvas				in the style of William Morris
Textiles	N/A	N/A	Would you like to go on an African adventure?	<ul> <li>Use a cardboard loom to learn the weaving technique</li> <li>Evaluating pictures and art work to create an inspired textile piece of art through weaving</li> </ul>	N/A	N/A
3D sculpture	Who helps me and who could I be? Can we travel back in time?	<ul> <li>Using everyday objects to create sculptures and models e.g. stacking blocks and tubes and joining them or changing them to make them for a purpose e.g. cutting tubes and gluing on wool to represent hair</li> <li>Introduced to a range of malleable materials e.g. playdough, plasticine</li> <li>Using playdough to create models of people / objects who may help them e.g. police car, mummy, parent with a pushchair</li> <li>Adding detail to their models using clay modelling tools or adding additional material e.g. drawing a smile, rolling eyes</li> <li>Using plasticine to sculpt objects from the past e.g. dinosaurs</li> <li>Using skills learn from printing to create fossils that are used in their play</li> </ul>	N/A	N/A	What Keeps Britain Moving?	<ul> <li>Taught a wide range of joining techniques e.g. split join, fan join, pivot</li> <li>Selecting materials which are fit for purpose and use a wide range of tools with increasing independence</li> <li>Making models using a variety of malleable materials, using tools to add line and more intricate details</li> <li>Showing an awareness of size and scale</li> </ul>
Collage	N/A	N/A	Who am I?	<ul> <li>Gathering and sorting materials in a variety of different ways e.g.</li> </ul>	How can I be an Alvaston Ambassador?	<ul> <li>Using a variety of different media to</li> </ul>



				<ul> <li>colours, textures, properties</li> <li>Separating materials in different ways through tearing, cutting and scrunching</li> <li>Use simple joining techniques: gluing and taping in order to create an 'All About Me' inspired collage</li> </ul>		<ul> <li>Separating materials in different ways through tearing, cutting and scrunching</li> <li>Layering materials to create depth</li> <li>Taught a range of joining techniques using a range of different tools e.g. glue gun, stapler, hole punch</li> </ul>
Evaluation	All topics	<ul> <li>Evaluating tools and media forms e.g. Showing a preference on what tools they find easier to use or suggesting which media looks best on which canvas e.g. the paint looks better than the wax crayon</li> <li>Talking about what they have created and how</li> <li>Saying what they like about their own and someone else's work</li> <li>Saying how art work makes them feel</li> <li>Discussing what is the same and different about their own and someone else's work</li> </ul>	All topics	<ul> <li>Making decisions about tools, media and colours they have selected and justifying their choices e.g. I have selected a thin brush as there is a small bit of space to fill. I have used these colours in my weave as they remind me of the Kenyan Flag</li> <li>Explaining why art work makes them feel a certain way e.g. the red makes me think of love</li> <li>Evaluating what is good about their own and each others' art work and what could be done to further improve</li> <li>Viewing the work Andy Warhol (Artist) and</li> </ul>	All topics	<ul> <li>Understanding that reflections occur during the process of their art work and making adaptations in the moment e.g. this isn't an effective joining technique, I need to try something different, this isn't the right colour, I need to make it again</li> <li>Understanding the pros and cons to using different media, materials and techniques e.g. chalk is really effective on the black paper but you have to be careful not to smudge it</li> </ul>



			<ul> <li>looking for other have been inspire his work e.g. Roy Lichtenstein. Sta what is similar an different betwe work and sharing they like / dislik it.</li> <li>Comparing their those of famous shared.</li> <li>Viewing the work Amber Roper and inferring what he may symbolise. E</li> <li>Evaluating the w other weavers an making decisions what they would express in their stating reasons of</li> </ul>	ed by ating nd en their g what te about work to artists k of d er work E.g. Flags orks of nd s about like to weaves, why	<ul> <li>Evaluating Jason Mercier's work and looking for motifs e.g. recyclable materials, bold colours</li> <li>Looking at the similarities and differences between artists studied, making links to their own work. E.g. Andy Warhol and Jason Mercier e.g. both have used pop art themes</li> </ul>
Artists,	What makes	Local artist coming to share talent	Andy Warhol - Arti	•	William Morris -
craft makers and	us special?	(painting or drawing)	Art (How Great is E	sritain?)	Designer / Artist (Victorians - Vile or
designers	What makes		Amber Roper - Des	igner	Victorious?)
<u>j</u>	our world	Monet (painting) - Artist ,	(weaving)	5	· · · · · · · · · · · · · · · · · · ·
	wonderful?				Jason Mercier - craft
		Jackson Pollock (painting)			maker - 3D sculptures
					(How can I be an
					Alvaston Ambassador?)