

Throughout Reception: Expressive Arts and Design

Children in Reception will be learning to:	Examples of how we support this:	Key Vocabulary:
Use a range of small tools competently and confidently.	Provision based – scissors, paint brushes and pencils in the environment. Teachers to observe and model correct use when necessary.	pencil, paint brush, scissors, knife
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Provision based – puzzles and larger construction. Manipulating different objects supported by peers and teachers. Will model correct use when necessary. Maths – Recognising shapes and their properties. Identifying these in the environment as well as in pictures. Can the children make their own picture using just shapes? We have do this with cut up shapes as well as stamping.	triangle, square, circle, rectangle
Explore use and refine a variety of artistic effects to express their ideas and feelings.	Provision based – Number of materials in the environment to allow children to experiment. Often including chalk boards, painting, stamping, drawing, whiteboards and junk modelling.	draw, paint, make
Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Opportunities with the provision are offered several times across a time period. Children often revisit areas they have engaged with. This means they are practising and refining skill.	change, improve, design
Create collaboratively, sharing ideas, resources and skills.	Directed activities – We provide the opportunities when doing directed activities to ask children to work in pairs or in groups. Children will need to share ideas and resources, take turns and communicate effectively.	share, taking turns, talking, partner
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Provision based – Number of materials in the environment to allow children to experiment. Often including chalk boards, painting, stamping, drawing, whiteboards and junk modelling.	materials, paper, card, cardboard
Share their creations, explaining the process they have used.	Directed activities – We provide the opportunities when doing directed activities to ask children what they are making, how they are making it and discuss their work with both peers and teachers. Work from both directed activities and provision is often displayed in the classroom for the children to access and discuss.	like, dislike, how, because

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
UNITS, CORE CONCEPTS, KEY VOCABULARY						
Autumn Units & Key Vocabulary	Drawing and Sketchbooks Spirals Artist(s): Molly Haslund Key Vocab: pencil, graphite, pen, chalk, charcoal, observational drawing, experimental mark making, spiral.	Drawing and Sketchbooks Explore and Draw Artist(s): Rosie James and Alex Fox Key Vocab: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist, pattern, composition, arrangement.	Working in 3 dimensions Making animated drawings Artist(s): Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber Key Vocab: Soft B pencils, corrugated card, paper fasteners, puppets, articulated, animator, animation, digital media.	Working in 3 dimensions Festival Feasts Artist(s): Claes Oldenberg, Lucia Hierro, Nicole Dyer Key Vocab: modelling, Modroc, sculpture, shape, colour, texture, composition.	Working in 3 dimensions Set Design Artist(s): Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson Key Vocab: construction media, mixed Media, set design, back drop, prop, scale, perspective	Surface and Colour Exploring identity Artist(s): Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Key Vocab: portrait, layered portrait, imagery, line, shape, colour, collage.
Autumn Core Concepts	<ul style="list-style-type: none"> •Drawing is a physical and emotional activity. •When we draw we can move our whole body. •We can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. •We can draw from observation or imagination. •We can use colour to help our drawings engage others. 	<ul style="list-style-type: none"> •Artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. •We can go into our own environments, even when they are familiar to us, and learn to see with fresh eyes and curiosity. •We can use the things we find to draw from, using close observational looking. •We can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. •We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 	<ul style="list-style-type: none"> •Artists can make animations by creating drawings which move in a sequence. •We can use all our mark making skills and imagination to make our drawings visually engaging. •We can use our moving drawings to share narratives. 	<ul style="list-style-type: none"> •We can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. •We can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. •We can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. •Making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together. 	<ul style="list-style-type: none"> •Designers and makers design “sets” which form the backdrop /props to give context to drama (theatre, film or animation). •We can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. •We can create our own “sets” to create models for theatre design, or backgrounds for an animation. •We can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. 	<ul style="list-style-type: none"> •Artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. •People are the sum of lots of different experiences, and that through art we can explore our identity. •We can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. •As viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

Spring Units & Key Vocabulary	Surface and Colour Exploring Watercolour Artist(s): Paul Klee and Emma Burleigh Key Vocab: watercolour, cartridge paper, effects, imagery, primary colours, colour mixing, secondary colours.	Working in 3 dimensions Be an Architect Artist(s): Hundertwasser, Zaha Hadid, Heatherwick Studios Key Vocab: design, shape, structure, models, three dimensional form, architectural model.	Drawing and Sketchbooks Gestural drawing with charcoal Artist(s): Heather Hanson, Laura McKendry, Edgar Degas Key Vocab: charcoal, fixative, line, shape, tone, light, dark.	Surface and Colour Exploring Pattern Artist(s): Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont Key Vocab: patterns, signs, motifs, tessellations, repeated patterns,	Drawing and Sketchbooks Typography and Maps Artist(s): Louise Fili, Grayson Perry, Paula Scher, Chris Kenny . Key Vocab: typography, font, collage.	Working in 3 dimensions Brave colour Artist(s): Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West. Key Vocab: colour, light, form, installations, immersive environments.
Spring Core Concepts	<ul style="list-style-type: none"> •Watercolour paint has special characteristics. •We can use the elements of surprise and accident to help us create art. •We can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. 	<ul style="list-style-type: none"> •Architects design buildings and other structures which relate to our bodies and which enhance our environment. •Architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. •We can use drawing as a way to help us process and understand other people's work •We can use digital tools such as drones and film to inspire us. •We can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. •We can use "Design Through Making" as a way to connect our imagination, hands and materials. 	<ul style="list-style-type: none"> •When we draw we can use gestural marks to make work. •When we draw we can use the expressive marks we make to create a sense of drama. •When we draw we can move around. •When we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<ul style="list-style-type: none"> •The act of making drawings can be mindful. •We can use line, shape and colour to create patterns. •We can use folding, cutting and collage to help us create pattern. •We can create repeated patterns to apply to a range of products or outcomes. 	<ul style="list-style-type: none"> •When designers work with fonts and layout it is called Typography. •We can use the way words look to help us communicate ideas and emotions. •We can create our own typography and combine it with other visual elements to make artwork about chosen themes. 	<ul style="list-style-type: none"> •As humans we react emotionally to colour. •Artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. •We can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. •We can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.

Summer Units & Key Vocabulary	Working in 3 dimensions Making birds Artist(s): Various Key Vocab: pastels, 2D, 3D, stimulus, fold, tear, crumple, sculpture.	Surface and Colour Expressive Painting Artist(s): Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne Key Vocab: representational, abstract, impasto, sgraffito, texture.	Surface and Colour Working with shape and colour Artist(s): Henri Matisse, Claire Willberg Key Vocab: composition, cut outs, positive and negative shapes.	Drawing and Sketchbooks Storytelling through drawing Artist(s): Laura Carlin, Shaun Tan Key Vocab: illustrator, graphic novelist, imagery, sequencing.	Surface and Colour Mixed Media Land and City Scapes Artist(s): Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones Key Vocab: landscape, cityscape, mixed media.	Drawing and Sketchbooks 2D Drawing to 3D making Artist(s): Lubaina Himid, Claire Harrup Key Vocab: 2D, 3D, grid method, negative space, tonal value, sculpture.
Summer Core Concepts	<ul style="list-style-type: none"> •There is a relationship between drawing & making – we can transform 2d to 3d. •We can use observational drawing and experimental mark-making together to make art. •We can work from similar stimulus or starting point but end up with very different individual results. •The individual results can then be brought together to make a whole artwork. 	<ul style="list-style-type: none"> •Artists sometimes use loose, gestural brush marks to create expressive painting. •Expressive painting can be representational or more abstract. •Artists use impasto and sgraffito to give texture to the painting. •Artists sometimes use colour intuitively and in an exploratory manner. •We can enjoy, and respond to, the way paint and colour exist on the page. 	<ul style="list-style-type: none"> •We can be inspired by key artworks and make our own work in creative response. •We can use shape and colour as a way to simplify elements of the world. •Shapes have both a positive and negative element. •We can arrange shapes to create exciting compositions. •We can build up imagery through layering shapes. •We can use collage to inspire prints. 	<ul style="list-style-type: none"> •We can tell stories through drawing. •We can use text within our drawings to add meaning. •We can sequence drawings to help viewers respond to our story. •We can use line, shape, colour and composition to develop evocative and characterful imagery. 	<ul style="list-style-type: none"> •Artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. •Artists often work outside so that all their senses can be used to inform the work. •As artists we are able to experiment with materials, combining them to see what happens. •We can feel free and safe to take creative risks, without fear of getting things “wrong”. •We can share our artistic discoveries with, and be inspired by each other. •We can use sketchbooks to focus this exploration and we do not always need to create an “end result”. 	<ul style="list-style-type: none"> •Drawing and making have a close relationship. •Drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. •When we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. •We can use methods such as the grid method and looking at negative space to help us draw. •There is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

INTENT/WHY?

At St. Mary's, we believe that Art and Design should be creative, exciting and fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Art and Design and provide a broad and balanced curriculum. We strive to ensure the progressive development of knowledge and skills across the year groups, building on the fantastic opportunities they have for creativity in EYFS. Our Art and Design teaching instills an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences. We aim to enable children to observe and record from first-hand experience and from their imagination, and these experiences enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Art also promotes a sense of well-being and enjoyment in our pupils, which we want to nurture.

LINKS TO? (Cross curricular History, Geography and Science links, PSHE, Values etc)

Whole Year	<p>Spirals Science: Using language to support understanding of concepts of growth, human body and natural forms. Maths: Exploring pattern and symmetry. PSHE: Peer discussion, collaboration</p> <p>Exploring Watercolour Maths: Identifying 2D shapes. Music: Exploring the connection between art & music and being in a mindful space.</p> <p>Making birds Geography: Using language which supports understanding about continents and habitats. Maths: Exploring the relationship between 2D/3D shapes, weight, measuring.</p>	<p>Explore and Draw Maths: Using language to develop understanding of patterns, sequence, symmetry and repetition. Science: Identifying plants, trees, exploring local environments and habitats. PSHE: Peer discussion, Collaboration.</p> <p>Be an Architect History: Making houses inspired by the architecture of different ages e.g. buildings damaged during the Great Fire of London. Maths: Using language which supports understanding of measuring, 2D/3D shapes. Science: Exploring properties of materials.</p> <p>Expressive Painting Geography: Being inspired the local landscape and using gestural brush strokes to paint a scene or to explore weather, habitat, river or sea.</p>	<p>Making animated drawings English: Bringing characters from literature to life. Maths: Measuring, weight, position, direction, movement.</p> <p>Gestural drawing with charcoal History: Exploring Stone Age Cave Drawings. Music & Drama: Listening to music to influence marks and movement while children do the "Dancing with Charcoal".</p> <p>Working with shape and colour Maths: 2D/3D shapes, pattern. PSHE: Peer discussion.</p>	<p>Festival Feasts Science: Using language to support understanding of nutrition, food groups. PSHE: Responsibility to the planet, Collaboration.</p> <p>Exploring Pattern Maths: Measuring, symmetry, tessellation/repeated patterns, orientation. Music: Using music and sound when doing mindful drawing.</p> <p>Storytelling through drawing English: Using a story or graphic novel as an influence. History: Creating a sequenced story inspired by an event/time in history e.g. Ancient Egypt. Science: Using language to support concepts around light and shadow.</p>	<p>Set Design English: Creating set designs inspired by a Shakespeare Play.</p> <p>Typography and Maps Geography: Digital mapping, ordinance survey maps, detailed sketching of maps, mountains and volcanoes. Maths: Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.</p> <p>Mixed Media Land and City Scapes Literacy: Linking to Literacy digital text Float. Science: Local habitat, Environmental changes. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.</p>	<p>Exploring identity PSHE: Being me in my World/ Celebrating Difference: Collaboration, Peer Discussion, Different Religions, Ethnic Identity</p> <p>Brave colour Science: Light up Your world: Light, shadows. PSHE: Collaboration, Peer Discussion.</p> <p>2D Drawing to 3D making English: Creating characters inspired by literature text: Weslandia. Maths: 2D and 3D shapes, measuring, symmetry, angles, plot points. PSHE: Collaboration, Peer Discussion.</p>
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