

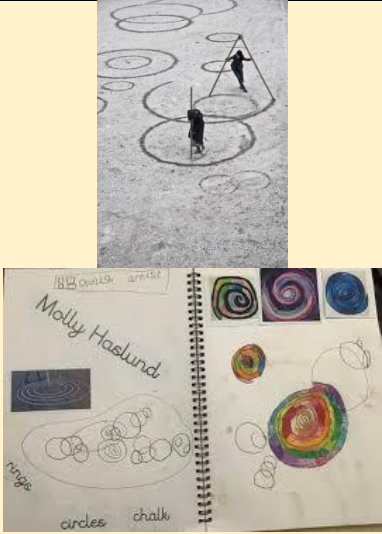




RECEPTION		Introduction to Creative Area	Drawing (pencil, charcoal, inks, chalk, pastels)	Colour (painting, printing, pencils, collage)	Form (2D/3D, sculpture, modelling, materials, fabric)
	Key Question	What Can You Do in the Creative Area?	What You Want to Draw Today?	Can You Use Colour to Create a Piece of Art?	Can You Make a Story Character Come to Life?
	Inspiration	Independence with resources in the classroom.	Henri Matisse	Lorna Crane the Brush Maker Primal Painting	Finger puppets
	Practical Knowledge (the “doing” – techniques, tools, media, skills)	<ul style="list-style-type: none"> Media and medium are available for me to experiment with in my classroom. Experimenting with a variety of media helps develop my skills. Experiment how to attach and join materials in different ways. Begin to use tools to effect change on materials such as paper, card, plastic and fabric. Combine resources to create models and sculptures – loose parts, junk modelling. I can independently choose what tools and media I want to use. 	<ul style="list-style-type: none"> With support I can begin to experiment with mark making tools on different media and surfaces. With support, I can begin to use mark making tools freely and creatively in activities. With support I can begin to hold and control tools correctly (tripod grip). With support I can begin to draw shapes for a specific purpose (my own imagination or an observation). 	<ul style="list-style-type: none"> With support I can name and identify the primary colours. With support I can begin to identify and name colours I can see in the world around me e.g. leaves are green. With support I can begin to explore how natural objects inspire colours. With support I can begin to experiment using different colour tools and mixing colours together. With support I can begin to suggest simple composition ideas to create a picture e.g. the flower is in a field. I can use colours freely in creative activities. 	<ul style="list-style-type: none"> I can begin to understand that a sculpture is different from a painting or a drawing. With support I can experiment and explore plasticine, playdough, card, paper and fabric to create a 3D object. With support I use different everyday materials to build a model. With support I can make a model to be handheld. With support I can use scissors correctly to cut around my design.
	Theoretical Knowledge (the “knowing” – understanding art concepts, elements, and ideas)		<ul style="list-style-type: none"> With support I can begin to understand why there are different mark making tools. With support I can begin to explain what I have drawn with simple detail of shapes and lines. 	<ul style="list-style-type: none"> With support I can begin to explain why I used certain colours in my picture. With support I can begin to explain why I like and dislike certain colours because of how they make me feel. 	<ul style="list-style-type: none"> With support I can begin to explain why I chose my material. With support I can explain what materials I like and do not like.

	Disciplinary knowledge (the “thinking like an artist” – making judgements, interpreting, reflecting)		<ul style="list-style-type: none"> • With support, I can explain why I like and dislike drawings. 	<ul style="list-style-type: none"> • With support, I can explain why I like and dislike paintings. 	<ul style="list-style-type: none"> • With support I can explain why I like and dislike sculptures.
	Reference Pictures				
	Cultural capital				Rainbow Theatre – fairytale stories.

YEAR ONE		Drawing (pencil, charcoal, graphite, chalk, pastels, inks)	Colour (painting, pastels, pencils, ink, textiles, materials, collage)	Form (sculpture, clay, modelling, fabric, sand)
	Key Question	How can I make creations more playful?	How can I use colour to tell a story?	Is rubbish beautiful?
	Inspiration	Molly Haslund – spirals and circles https://www.accessart.org.uk/talking-points-molly-haslund/ https://www.mollyhaslund.com/circles-2013-2	Romare Bearden https://beardenfoundation.org/collages/	Trash to treasure - Michelle Reader https://www.michelle-reader.co.uk/gallery/wildlife-sculptures/index.html
	Practical Knowledge (the “doing” – techniques, tools, media, skills)	<ul style="list-style-type: none"> I can begin to choose appropriate tools for what I want to draw. With support, I can begin to control tools to draw circular and rounded shapes using a range of tools and media. With support, I can begin to use a sketch book to experiment and explore creatively. With support I can draw continually for 1-2 minutes. I can begin to explore and experiment with tone by drawing light/dark lines, light/dark patterns, light/dark shapes and light/dark colours. I can begin to understand that drawing is a physical activity. I am beginning to understand that different tools make different tones, shapes, colours and textures. 	<ul style="list-style-type: none"> I can begin to name and mix primary colours to predict secondary colours. I enjoy exploring paint to make primary and secondary colours. I can begin to experiment with the tone. With support I can create and select colours for collaging. With support, I can colour mix to create a desired outcome. I can explore how to change media using simple techniques (cut, tear, scrunch, roll etc). I can paint continually for 1-2 minutes. With support I can create mixed media collage. 	<ul style="list-style-type: none"> I can identify the difference between 2D (two-dimensional) art and 3D (three-dimensional) sculptures. I can begin to understand there is a relationship between drawings on paper (2D) and making (3D) and that we can transform 2D drawings into 3D objects I can begin to carve, pinch and roll clay using basic techniques such as coils, slabs, and pinching. With support I can begin to join clay pieces using slip (a mixture of water and clay), understanding the importance of joins in sculpture. I can select recycled materials to enhance sculptures with texture and detail, promoting sustainability in art.
	Theoretical Knowledge (the “knowing” – understanding art concepts, elements, and ideas)	<ul style="list-style-type: none"> With support I can begin to explain that art can be fun; Molly likes to move around playfully when creating. Art can happen anywhere; Molly does her work everywhere. Art can bring people together; Molly’s work is collaborative. 	<ul style="list-style-type: none"> Art can tell stories about people and places. Romare Bearden showed his life through his collages. Romare uses bright colours and shapes to show this. Collaging is a type of art. I can begin to explain that creations can be used to show feelings. 	<ul style="list-style-type: none"> Art materials and resources can be found in any form. Michelle Reader uses people’s junk to create sculptures. Sculptures take time to create. Michelle Reader teaches us that recycling is good for the environment and that we can be creative with things we no longer need.

<p>Disciplinary knowledge (the “thinking like an artist” – making judgements, interpreting, reflecting)</p>	<ul style="list-style-type: none"> • Artists help us develop our own ideas about creations and the world around us. • Molly Haslund is an artist who uses many different kinds of art to tell stories and make people think. • Molly likes to invite people to join in her art, so everyone gets to be part of the experience. She has collaborative pieces. 	<ul style="list-style-type: none"> • Artists help us develop our own ideas about creations and the world around us. • Bearden told stories about his life and childhood. • Bearden loved to use bright, bold colours in his artwork. He used colours to make his art stand out. 	<ul style="list-style-type: none"> • Artists help us develop our own ideas about creations and the world around us. • Reader uses materials that people often throw away, like cardboard, plastic, and wood, to make her sculptures. This helps to reuse things instead of wasting them. • Reader’s work helps us think about the environment.
<p>Reference pictures</p>		 <p>Tomorrow I may be far away.</p>	
<p>Experiences/ Trips</p>		<p>Art gallery</p>	

YEAR TWO

	Drawing (pencil, charcoal, inks, chalk, pastels, collage)	Colour (paint, ink, dye, crayons, pencils, pens, pastels, print)	Form (3D sculpture, plasticine, dough, modelling, fabric, paper, card)
Key Question	What can I see and draw?	What animals live near me?	How do stadiums connect us?
Inspiration	Theme - Explore and Draw Artists and explores and collectors - https://www.accessart.org.uk/talking-points-artists-as-collectors-explorers/	Local Artist – printing/painting. Ash Hutchinson – print maker.	Architecture Mandy Payne https://www.mandypayneart.co.uk/portfolio/paintings-gallery/
Practical Knowledge (the “doing” – techniques, tools, media, skills)	<ul style="list-style-type: none"> • Begin to control the types of marks made with the range of media and on different surfaces. • Begin to independently experiment with tone by drawing light/dark lines, patterns and shapes with each pencil. • Use a sketchbook to plan and develop simple ideas. • Begin to independently experiment with making different textures and producing a range of patterns. • Begin to independently draw from pictures and observations. • Draw continually for 5 – 10 minutes. • Take photos of my creations and compositions to develop my artistic talents. • With support, explore the work of artists and make links to my own work. 	<ul style="list-style-type: none"> • Name and identify the primary colours are red, yellow and blue. • With support I can begin to create secondary colours. With support I can identify and name the primary colours I have used to create secondary and tertiary colours. • Independently experiment and enjoy colour mixing. • With support I can create repeating patterns and recognise pattern in the environment. • With support I can experiment with relief printing. To make simple marks on rollers and printing palettes. • Begin to control the types of marks made with a range of techniques e.g. layering, mixing media, printing with materials and adding texture. • With support I can experiment with collagraph printing. Glue materials to make a printing pallet. • With support, I can start to compare two artists, how is their work similar/different. Which do I prefer more? (Year 1 artist and year 2 artist) • With support I can begin to evaluate my own work in comparison to an artist. 	<ul style="list-style-type: none"> • I can begin to experiment with different materials to create simple 3D shapes. • Practice joining materials using glue, tape, or by folding and twisting to form connections. • I can begin to safely use tools to carve or shape materials like clay or foam. • With support, I can sketch designs in a simple way before building, thinking about how the sculpture or building will look. • Use the world around me as inspiration. • Use a variety of techniques to manipulate materials and media for a purpose e.g. rolling, cutting, pinching, attaching. • Understand that sculpting is a process that happens over time.

<p>Theoretical Knowledge (the “knowing” – understanding art concepts, elements, and ideas)</p>	<ul style="list-style-type: none"> • Artists use drawing to represent collections of objects, ideas, or memories. • Lines and Shapes: Artists use different types of lines (thick, thin, wavy, or straight) and shapes (circles, squares, triangles) to make drawings more interesting. • Texture and Detail: Artists might use cross-hatching, shading, or dots to make objects in their collection look rough, smooth, soft, or shiny. • Collections Can Be Abstract or Realistic: Drawings of collections can look very real (realistic) or be more imaginative and made up (abstract). Both ways are creative and help show ideas. 	<ul style="list-style-type: none"> • Understanding how colours work together helps to improve my work. • Printing is an effect that can change the texture, colour and outcome of my work. • Artists use the world around them to inspire them. • Printing can take place on lots of surfaces, artists choose different surfaces to make their work more interesting. 	<ul style="list-style-type: none"> • Artists use sculpture to communicate ideas about the world, nature, and human experience. • Texture: Artists use texture to add interest, pattern, and meaning to sculpture. Surfaces can be smooth, rough, patterned or layered to change how light hits the form. Adding texture and detail enhances the story or realism of a sculpture. • Sculpture and Making: Sculptures are 3D artworks that you can see from all sides — not flat like a drawing or painting. Experimenting with materials such as cardboard, paper, clay, and recycled items helps artists explore form and structure. Joining and construction techniques (folding, twisting, gluing, balancing) affect how strong or stable a sculpture is. • Planning and sketching designs help artists think about shape, structure, and scale before building.
<p>Disciplinary knowledge (the “thinking like an artist” – making judgements, interpreting, reflecting)</p>	<ul style="list-style-type: none"> • With support, I can talk about what I like and dislike about my drawings and explain why. • I can explain that artists make choices about what to draw, how to arrange it and which tools or materials to use. • I can describe how lines, shapes, and textures can make a drawing look realistic or abstract. • I can compare my work to different artists and identify how we used lines, tones, and patterns in similar or different ways. • I understand that artists use drawing to record ideas, objects, memories, and 	<ul style="list-style-type: none"> • With support, I can discuss what I like and dislike about my colour work and explain why (e.g., “I used bright colours to make it stand out”). • I can begin to simply explain how my use of colour and texture affects the mood or feeling of my artwork. • I can describe how artists such as Ash Hutchinson use printing and colour to show their ideas about place, nature, and community. • I can compare my work to an artist’s, identifying similarities and differences in colour, pattern, and surface. • I can recognise that artists make deliberate choices about materials, 	<ul style="list-style-type: none"> • With support, I can talk about what I like and dislike about my sculpture and how I might improve it. • I can recognise that artists make choices about materials, texture and structure to express ideas or tell stories. • I understand that sculpture can show real things (like animals, buildings, people) or ideas (like movement, nature, or emotion). • I can compare my own work to that of other artists, explaining similarities and differences in materials, textures, and shapes.

feelings — not just to copy what they see.

- I can recognise that drawings can tell stories or show collections that are meaningful to the artist.
- I understand that some artists draw from observation (what they see), and others draw from imagination (what they feel or remember).
- With support, I can discuss how my drawings show my ideas, choices, and observations.
- I can use my sketchbook to reflect on what I've learned and what I might change or explore next.
- I can appreciate that art is personal — everyone's drawings can be different, and that makes art interesting.

surfaces, and printing techniques to change how their work looks and feels.

- I understand that printing allows artists to share their work with others, repeat ideas, and experiment with colour and texture in new ways.
- I know that different artists use colour to represent feelings, memories, or ideas, and that there is no single "right" way to use colour.
- I can explain that my creative choices (media, texture, pattern) can communicate a story or message to others.
- I can use sketchbooks to reflect on my process — noting what I might keep, change or develop next time.

- I can explain how sculptures can represent ideas about the world, people, and places — not just objects.
- I understand that sculpture is a process that takes time and involves designing, building and refining.
- With support, I can reflect on how my sculpture has changed during the process and what I might do differently next time.
- I can describe how the environment or architecture around me can inspire my own sculpture ideas.
- I know that artists such as Michelle Reader and Mandy Payne use sculpture to explore sustainability, structure, and community, showing that art can have purpose and message.
- I understand that there are different types of sculpture (temporary, permanent, natural, man-made) and that each serves a different purpose.

Reference pictures



Collagraph





Relief

