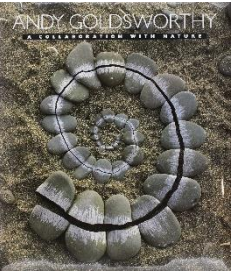
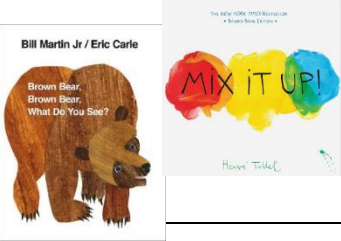
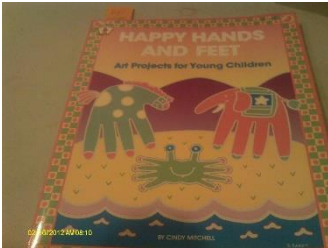
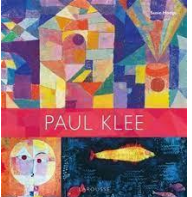

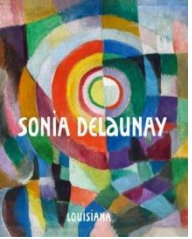

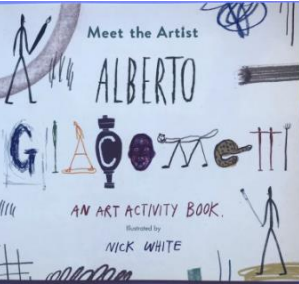
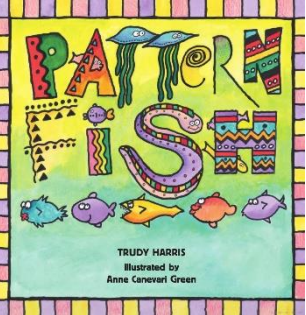

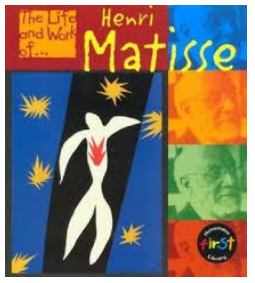
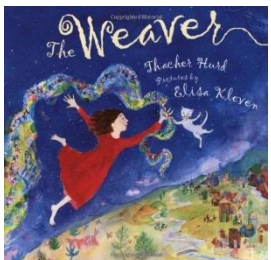
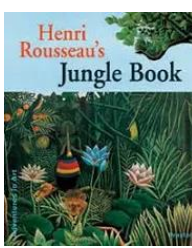

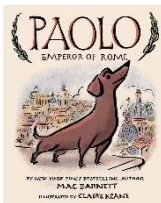
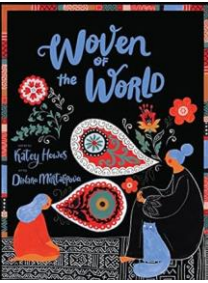
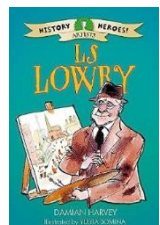
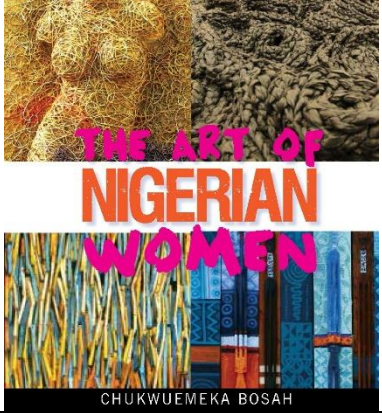
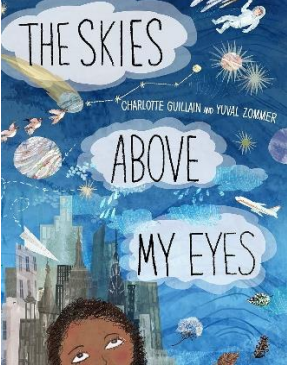
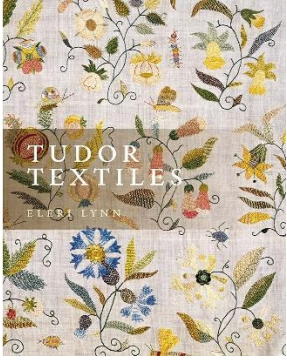
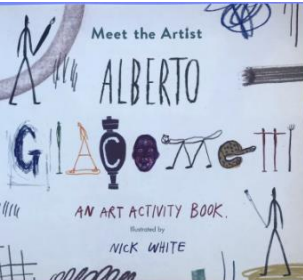
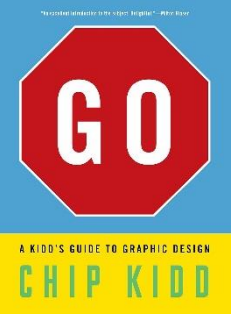


Year	Autumn	Spring	Summer
THEMES	U is for Unique	C is for Community	A is for Alive
Nursery	<p>FORM</p> <ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model <p>Application of skills: Creating 3D forms in our natural environment Clay models of our mouths Construction area – Adventure time</p> 	<p>COLOUR</p> <ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper, e.g. straws, matchsticks, brushes, sponges <p>Application of skills: Applying knowledge of colour to own Mondrian piece.</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Rubbings - Print with a variety of objects – plus hands, feet and found materials - Print with block colours <p>Application of skills: Printing with a range of objects to explore different effects</p> 
	U is for Unique	C is for Community	A is for Alive
Reception	<p>DRAWING</p> <ul style="list-style-type: none"> - Enjoys making marks, signs and symbols with a variety of drawing tools - Is spontaneously expressive, using marks, lines and curves - Use drawings to tell a story - Encourage accurate drawings of people/faces <p>Application of skills: Observing/drawing mouths Oil pastel pictures (Paul Klee)</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experiences - Simple collages - Simple weaving <p>Application of skills: Creating Sutton Hill – maps – Geography link. Transient art.</p> 	<p>PATTERN</p> <ul style="list-style-type: none"> - Repeating patterns - Irregular painting patterns - Simple symmetry <p>Application of skills: Sonia Delaunay study – create own cat prints. Symmetrical butterflies.</p> 
	U is for Unique	W is for What if...	A is for Alive
1	<p>COLOUR</p> <ul style="list-style-type: none"> - Name the primary colours - Mixing of colours - Find collections of colours - Applying colour with a range of tools - Make as many tones of one colour as possible (using white) - Use colour to express feelings <p>Application of skills: Primary colours – exploring tones Japanese artist - Hokusai – The Great Wave – applying skills learnt about colour.</p> 	<p>FORM</p> <ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve, pinch and roll coils and slabs using a modelling tool - Make simple joins - Awareness of natural and man-made forms - Expression of personal experiences and ideas - Identify work of famous sculptors <p>Application of skills: Create figures in the style of Giacometti.</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Create repeat prints - Create symmetrical or sequenced prints - Relief printing - Print with a growing range of objects <p>Application of skills: Printing using two colours.</p> <p>Mr Farlow pm.</p> 
	Me in my World...	Who's the King of the Castle?	Ready, Steady, Grow!

<p>2</p>	<p>DRAWING</p> <ul style="list-style-type: none"> - Extend the variety of drawings tools - Use line to represent objects seen, remembered or imagined - Observe and draw landscapes - Observe patterns - Observe anatomy (faces, limbs) - Explore tone using different grades of pencil, pastel and chalk <p>Application of skills: Studying Van Gogh. Children learning about line and tone to create their own authentic piece in the style of Van Gogh.</p> 	<p>PATTERN</p> <ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - Natural and manmade patterns <p>Application of skills: Matisse style authentic piece.</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities - How textiles create things - Overlapping and overlaying to create effects - Use large eyed needles - Running stitches - Start to explore other simple stitches <p>Application of skills: Use texture to create authentic piece of work. Evaluate.</p> 
	<p>Stone Age</p>	<p>A Tropical Rainforest</p>	<p>Natural World</p>
<p>3</p>	<p>PATTERN</p> <ul style="list-style-type: none"> - Pattern in the environment - Design - Using ICT - Make patterns on a range of surfaces - Explore environmental and manmade patterns <p>Application of skills: Explore environmental patterns the Stone Age.</p> 	<p>COLOUR</p> <ul style="list-style-type: none"> - Colour mixing - Make colour wheels - Use different types of brushes and techniques - Apply colour using dotting, scratching, splashing - Colour mixing and matching; tint, tone, shade - Explore primary and secondary colours - Colour to reflect mood <p>Application of skills: Studying Henri Rousseau and his use of colour. Learn skills to apply to own piece of work.</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Recording textures/patterns using relief and impressed printing processes. - Monoprinting e.g. carbon paper - Colour mixing through overlapping colour prints - Symmetrical/asymmetrical prints - Modify and adapt print <p>Application of skills: Explore/print own natural patterns.</p> <p style="text-align: right;">Sarah Jameson.</p> 
	<p>Ancient Greece</p>	<p>The Romans</p>	<p>Where is home?</p>
<p>4</p>	<p>FORM</p> <ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop - Understanding of different adhesives and methods of construction - Experience surface patterns/textures - Discuss own work and work of other sculptors - Analyse and interpret natural and manmade forms of construction <p>Application of skills: Mod-roc urns</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Weaving - Use a wider variety of joining techniques, plaiting, pinning, stapling and sewing - Experimenting with creating mood, feeling and movement, using embellishments - Compare different fabrics <p>Application of skills: Roman weaving – adding embellishments.</p> <p>Mr Farlow – pm.</p> 	<p>DRAWING</p> <ul style="list-style-type: none"> - Explore shading, using different media - Uses line and tone to represent things seen, observed or remembered - Initial sketches as a preparation for painting - Draw familiar things from different viewpoints - Scale and proportion - Accurate drawings of whole people including proportion and placement <p>Application of skills: Studying Lowry. Learn about perspective, line, tone and shade to create own authentic piece.</p> 

	Beyond Earth: Unravelling Mysteries	Where in the World?	Tudor Tales by the Riverside
5	<p>COLOUR</p> <ul style="list-style-type: none"> - Explore hue, tint, tone and shade - Explore the use of texture in colour - Colour for purposes - Colour to express feelings - Explore tertiary colours on the colour wheel <p>Application of skills: Teach colour skills to enable children to apply their knowledge to a final piece - Birch trees. Evaluate.</p> 	<p>PRINTING</p> <ul style="list-style-type: none"> - Combine prints from different objects to produce an end piece - Discuss and evaluate own work and that of others - Build up drawings and images of whole or parts of items using various techniques e.g. card relief - Explore printing techniques used by various artists <p>Application of skills: Learning about abstract space artist Peter Thorpe. Applying some of his skills to create own prints.</p> 	<p>PATTERN</p> <ul style="list-style-type: none"> - Create own abstract patterns to reflect personal experiences and expression - Create pattern for purposes - Use knowledge of regular/irregular/symmetrical/overlapping patterns to compose authentic patterns 
	The Victorians	Britain at War	Madeley
6	<p>FORM</p> <ul style="list-style-type: none"> - Plan and develop ideas - Shape, form, model and join - Discuss and evaluate own work and that of other sculptors <ul style="list-style-type: none"> - Make imaginative use of acquired knowledge about tools and techniques and materials to express own ideas and feelings - Look at 3D work from a variety of genres and cultures and develop own response through experimentation <p>Application of skills: Study Giacometti. Create own Victorian tiles – architecture - making decisions about tools, techniques, shape and form. Evaluate. Mr Farlow – pm.</p> 	<p>DRAWING</p> <ul style="list-style-type: none"> - Explore graphic design - Use typography, line, tone, colour, shape and composition to recreate food packaging. - Turn flat graphics into 3D nets. - Explore typography and design lettering which is fit for purpose. - Select appropriate media and techniques to achieve a specific outcome - Talk about intention and outcome, - Giving and receiving positive feedback from peers. <p>Application of skills: Design and make food packaging – DT link.</p> 	<p>TEXTURE</p> <ul style="list-style-type: none"> - Stitching using various needles to produce more complex patterns - Select and use materials - Embellish work - Artists using textiles - Develops experience in embellishing - Applies knowledge of different techniques to express feelings <p>Application of skills: Sewing a war garment/artefact.</p> 