



Planning for Learning

Think about:

- What do I want them to learn?
- What do I need to do to help them do this?
- What is the evidence of Learning?
- How will I assess what they have learnt?

| RECEPTION – Autumn Term 1 Journeys | | |
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| Development Matters Statements | I am learning to..... | Evidence of learning |
| <p><i>Understands that they can use lines to enclose a space, and begin to use these shapes to represent objects (EMM 30-50)</i></p> <p><i>Create simple representations of events, people and objects (BI 40-60)</i></p> <p><i>Realises tools can be used for a purpose (EMM 30-50)</i></p> <p><i>Uses simple tools and techniques competently and appropriately (MH 40-60)</i></p> <p><i>Chooses particular colours to use for a purpose (BI 40-60)</i></p> | <p>Draw different shapes</p> <p>Draw a person</p> <p>Draw my house</p> <p>Draw a self-portrait</p> <p>Use a paint brush</p> <p>Paint a self-portrait</p> <p>Vocabulary: Shape, line, self-portrait, pencil, paintbrush, circle, squares, rectangles, head, body, eyes, nose, ears, eyebrows</p> | <p>Skills Holds a pencil or another mark making tool to draw shapes.</p> <p>Outcome Draw circles, squares, rectangles and irregular shapes. Draws a simple person –e.g head, body, legs and arms Draws a simple representation of a house – e.g a square and a triangle.</p> <p>Skills Uses observational skills to observe and draw features of a face e.g eyes, eye brows, nose, mouth, hair, ears. Uses observational skills to decide which colours are the most appropriate to use Able to hold a paint brush in different ways to create different effects Use a range of different paint brushes to create different effects Knows how to clean a paintbrush effectively when using different colours.</p> <p>Outcome Drawn self-portrait of face Painted self-portrait.</p> |

AUTUMN 2
Lights and Sounds

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| <p><i>Explores colour and how colour can be changed (EMM 30-50)</i></p> <p><i>Explores what happen when they mix colours (EMM 40-60)</i></p> | <p>Know that colours can be changed</p> <p>Know that I can make new colour</p> <p>Vocabulary: Colouring, mix, mixing, red, blue, yellow, purple, orange, black, white, green, brown</p> | <p>Skills Uses a paint brush to mix two paint colours together.</p> <p>Outcome Creates a new colour. Observes and identifies the new colour that has been made</p> <p>Skills Using a paint brush to mix primary colour paints together.</p> <p>Outcome Creates three new colours when mixing primary colours. Observes and identifies the new colours that have been made and what two colours made the new colour. Create a whole class display</p> |
| <p><i>Beginning to be interested in and describe the texture of things (EMM 30-50)</i></p> <p><i>Experiments to create different textures (EMM 40-60)</i></p> <p><i>Captures experiences and responses with a range of media such as paint and other materials (BI 40-60)</i></p> <p><i>Understands that different media can be combined to create new effects (EMM 40-60)</i></p> <p><i>Manipulates materials to achieve a planned effect (MH 40-60)</i></p> | <p>Use different printing techniques to create texture</p> <p>Vocabulary: Printing, texture, smooth, rough, bumpy</p> | <p>Skills Use different tools to create textures e.g sponges, bubble wrap, printing blocks Talk about the textures I have made</p> <p>Outcome Create a firework picture with different textures and colours</p> |

SPRING TERM 1
Out of this World

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| <p><i>Selects tools and techniques needed to shape, assemble and join materials they are using (EMM 40-60)</i></p> <p><i>Manipulates materials to achieve a planned effect (MH 40-60)</i></p> | <p>Manipulate clay</p> <p>Vocabulary: Clay, mould, pinch, roll, shape, paint, decorate</p> | <p>Skills Using clay to create different forms. Joining clay together. Decorating using paints. Creating a design using my own imagination.</p> <p>Outcome Create a clay monster</p> |
| <p><i>Manipulates materials to achieve a planned effect (MH 40-60)</i></p> <p><i>Understands that different media can be combined to create new effects (EMM 40-60)</i></p> <p><i>Constructs with a purpose in mind, using a variety of resources (MH 40-60)</i></p> <p><i>Captures experiences and responses with a range of media such as paint and other materials (BI 40-60)</i></p> | <p>Join and decorate materials</p> <p>Create a representation of</p> <p>Vocabulary: Materials, join, glue, design,</p> | <p>Skills Choosing appropriate materials Joining materials using glue. Creating a design using my own imagination</p> <p>Outcome Create a peg fairy.</p> |

SPRING TERM 2
Amazing Animals

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| <p><i>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function (EMM ELG)</i></p> | <p>Choose the most appropriate tools</p> <p>Vocabulary: Tools, control, observe, paint, draw,</p> | <p>Skills To have greater control over tools. Using observational skills to create minibeast pictures.</p> <p>Outcome To create a printed minibeast picture using a variety of tools.</p> |
| | <p>Create a collage</p> <p>Vocabulary: Collage, paper, rough edge, layer, stick, join</p> | <p>Skills Make appropriate shapes from paper. Layering and joining to create a desired outcome</p> <p>Outcome To create a farm animal collage.</p> |

| SUMMER TERM 1 Once upon a time ... | | |
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| <p><i>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function (EMM ELG)</i></p> <p><i>Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art (BI ELG)</i></p> | <p>Create a observational drawing</p> <p>Create an observation painting</p> <p>Vocabulary: Observe, paint, flower, paint, petals, step, leaves</p> | <p>Skills To carefully observe the different features of a plant.</p> <p>Outcome Observational drawing of a flower Observational painting.</p> |
| SUMMER TERM 2 Superheroes | | |
| <p><i>Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function (EMM ELG)</i></p> <p><i>Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art (BI ELG)</i></p> | <p>Create a super veg stick puppet</p> <p>Vocabulary: Join, sellotape, design</p> | <p>Skills To join using sellotape Create a design using my own imagination</p> <p>Outcome Create a super veg stick puppet of my own design</p> |
| <p><i>Selects appropriate resources and adapts work where necessary (MH 40-60)</i></p> <p><i>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 changed and combined (EMM ELG+)</i></p> <p><i>Children talk about the ideas and processes which have led them to make designs, images or products. They can talk about the features of their own work and others work, recognising the differences and strengths of others. (BI ELG+)</i></p> | <p>Develop my own ideas by choosing my own resources</p> <p>Reflect on my own and others works</p> <p>Vocabulary: Design, change, improve, strengths, improvements</p> | <p>In continuous provision children think of their own designs and ideas, choose their own resources and create their own images, designs and products.</p> <p>Skills Talk about my ideas and how I made my image, product or design. Identify strengths of my own work. Identify how I would change my work to improve it. Identify strengths of others work. Identifies differences between mine and others work.</p> |

YEAR 1 – Autumn Term

Dinosaur Roar!

Come Rain or Shine

| POS statements | I am learning to..... | Evidence of learning |
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| <p><u>Design</u> <i>Use a range of materials creatively to design and make products.</i> <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p><u>Techniques</u> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, and shape.</i></p> | <p>Manipulate clay by rolling and shaping with our hands. Print patterns and shapes in clay using tools (stencils, stamps) Investigate patterns and texture in clay</p> <p><u>Vocabulary</u> Clay, stencil, stamp, rolling pin, shape, smooth, pattern, texture.</p> | <p>Can shape a ball of clay into a flat shape using a rolling pin and their hands. Can create patterns using stamps and stencils.</p> <p>Outcome – Create a Clay Fossil</p> |
| <p><i>Be able to experiment, invent and create their own works of art, craft and design</i> <i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><u>Artists</u> <i>Study the work of a range of artists, craft makers and designers, making links to their own work.</i></p> <p><u>Design</u> <i>Use a range of materials creatively to design and make products.</i> <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p><u>Techniques</u> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, and shape</i></p> | <p><u>Famous Artist – George Seurat</u> Describe and discuss some of the work of the artist “George Seurat” Explore the techniques that he used (pointillism). Apply the technique of “pointillism” to their own work. Evaluate what went well and what needs to improve next time.</p> <p><u>Vocabulary</u> Artist, George Seurat, pointillism, paint, techniques</p> | <p>Can describe and say something about the art work of George Seurat. Say what I like/dislike about a piece of artwork by George Seurat. Use different techniques (paintbrush, cotton bud, felt tips, pastels) to investigate pointillism. Use pointillism to create a picture. Say what I did well and what I would improve next time.</p> <p>Outcome – Pointillism dinosaur picture</p> |
| <p><u>Artists</u> <i>Study the work of a range of artists, craft makers and designers, making links to their own work.</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><i>Be able to experiment, invent and create their own works of art, craft and design</i></p> <p><u>Design</u> <i>Use a range of materials creatively to design and make products.</i></p> | <p><u>Famous Artist – Vincent Van Gogh</u> Describe and discuss some of the work of the artist “Vincent Van Gogh” Describe and discuss the painting “Starry Night” Explore the brush strokes and techniques that were used. Investigate mixing colours to make them lighter and darker. Investigate texture by adding things to paint (glue, sand etc) Practice and develop techniques using different paintbrushes and brushstrokes. Use the techniques to create a seascape.</p> | <p>Can describe and say something about the art work of Vincent Van Gogh. Say what I like/dislike about the painting Starry Night. Explain how to make a colour lighter or darker. Can choose effective brushstrokes. Can choose texture to add to paint. Can choose effective colours. Can choose effective materials for a purpose. Say what I did well and what I would improve next time.</p> |

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| <p><i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p>Techniques <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, and shape</i></p> | <p>Investigate texture by using collage to create a boat. Fold, crumple, tear and overlap papers. Evaluate what went well and what needs to improve next time.</p> <p>Vocabulary Vincent Van Gogh, brush strokes, mixing, lighter, darker, texture, seascape.</p> | <p>Outcome – Stormy seascape with collage boat</p> |
| <p>YEAR 1 – Spring Term Man on the Moon The Big Smoke</p> | | |
| <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> | <p>Ask and answer questions using a painting as a stimulus. Discuss what is happening in a painting. Discuss the techniques used in a painting.</p> <p>Vocabulary Stimulus, painting, thoughts, feelings, techniques, media.</p> | <p>Describe and say something about a painting. Say what I like/dislike about a painting.</p> <p>Outcome – respond to a painting of the Great Fire of London</p> |
| <p>YEAR 1 – Summer Term All Creatures Great and Small Out and About</p> | | |
| <p><i>Be able to experiment, invent and create their own works of art, craft and design</i></p> <p>Design <i>Use a range of materials creatively to design and make products.</i> <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p>Techniques <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, and shape</i></p> | <p>Investigate different pencil types (2B, 2H, HB etc). Experiment with a variety of media (pencils, Crayons, charcoal, chalk etc) Explore different lines and marks. Observe and draw shapes from observation. Investigate tone by drawing light/dark lines, patterns and shapes. Investigate textures through shading (cross-hatching, hatching, blending, stippling applying different pressures). Apply skills to observational drawing. Focus on smaller parts and put together to create a whole. Evaluate what went well and what needs to improve next time.</p> <p>Vocabulary Pencil types, lead, softness, charcoal, lines, marks, observation, tone, light, dark, patterns, shapes, cross-hatching, hatching, blending, stippling, pressure</p> | <p>Can make different lines and marks using a range of media. Can draw shapes from observation. Can create light and dark tones through sketching. Can show different textures through shading. Can begin to name different shading techniques. Can create shape through observation. Say what I did well and what I would improve next time.</p> <p>Outcome: Observational drawing of a plant</p> |

YEAR 2 – Autumn Term

Into the Woods....

Rule Britannia

| POS statements | I am learning to..... | Evidence of learning |
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| <p><i>Be able to experiment, invent and create their own works of art, craft and design.</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><u>Design</u></p> <p><i>Use a range of materials creatively to design and make products.</i></p> <p><i>Use drawing, painting sculpture to develop and share their ideas, experiences and imagination</i></p> <p><u>Techniques</u></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p><i>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines</i></p> | <p><u>Famous Artist - Monet</u></p> <p>Describe and discuss some of the work of the artist 'Claude Monet'.</p> <p>Describe and look at a variety of Monet's paintings including Monet's Garden, Water Lilies and some city landscape paintings.</p> <p>Explore the techniques that he used and apply them to a recreation of 'Water Lilies'</p> <p>Practice and develop techniques using watercolours and the correct paintbrushes.</p> <p>Explore colour mixing and what happens when you mix different amounts of water.</p> <p>Evaluate what went well and what needs to improve next time.</p> <p><u>Vocabulary</u></p> <p>Claude Monet, landscape, water lilies, techniques, mixing, painting, space, colour</p> <p><u>Famous Artist – Andrew Goldsworthy</u></p> <p>Find out about the work of Andrew Goldsworthy. Discuss what they like and dislike about his work. Describe the colours, shapes, patterns and materials he uses within his art work.</p> <p>Explore different materials, make and recreate own patterns, pathways, curves, circles and spirals.</p> <p>Evaluate their work and say how they would improve e.g. suggest a different material, shape, colours that could be used.</p> <p><u>Vocabulary</u></p> <p>Andrew Goldsworthy, colours, shape, pattern, pathway, sculpture, materials, natural, curves, circles.</p> <p><u>Portrait Art</u></p> | <p>Describe and say 2 things about the art work of Claude Monet</p> <p>Say what I like and/or dislike about a piece of artwork by Monet</p> <p>Use watercolours to create a picture in the style of Monet</p> <p>Use the equipment I select correctly</p> <p>Say what I did well and what I would improve next time</p> <p>Outcome: A recreation of Monet's Water Lilies</p> <p>Name some of the natural materials used.</p> <p>Make choices when selecting materials for their own artwork.</p> <p>Say why they chose their materials</p> <p>Talk about their art work.</p> <p>Compare their artwork to Andrew Goldsworthy.</p> <p>Reflect on their work and say how they might change or improve it next time.</p> <p>Outcome: A piece of art work using natural materials in the form of pattern and shape</p> <p>Say what a portrait is.</p> |

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| | <p>Find out what portrait is and the difference between portrait art and self-portrait. Look at and discuss some portrait art and discuss how it makes us feel. Does the artwork show how that person might be feeling? Make careful observations when learning how to recreate a portrait. Think about and discuss different colours and moods in paintings. Investigate how to make different marks, using line, space and form and reproduce effects they have seen. Use the pencil correctly to create different lines and techniques of shading and light and dark lines for affect. Re-create a portrait of Queen Victoria</p> <p><u>Vocabulary</u> Portrait, sketching, line, space, Queen Victoria, mood, personality, colour</p> | <p>Say how different paintings of portraits make them feel. Begin to develop sketching techniques, showing marks to recreate a portrait. Reflect on own work and use this to improve. Respond to feedback by improving work. Use line, space and form effectively to re-create a portrait of Queen Victoria.</p> <p>Outcome: A portrait of Queen Victoria</p> |
| <p>Year 2 – Spring Term Let's Explore Castles, Knights and Dragons</p> | | |
| <p><i>Be able to experiment, invent and create their own works of art, craft and design.</i> <i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><u>Design</u> <i>Use a range of materials creatively to design and make products.</i> <i>Use drawing, painting sculpture to develop and share their ideas, experiences and imagination</i></p> <p><u>Techniques</u> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> | <p>Use the medium of pastels to create different shades, textures, line etc. To explore shading with pastels to create a 'cold' background. To practice and draw an outline of a penguin thinking about line, shape, form and space and use my learnt skills of shading/blending to show the colours needed to shade/blend in the colours. Evaluate what I did well and what I could do better next time</p> <p><u>Vocabulary</u> Cold colours (extension of colour vocabulary), pastels, shading, blending, line, shape, curved, space, hard, soft, dark, light,</p> | <p>Describe cold colours Use pastels to blend and shade using 2 colours Create lighter and darker tones by blending pastels Use the space effectively to create my drawing Draw with control to create my image Use the equipment I select correctly Say what I did well and what I could improve next time.</p> <p>Outcome: A penguin picture</p> |
| <p>Year 2 – Summer Term On Safari Blue Planet</p> | | |
| <p><i>Be able to experiment, invent and create their own works of art, craft and design.</i> <i>Evaluate and analyse creative works using the language of art, craft and design</i></p> <p><u>Design</u></p> | <p>Discuss, observe and identify the colours of a sunset scene in Africa. Discuss what a silhouette is. Explore mixing colours to create hot colours to produce a sunset background.</p> | <p>Describe sunset (warm) colours Mix appropriate colours to create 'hot' colours to produce a sunset background Use appropriate 'brush strokes' techniques to create a sunset background Use the equipment I select correctly</p> |

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| <p><i>Use a range of materials creatively to design and make products.</i></p> <p><i>Use drawing, painting sculpture to develop and share their ideas, experiences and imagination</i></p> <p><u>Techniques</u></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> | <p>Select African animals to add silhouette images to the background, using stencils to draw and cut out.</p> <p>Reflect and evaluate the outcome with my peers to say what went well and what I might improve next time.</p> <p><u>Vocabulary</u></p> <p>Hot colours, mixing, blending, brush strokes, silhouette, image</p> | <p>Talk about how I created my sunset scene</p> <p>Say what I did well and what I could improve next time.</p> <p>Outcome: A African silhouette picture</p> |
| | <p>Plan a design for a 3D clay tile with 'Blue Planet' theme.</p> <p>Explore and manipulate clay.</p> <p>Use a variety of suitable equipment.</p> <p>Roll out clay to create a square slab.</p> <p>To attach clay to the base tile.</p> <p>Use my design to create my product.</p> <p>To finish my product by selecting the colours I want to use to represent my design</p> <p>Evaluate my product with my peers to say what went well and what I might improve next time</p> <p><u>Vocabulary</u></p> <p>Slab, rolling, forming, pinching, pulling, smoothing, imagination</p> <p>Plan a design for a fabric print with 'Blue Planet' theme.</p> <p>Practice putting a chosen design (stencil) onto polystyrene.</p> <p>Practice printing and using the equipment correctly on paper before contributing to the class fabric sheet.</p> <p>Reflect on the outcomes.</p> <p><u>Vocabulary</u></p> <p>Fabric, roller, rolling, design, ink, surface, stencil</p> | <p>Use my imagination to produce 3D form within a theme</p> <p>Roll clay to an even thickness to make a square slab</p> <p>Change the form of clay by pulling, pinching and smoothing</p> <p>Use different techniques to attach the clay detail</p> <p>Use any equipment safely and correctly</p> <p>Talk about the techniques I used to create my 3D clay tile</p> <p>Say what I did well and what I could improve next time.</p> <p>Outcome: A 3D clay tile with a Blue Planet' theme</p> <p>Plan a design for a fabric print</p> <p>Create a stencil on polystyrene</p> <p>Use the equipment safely and correctly</p> <p>Develop the technique of rolling and printing on fabric</p> <p>Discuss my work and suggest any changes</p> <p>Outcome: A collaborative printed sheet</p> |