




















Reception	Domains	1	2	3	4	5	6
<p><b>PRE Learning (3-4)</b></p> <p><b>Physical dev</b></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p><b>Expressive Art and Design</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including</p>	<p><b>Using Materials</b></p> <p><i>use a range of materials creatively to design and make products</i></p>	<p>Explores making marks on a variety of papers</p> <p>Explores a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures</p> <p>Becomes aware of photography as an art form</p>	<p>know how to cut, roll and coil materials</p>	<p>Understanding of use of IT in art and how to use clay techniques to make pots.</p>	<p>How to make creations aesthetically pleasing</p>	<p>Natural and manmade forms of construction</p>	<p>How to use functions with IT to adapt and create. Range of techniques when working with clay.</p>
		<p>know how to cut, roll and coil materials</p>	<p>know how to make a clay pot and know how to join two clay finger pots together</p> <p>know how to use IT to create a picture</p> <p>know how to use different effects within an IT paint package</p> <p>know how to create a printed piece of art by pressing, rolling, rubbing and stamping</p>	<p>Shape, form, model and construct (malleable and rigid materials)</p> <p>Plan and develop understanding of different adhesives and methods of construction</p> <p>aesthetics</p>	<p>Plan and develop</p> <p>Experience surface patterns / textures</p> <p>Discuss own work and work of other sculptors</p> <p>analyse and interpret natural and manmade forms of construction</p>	<p>plan and develop ideas</p> <p>Shape, form, model and join observation or imagination properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>plan and develop ideas</p> <p>Shape, form, model and join observation or imagination properties of media</p> <p>Discuss and evaluate own work and that of other sculptors</p>
	<p><b>Drawing</b></p> <p><i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p>	<p>Enjoys making marks, signs and symbols on a variety of types of paper</p> <p>Use and begin to control a range of media.</p> <p>Create simple representations of events, people and objects</p>	<p>Choose the correct tools for drawing.</p>	<p>Focus on specific parts when drawing.</p>	<p>Use of positive and negative shape for creating a drawing with accuracy.</p>	<p>Accuracy in drawings.</p>	<p>Perspective in drawing and how to achieve this.</p>
		<p>know how to show how people feel in paintings and drawings.</p> <p>know how to use pencils to create lines of different thickness in drawings.</p>	<p>choose and use three different grades of pencil when drawing</p> <p>know how to use charcoal, pencil and pastel to create art</p> <p>know how to use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Experiment with the potential of various pencils</p> <p>close observation</p> <p>Draw both the positive and negative shapes</p> <p>initial sketches as a preparation for painting accurate drawings of people – particularly faces</p>	<p>Identify and draw the effect of light – scale and proportion – accurate drawings of whole people including proportion and placement – Work on a variety of scales – computer generated drawings</p>	<p>effect of light on objects and people from different directions</p> <p>interpret the texture of a surface</p> <p>produce increasingly accurate drawings of people</p> <p>☑ concept of perspective</p>	<p>effect of light on objects and people from different directions</p> <p>interpret the texture of a surface</p> <p>☑ produce increasingly accurate drawings of people</p> <p>☑ concept of perspective</p>
	<p><b>Use colour, pattern, texture, line, form, space and shape</b></p> <p><i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>	<p>Explores how colours can be changed and begins to use vocabulary such as light dark, colour names, change</p> <p>Handles, feels and manipulates rigid and malleable materials</p>	<p>Know the names of the primary and secondary colours.</p> <p>know how to create a repeating pattern in print</p>	<p>Understand the use of mood in art and how to create this.</p> <p>Knows how to mix colours to create the shade they need in their work.</p>	<p>Good understanding of what pattern is and where it can be found.</p>	<p>Sound understanding of shape and how they can fit together.</p>	<p>Understands the term abstract and examples of this approach to art.</p>
		<p>Know the names of the primary and secondary colours.</p> <p>know how to create a repeating pattern in print</p>	<p>know how to create moods in art work</p> <p>know how to mix paint to create all the secondary colours</p> <p>know how to create brown with paint</p> <p>know how to create tints with paint by adding white and know how to create tones with paint by adding black</p>	<p>Pattern in the environment – design – using ICT – make patterns on a range of surfaces – symmetry</p>	<p>Explore environmental and manmade patterns – tessellation</p>	<p>Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes</p>	



<p>details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p><b>New learning</b></p> <p><b>Physical Dev</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p><b>Expressive art and Design</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Nick Sharratt –</b></p>	<p><b>Using Sketchbooks</b></p> <p><i>create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p>Random experimental printing with hands, feet, found materials</p>	<p>Understand what is meant by pattern and can identify regular patterns.</p>	<p>Confident with basic skills in art e.g. folding, Understands what is meant by pattern and how this is used.</p>	<p>Knows tools in IT to create and adapt art</p>	<p>Understand what is meant by mood in art and how to achieve this.</p>	<p>Experience with a range of tools in art. Techniques used to create texture.</p>		
	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular</p>	<p>know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others</p>	<p>experiment by using marks and lines to produce texture experiment with shading to create mood and feeling experiment with media to create emotion in art</p>	<p>know how to use images created, scanned and found; altering them where necessary to create art</p>	<p>explain why different tools have been used to create art explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art</p> <p>know how to use a range of e-resources to create art</p>				
<p><b>Drawing, painting and sculpture</b></p> <p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	<p>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</p>	<p>Name all of the colours. Know what happens when we mix colours.</p>	<p>Know primary and secondary colours. Know how to change the tone and tints.</p>	<p>Uses a gradient of tone with pencils. Know how to use a range of tools.</p>	<p>Sculpting clay to represent simple figures.</p>	<p>Mould clay to show movement in figures Use of observation of emotion in sculpting.</p>			
	<p>name all the colours mixing of colours Find collections of colour applying colour with a range of tools</p>	<p>Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black using colour on a large scale</p>	<p>know how to show facial expressions in art.</p> <p>know how to use different grades of pencil to shade and to show different tones and textures</p> <p>know how to create a background using a wash</p> <p>know how to use a range of brushes to create different effects in painting</p>	<p>know how to print onto different materials using at least four colours. know how to sculpt clay and other mouldable materials. know how to show facial expressions and body language in sketches and paintings know how to use marks and lines to show texture in art. know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections</p>	<p>know how to create an accurate print design following given criteria</p> <p>know how to use shading to create mood and feeling know how to organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>know how to express emotion in art</p>	<p>know how to overprint to create different patterns</p> <p>know which media to use to create maximum impact</p> <p>use a full range of pencils, charcoal or pastels when creating a piece of observational art</p>			
<p><b>Artists</b></p> <p><i>great artists, architects and designers in history</i></p>	<p>Talks about what they can see Says what they like and dislike</p>	<p>Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art</p>	<p>Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist</p>	<p>Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods</p>	<p>Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Know how different artists developed their specific techniques</p>	<p>Experiment with the styles used by other artists. Explain some of the features of art from historical periods. Know how different artists developed their specific techniques</p>			
	<p><u>Theme</u> - Artwork with materials Drawing and painting themselves and animals.</p>	<p>describe what can be seen and give an opinion about the</p>	<p><u>Theme</u> - Clay pots. Shapes and colours inspired by artists. </p>	<p>suggest how artists have used colour,</p>	<p><u>Theme</u> - Sketching of local housing ICT houses Facial expressions of people in the houses</p>	<p>suggest how artists have used colour</p>	<p><u>Theme</u> - Egyptian death masks and tunic </p>	<p>know how to identify the techniques used by different artists</p>	<p><u>Theme</u>- Sculpture create their own Greek God, Hero or Monster from their story</p> <p>research the work of an artist and use their work to replicate a statue</p>



<p>drawing people and animals</p>  <p><b>Helen Oxenbury</b> – showing emotions and feelings</p>  <p><b>Stan Lee</b> – colour mixing</p> 	<p>Material collages of animals including cutting, rolling and coiling materials.</p>  <p><b>Kovaleva Anastasia</b> Colour, pattern, texture, shape, form and space</p> <p><u>Theme</u>- A textured picture of the seasons</p>  <p>The seasons -</p> <p><b>Luiza Vizoli</b> Colour, pattern, texture, line</p> <p><u>Theme</u> – Clay bugs</p>  <p>Insect artist –</p> <p><b>Rosalind Monks</b> Lines and shapes</p>	<p>work of an artist</p> <p>ask questions about a piece of art</p>	<p><b>Lucie Rie</b> Shapes and colours</p> <p><u>Theme</u>- Focus on an artist Great Fire of London Drawing, pastels and painting Fire of London</p>  <p><b>Jan Griffier</b> Colour, texture, shape, form and line.</p> <p><u>Theme</u> - Animal printing</p>  <p>Animals –</p> <p><b>Steven Brown</b> Shape, lines, colour</p>	<p>pattern and shape</p> <p>know how to create a piece of art in response to the work of another artist</p>	<p><b>Martin Snape</b> Colour, pattern, line, shape</p> <p><u>Theme</u>- Sketching of animal skeletons Tile printing</p>  <p><b>Paul Jackson</b> line, shape, form and space</p> <p><u>Theme</u> - Sculptures – shelters</p>  <p><b>Frank Gehry</b> Shape, form, lines, structure</p>	<p>ur, pattern and shape</p> <p>know how to create a piece of art in response to the work of another artist</p>	<p><b>Thutmose</b> colour, pattern, texture, line, shape, form and space</p> <p><u>Theme</u>- Art inspired by different cultures – Indian artwork Sketching Painting and printing</p>  <p><b>Pramod Sahu</b> Colour, pattern, texture, line, shape, form and space</p> <p><u>Theme</u> - Rainforests. Henri Rousseau</p> <p>Sketching Observational drawing Colour matching Photograph plants to use in artwork</p>  <p><b>Henri Rousseau</b> Colour, shapes, line, texture</p>	<p>know how to compare the work of different artists</p> <p>recognise when art is from different cultures</p> <p>recognise when art is from different historical periods</p>	 <p><b>Simon Lee</b> colour, texture, line, shape, form and space</p> <p><u>Theme</u>- Pop art</p>  <p><b>Andy Warhol</b> Colour, line, shape, form and space</p> <p><u>Theme</u> - Space – sketching and painting planets</p>  <p><b>Wassily Kadinsky</b> Colour, line, shape, form and space</p>	<p><b>Anne Cardwell</b> colour, pattern, texture, line, shape, form and space</p> <p><u>Theme</u>- Sketching and using media using surroundings</p>  <p><b>Marc Dorf</b> Line, colour, texture, shape, pattern</p> <p><u>Theme</u> - Evolution and inheritance</p>  <p><b>Robin Darwin</b> Colour, texture, line, shape</p>	<p>specific artist is trying to achieve in any given situation</p> <p>understand why art can be very abstract and what message the artist is trying to convey</p>
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