**EYFS**

* Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Return to and build on their previous learning, refining ideas and developing their ability to represent them.
* Create collaboratively, sharing ideas, resources and skills.
* Create closed shapes with continuous lines and begin to use these shapes to represent objects.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
* Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.

|  |  |  |
| --- | --- | --- |
| **Autumn** | **Spring** | **Summer** |
| **Unit Title:** Drawing NatureStudents will explore the nature around them, visiting the school grounds and the woods for inspiration. | **Unit Title:** Sculpture and photography - clay | **Unit Title:** Dazzle ShipsStudents will explore pattern and colour to create a dazzle ship. |
| **Artist:**Richard Shilling  | **Artist:** Barbara Hepworth | **Artist:**Peter Blake – Mersey Ferry |
| **Skills:*** Can I hold a pencil to make different marks (tripod grip, fist, handlebar)?
* Can I make a variety of marks with a pencil?
* Can I explore the different marks made by different drawing materials?
* Can I create enclosed shapes to represent different subjects?
 | **Skills:*** Can I mould and shape clay using my hands?
* Can I mould and shape clay using tools?
* Can I observe the view through a frame?
* Can I photograph different views?
 | **Skills:*** Can I create a simple pattern using shapes?
* Can I make a representation of a boat from recycled materials?
* Can I correctly hold a pair of scissors?
* Can I cut paper with scissors?
* Can I add a simple pattern to an object or design?
 |
| **Knowledge:*** To identify different natural objects
* To understand the marks they can make with a pencil by holding it in different ways.
 | **Knowledge:*** To know how clay can be moulded with hands and tools.
* To know how to frame a view.
 | **Knowledge:*** Dazzle camouflage, also known as razzle dazzle (in the U.S.) or dazzle painting, was a family of ship camouflage used in World War I, and to a lesser extent in World War II and afterwards.
* To be able to recognise a visual pattern.
* To understand how to create a simple pattern.
 |
| **Key moments in file:*** Experimental marks made using a pencil and different grips
* Experimental marks made with different drawing materials.
* Leaves, twigs and responses to them using a pencil and other drawing materials such as charcoal, graphite sticks, different grades of pencil.
 | **Key moments for file:*** Photos of experimental marks and shapes made in clay.
* Photos of different views taken by the students.
* Photos of the final sculptures hanging up and framing a view.
 | **Key moments in file:*** Experimental patterns using paper, pencils or other materials.
* Images of dazzle ships and responses to them.
* Image of the final construction.
 |
| **Final artwork:**Collaborative artwork/drawing using natural objects. | **Final artwork:**Hanging clay sculptures that include a hole to frame a view. | **Final artwork:**Collaborative dazzle ship sculpture. |
| **Key Vocabulary:**Leaves, branches, pencil, charcoal, mark, straight, wavy, twig, texture, nature, drawing, artist. | **Key Vocabulary:**Clay, mould, shape, tools, squeeze, press. | **Key Vocabulary:**Pattern, boat, ship, camouflage, make, decorate, draw, stick, cut, scissors. |
| **Curriculum links:** GeographyScience | **Curriculum links:**Photography | **Curriculum links:**DTHistory |