**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.

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| **Autumn** | **Spring** | **Summer** |
| **Unit Title:** Drawing Nature  Students will explore the nature around them, visiting the school grounds and the woods for inspiration. | **Unit Title:** Sculpture and photography - clay | **Unit Title:** Dazzle Ships  Students 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:**  Geography  Science | **Curriculum links:**  Photography | **Curriculum links:**  DT  History |