



Art at Great Wheltenham

C of E Primary School

Year EYFS/Year 1 Larks

Cycle 1

Title Autumn	Spirals!
Overview	<p>The aim of this unit is for children to use a variety of drawing tools and media to create spiral patterns. Children will have the opportunity to explore spirals in nature. They will evaluate the work of Kadinsky and create their own spirals to be displayed in a class gallery.</p>
Knowledge Acquisition	<p>Children will be more confident with their sketching skills as they will be more prepared to 'have a go'. They will have experienced using a wide range of media to create different effects (pencils, graphite, pen, chalk, pastels, was crayons and charcoal). Children will have experienced using a variety of different surfaces. They will begin to have an understanding of Kadinsky's work and consider what they liked. Children will know what an observational drawing is. They will experience drawing spirals to music. Children will begin to critically evaluate their own work and that of others.</p>
Key Learning Objectives	<p>To use a variety of tools and media to create spiral patterns</p> <p>EYFS:</p> <ul style="list-style-type: none"> ➤ To develop their fine motor skills so that they can use a range of tools competently, safely and confidently ➤ Use their core body strength to achieve a good posture when sitting at a table or sitting on the floor ➤ Show a preference for a dominant hand ➤ Begins to use anticlockwise movement and retrace vertical lines ➤ Uses combination of art forms, drawing and talking ➤ Responds imaginatively to art, creating marks in response to music <p>Year 1:</p> <ul style="list-style-type: none"> ➤ To use a variety of media to create different effects (pencils, graphite, pen, chalk, pastels, wax crayons and charcoal) including exploration of line, shape, space and tone

	<ul style="list-style-type: none"> ➤ To use a variety of media on different surfaces including plain and coloured paper ➤ To begin to use a sketchbook, and take pride and ownership of their own work ➤ To explore the work of Kadinsky, and consider what we like about his work ➤ To explore spirals in nature ➤ To complete an observational drawing of a spiral ➤ To draw spirals as a response to music ➤ To evaluate our own and others work, thinking about the process and the end product
Key vocabulary	Art, technique, lines, light, dark, experiment, observational, practice, discipline, artists, tone, texture, media, primary colours, layering, Kandinsky, spirals, soft, hard, broad, narrow, fine, detail
Key learning experiences	<ul style="list-style-type: none"> ➤ Children to create spirals with a variety of media ➤ Tuff tray activities – children to create spirals using natural objects, spirals using paint, shaving foam, also explore colour mixing and what happens when colour mix together ➤ To explore the local environment looking for spirals in nature ➤ Draw lines and marks by matching, drawing and inventing lines (through both exploration and observation) ➤ Create an art gallery of spirals created

Title	Printing
Overview	The aim of this unit is for children to handle, manipulate and enjoy using a range of materials. Children will be able to experiment with a variety of natural and man-made objects to explore printing for example corks, pen barrels, sponge, leaves and pine cones. Children will make simple marks on rollers and printing palettes. They will take simple prints for example mono-printing. They will roll printing ink over found objects to create patterns, build repeating patterns and recognise pattern in the environment. Children will create simple printing blocks. They will explore colour by experimenting with overprinting. Children will explore texture by making rubbings to collect textures and patterns.
Knowledge Acquisition	By the end of this unit children will have acquired the skills in order to print with a range of natural and man-made materials. Children will be confident in demonstrating how to create various patterns, build repeating patterns and recognise pattern in the environment. They will know how to create simple printing blocks. They will know how to explore colour by overprinting. They will be aware how to explore texture and collect patterns through rubbings.

Vocabulary	Print, natural, man-made, mono print, texture, pattern, repeating pattern, printing block, environment, overprinting, experiment, explore, rubbings, technique, printing palette,
Key Learning Objectives	<p>EYFS</p> <ul style="list-style-type: none"> ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ➤ Create collaboratively, sharing ideas, resources and skills. ➤ Creates representations of both imaginary and real-life ideas, events, people and objects. ➤ Handles tools, objects, malleable materials safely and with increasing control and attention <p>Year 1</p> <ul style="list-style-type: none"> ➤ To know that printing makes a copy of something ➤ To look at examples of prints, looking closely at patterns found ➤ To look at and evaluate prints by different artists (e.g. Paul Klee and Piet Mondrian) ➤ To experiment with different objects to print with ➤ To create printed patterned pictures ➤ To evaluate our own work and that of others.
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Printing with fingers, hands and feet ➤ Print with a range of hard and soft natural and man-made materials e.g. cords, sponge, string, leaves, bark, pine cones ➤ Cardboard prints (Paul Klee and Piet Mondrian) ➤ Create a large scale print

Cycle 2

Title	Landscapes
Overview	The aim of this unit is for children to create their own landscapes using a variety of colours and media. Children will explore the artists Monet and Van Gogh before creating their own landscape paintings. Children will have opportunities to explore and experiment with colour through colour mixing.
Knowledge Acquisition	By the end of this unit children will have experienced experimenting with colour. They will have an understanding of the works of Monet and Van Gogh. Children will create their own landscapes using paint. Children will be able to review their own and others work and be able to suggest how to improve it.
Key L.Os	<p>To create a landscape using paint</p> <p>EYFS:</p> <ul style="list-style-type: none"> ➤ Develop their fine motor skills so that they can use a range of tools competently, safely and confidently ➤ Uses simple tools to effect changes to materials ➤ 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 ➤ Creates representations of both imaginary and real life ideas, events, people and objects <p>Year 1:</p> <ul style="list-style-type: none"> • To know the primary colours (red, blue, yellow) and use these to create secondary colours • To mix and match colours to different artefacts and objects • To experiment painting with different equipment (brushes, natural objects and fingers) with a variety of paint on different surfaces • To explore the work of Monet and Van Gogh • To create our own paintings • To show increasing control with the marks made • To evaluate our own work and discuss what we enjoyed about the process of creating our paintings
Key vocabulary	Primary colours, light, dark, tone, warm, cold, shade, bright, Monet, Van Gogh, landscape
Key learning experiences	➤ To create a colour wheel

	<ul style="list-style-type: none"> ➤ Paint our own landscape picture ➤ Create our own Starry Night landscape ➤ Going on a colour hunt ➤ Use of painting charts ➤ Large colour mixing outside with rain and powder paints ➤ Tuff Tray Explorations – Mixing powder paints into shaving foam/paint and cotton reels/ice and paints, textured paint by mixing with sand or mud ➤ To use a range of brushes and natural resources (eg twigs) to paint with
--	---

Title	Dinosaur collage
Overview	The aim of this unit is for children to investigate a range of natural and man-made materials. They will have the opportunity to gain a sensory experience of materials whilst developing a clear understanding of colour and texture. Children will be able to create a dinosaur collage using a variety of materials.
Knowledge Acquisition	By the end of this unit children will have acquired the skills in order to produce a dinosaur collage using various natural and man-made materials. They will be able to cut or tear a variety of media and then arrange and glue to show affect. Children will show improved skills in cutting techniques. They will be able to sort and group materials for different purpose. Children will be able to explain what they like and dislike about their collage and say why. They will be able to evaluate their collage and identify strengths and changes they would make.
Key L.Os	<p>To be able to produce a dinosaur collage</p> <p>EYFS:</p> <ul style="list-style-type: none"> ➤ To develop their fine motor skills so that they can use a range of tools competently, safely and confidently ➤ Use simple tools to effect changes to materials ➤ 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 ➤ Creates representations of both imaginary and real life ideas, events, people and objects <p>Year 1:</p>

	<ul style="list-style-type: none"> ➤ To know what a collage is ➤ To see examples of collages ➤ To explore materials, thinking about how they look and feel ➤ To explore contrasting colours, textures and patterns ➤ To experiment with techniques that use contrasting colours, textures and patterns ➤ To cut, tear, crumple, fold and overlap paper, textiles and card for my collage (including photocopies of different materials, fabric, crepe paper and magazines) ➤ To choose the most suitable materials for a desired effect ➤ To create a collage of an image, enabling children to use colour, shape and texture
<p>Key vocabulary</p>	<p>Fabric, crepe paper, colour, pattern, shape, texture, crumple, overlap, collage, techniques, media, feedback, reflective, tools, materials, appearance, evaluate, tear, fold</p>
<p>Key learning experiences</p>	<ul style="list-style-type: none"> ➤ Provide a variety of materials allow children to explore folding, scrunching and tearing ➤ To investigate joining materials in a variety of ways, eg tying, twisting, gluing ➤ Children to explore a variety of materials describing the texture, naming and explaining how materials feel ➤ To create a dinosaur collage ➤ Collaborate to create a large scale collage