

|                                  | Year 1 & 2  | Year 3 & 4  |
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| <b>Spring 1</b><br><b>Year A</b> | <p><b>Flora &amp; Fauna</b><br/>Drawing, Sketchbooks, Collage, Painting</p>   | <p><b>Sculpture, Structure, Inventiveness &amp; Determination</b></p> <p>Sculpture, drawing, Sketchbooks</p>  |
|                                  | <p>Pupils become familiar with the work of artists who are inspired by flora and fauna. Pupils think about and articulate what they think about the work in discussion and in sketchbooks. Pupils have the opportunity to choose their favourite piece of art and make studies of it, enabling them to begin building a collection of experiences relating to line, mark making and colour.</p> <p>Pupils spend time engaged in close looking and drawing to communicate what they can see verbally and visually. Pupils develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks.</p> <p>Pupils develop their looking and drawing skills and will introduce the use of colour and a variety of materials into their drawings. Pupils demonstrate an ability to explore with new materials (oil pastel and chunky graphite), and will adapt to the new materials by working in large scale.</p> <p>Pupils spend time practising cutting and collage skills to explore shape and colour to build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion.</p> <p>Pupils display the work they have created in sketchbooks and on paper, and demonstrate an ability to reflect on what they like and what they would like to try again through peer discussion.</p> <p><a href="#">Eric Carle</a>, <a href="#">Pierre-Joseph Redoute</a>, <a href="#">Jan Van Kessel</a>, <a href="#">Anselmus Boëtius de Boodt</a>, <a href="#">Hannah Borger</a>, <a href="#">Arin Anfinson</a>, <a href="#">Henri Rousseau</a></p> | <p>Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes.</p> <p>Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.</p> <p>Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p><i>Marcus Coates</i></p> |

|   | Year 1 & 2  | Year 3 & 4  |
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| <p><b>Spring</b></p> <p><b>Year B</b></p> | <p><b>Simple Printmaking</b><br/>Printmaking, Collage, Sketchbooks</p>  | <p><b>Cloth, Thread, Paint</b><br/>Painting, Textiles, Drawing, Sketchbooks</p>   |
|   | <p>Pupils use their hands and feet to explore printing patterns using their bodies.</p> <p>Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints.</p> <p>Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in sketchbooks or on large sheets to create compositions with their rubbings.</p> <p>Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage.</p> <p>Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.</p> | <p>Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.</p> <p>Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.</p> <p>Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Alice Kettle, Hannah Rae</p> |