



Key Concepts: line, space, shape, form, texture, colour, value (tone/tint/shade)

Pre-school

	Appreciate and Gain Knowledge	Research and Design	Experiment and Create	Evaluate
Skills	3 & 4 year olds C&L Being able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions.	3&4 year olds EAD Explore different materials freely, to develop their ideas about how to use them and what to make. EAD Use their imagination as they consider what they can do with different materials.	3 & 4 year olds PSED Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one they have chosen. PD Choose their own resources to carry out their own plan. PD Using one handed tools and equipment e.g. making snips in paper with scissors EAD Join different materials and explore different textures	3&4 year olds EAD Respond to what they have heard, expressing their thoughts and feelings.
Children will develop the skills outlined above through the following activities:				
All about me and nursery rhymes	*looking closely in the mirror to describe their own features *creating self-portraits using a variety of media *making props to aid the singing of nursery rhymes e.g. star wands from Twinkle Twinkle Little Star			
Celebrations	*using a range of techniques e.g. dropping paint from a height, splattering *making Christmas cards *finger painting to create winter snowglobes *using scissors to make snips to create snowflakes *contributing to the creation of our Santa's workshop role play area using a variety of media and junk modelling			
Traditional Tales	*creating The 3 Bears Houses in our role play area creating different textures of sticks, bricks and straw *exploring size making different sized bear puppets *sequencing a story through colouring pictures *exploring colours of fruit and vegetables in Little Red Riding Hood's basket			
Journeys	*creating a shape train - learning to glue and stick as well as cut out shapes *using colour and papier mache to create hot air balloons *making Pirate Hats for our Pirate Day *printing a Jolly Roger flag			
Minibeasts	*creating our own minibeast frogs, snails on a leaf, etc *handprint spider and web using paint			

	*making ladybird headbands *creating collage animals using outside resources eg leaves/sticks etc *learning about symmetry creating butterfly paintings
People Who Help Us	*making a lollipop man's lollipop from junk modelling *making model mouths and teeth to incorporate oral health *making a firefighter hat
Alongside these activities, children will have the opportunity to use a variety of media such as paint, play dough, shaving foam, rice, sand, cereal, water, jelly and crayons to develop their creative skills in both teacher directed and child initiated activities throughout the day both inside and outside of the Pre-School.	

Reception Year

	Appreciate and Gain Knowledge	Research and Design	Experiment and Create	Evaluate
Skills	ELGs C&L Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; PSED Self-Regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	ELGs EAD Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; UW The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants;	ELGs EAD Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; PD Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery;	ELGs EAD Creating with Materials Share their creations, explaining the process they have used;
Children will develop the skills outlined above through the following activities:				
Marvellous Me!	*using a range of media to create self-portraits, paying particular attention to representing facial features and using appropriate colours *colour mixing using primary colours *pine cone rolling using Autumn colours			
Once Upon a Time	*using a range of media to create firework pictures: chalk, paints, pastels (Firework splatter painting) *making and painting Diva lamps *poppy decorating *making Christmas cards *sponge painting (Castles) *making a handprint Menorah			
Space Explorers	*working collaboratively to create planets using a range of media, including textile, print, collage *making an observational drawing of rocks and fossils *exploring colour to create planets (revisiting colour mixing)			
Roots, Shoots and Muddy Boots	*designing and making Easter cards (marbling) *using technology to capture natural processes observed (ipad cameras & software/microscopes) *making observations and simple drawings of plants and flowers *creating artwork using natural materials (mud sculptures, painting with mud).			
Mad about Animals	*making and painting clay animals *learning about a camouflage through print *guided drawing of animals *looking at, describing and recreating animal patterns, e.g. snakeskin, fur, tortoise shell			
Pirates, Mermaids and Under the Sea	*looking at and talking about works of Monet *beach landscape painting using watercolours (based on Monet) *exploring warm, summer colours			

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Skills	<i>*recognising and describing some simple characteristics of different kinds of art, craft and design</i> <i>*naming the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use</i>	<i>*recognising that ideas can be expressed in art work</i> <i>*experimenting with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</i>	<i>*trying out a range of materials and processes and recognise that they have different qualities</i> <i>*using materials purposefully to achieve particular characteristics or qualities</i>	<i>*showing interest in, and describing what they think about, the work of others</i>
Children will:				
Come Outside Leaf rubbing Tree models Leaf colour strips Clothes collage from scrap materials Clay magpie nests	*learn about simple features of prints, collage and 3D models *learn the names of materials and tools: cardboard, clay, different types of paper, wool, buttons, scissors, glue, sellotape	*talk about what they are going to make and explain their choices *use a range of materials and tools to try out different ideas	*talk about and compare different materials and processes, for example, comparing tree 'junk' models to clay nest models *begin to select materials carefully to create effects	*talk about their own and others work: similarities, differences, what has worked well, what could be changed/improved
Inspiration: Kurt Schwitters & other collage artists Outcome: Collage map for imaginary island Medium: Recyclable/ collage materials	https://theartyteacher.com/collage-artists *learn that collage involves attaching different materials to a background *view a range of collages and talk about how they have been made/ what materials have been used *learn the names of materials and tools	*discuss the images created by the collages viewed (eg. a face, a landscape...): different artists have expressed different ideas in their collages *think about what ideas they would like to express: what images they will create *use a range of materials and tools to try out different ideas	*investigate the properties of different materials and how they can be attached to a background *select materials to create different effects based on their investigations, for example, a green textured fabric with a pile to represent grass	*explore and discuss images of collages (and actual collages if possible) at the start of the unit *talk about their own and others work: similarities, differences, what has worked well, what could be changed/improved
Inspiration: Pop Art Outcome: Animal pop art picture Medium: Pastels	*learn about the key features of Pop Art: subjects, style (primary, unrealistic colours), artists, 1950s *learn the names of tools, media and techniques: pastels, blending *name formal elements: colours, shapes and tones	*talk about the ideas expressed in Pop Art and the ideas they wish to express in their work *use pastels and choose colours for effect rather than for realism	https://www.youtube.com/watch?v=V7NjPX4EMo0 *learn techniques with pastels such as blending and how to avoid smudging and 'dirtying' the colours *experiment with creating effects, including choice of colours (Twinkl pattern sheets)	*explore and discuss Pop Art images, beginning to express opinions *talk about their own and others work: similarities, differences, what has worked well, what could be changed/improved

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Skills	<i>*identifying that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</i> <i>*talking about the materials, techniques and processes they have used, using an appropriate vocabulary: names of tools, materials and colours used</i>	<i>*using drawing to record ideas and develop designs</i> <i>*testing ideas using other materials</i>	<i>*choosing particular techniques for a given purpose</i> <i>*developing care and control over the materials and tools used</i>	<i>*expressing preferences when looking at creative work</i> <i>*giving some reasons for preferences</i>
	Children will:			
Inspiration: Variety of owl sculptures Outcome: Owl sculptures Media: Clay, natural materials	*explore a range of owl sculptures, identifying where, when and by whom some of them were made *describe the properties of clay; techniques that can be used with clay and the tools that can be used	*explore owl sculptures from images, making sketches *design an owl sculpture; use simple labelling *try out ideas using playdoh	*choose techniques for shaping the clay and marking it to create an owl sculpture *use appropriate tools *select materials from the natural environment to create desired effects	*explore and discuss images of owl sculptures at the start of the unit *evaluate sculptures produced (their own sculptures and those of other children)
Inspiration: Klee, Lichtenstein Outcome: Portraits of Florence Nightingale Media: Variety	*compare a range of pictures of people: photographs of Florence Nightingale, portraits by Klee and Lichtenstein *compare different materials, colours and processes used and the different effects created	*make sketches *research and identify Klee's use of 'hot' and 'cold' colours: label pictures/sketches *experiment with effects created using chalk, charcoal and paint	*experiment with use of charcoal and chalk and effects that can be created *choose colours and techniques to create contrasting 'hot' and 'cold' effects	*express and justify opinions of portraits by Klee and Lichtenstein *evaluate paintings produced (their own paintings and those of other children)
Inspiration: JMW Turner Outcome: Seascape Medium: Watercolours	*learn about JMW Turner, his connections to East Kent and the inspiration for his work *describe the properties of watercolour paint and techniques that can be used	*view and discuss Turner paintings of Margate, making sketches *make sketches for a watercolour painting from photographs of modern Margate	*experiment with watercolour paints, creating different tones and depth of colour – create a spectrum chart for a chosen colour *produce a watercolour painting based on a photograph of Margate	*express and justify opinions of seascapes by JMW Turner * evaluate paintings produced (their own paintings and those of other children)

Year Three

	Appreciate and Gain Knowledge	Research and Design	Experiment and Create	Evaluate
Skills	<i>*learning about and describing the work of some artists, craftspeople, architects and designers</i> <i>*explaining how to use some of the tools and techniques they have chosen to work with</i>	<i>*gathering and reviewing information, references and resources related to their ideas and intentions</i> <i>*using a sketchbook for different purposes, including recording observations, planning and shaping ideas</i>	<i>*developing practical skills by experimenting with, and testing the qualities of, a range of different materials and techniques.</i> <i>*selecting, and using appropriately, a variety of materials and techniques in order to create their own work</i>	<i>*taking the time to reflect upon what they like and dislike about their work in order to improve it (for instance, thinking carefully before explaining to their teacher what they like and what they will do next)</i>
Children will:				
Inspiration: Early art Outcome: 'Cave' art Media: Drawing media	*learn about humans' earliest art form, exploring the human need for artistic expression in a visual form *explore different styles and how they were produced	*use research to select and formulate ideas for a cave style artwork *record research and ideas using sketches and annotations	*experiment with applying paint with a range of tools, identifying and recording the effects created *produce a cave style artwork, using a range of tools and selected forms/styles to create specific effects	*express and justify opinions of the cave artwork viewed *evaluate their work in progress in order to improve it *evaluate finished paintings
Inspiration: Stained glass Outcome: Collage using translucent materials Medium: Collage materials	*research stained glass windows: -visit Holy Trinity church -youtube film of Canterbury Cathedral stained glass windows -Matisse's chapel – online films and images; book *learn about how and why stained glass windows are made https://www.canterbury-cathedral.org/learning/resources/how-did-they-build-that/stained-glass/ *write a short description of how their collage was made, referring to tools, techniques and materials	*use online research, books and visit to formulate ideas for a 'stained glass window' *record research and ideas using sketches and annotations	*experiment with attaching materials and effects created by: - layering materials - the sun shining through the materials at different times in the day *produce a 'stained glass' style collage, using materials and form to create specific effects	*express and justify opinions of the stained glass windows viewed *compare and contrast the traditional styles with those of Matisse *evaluate their work in progress in order to improve it *evaluate finished collages
Inspiration: Monet Outcome: Water pictures Medium: Acrylic paint	*research Monet; explore and describe his water-themed paintings *learn about how Impressionist painters used the technique of 'broken colour' to create the sensation of light in their paintings	*use research to select and formulate ideas for a water-themed painting *record research and ideas using sketches and annotations	*experiment with creating textured brush strokes *experiment with creating the effect of light by using different shades of colours *produce a water-themed painting, using elements of the 'broken colour' technique	*express and justify opinions of selected Monet paintings *evaluate their work in progress in order to improve it *evaluate finished paintings

	Appreciate and Gain Knowledge	Research and Design	Experiment and Create	Evaluate
Skills	<i>*describing some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</i>	<i>*selecting and using relevant resources and references to develop their ideas *using sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome(for instance, in sketchbooks produce several different versions of an idea, showing how research has led to improvements in their proposed outcome)</i>	<i>*investigating the nature and qualities of different materials and processes systematically *applying the technical skills they are learning to improve the quality of their work (for instance, in painting, selecting and using different brushes for different purposes)</i>	<i>*regularly reflecting upon their own work, and using comparisons with the work of others (pupils and artists) to identify how to improve</i>
	Children will:			
Inspiration: Lucian Freud, Frida Kahlo, Pablo Picasso Outcome: Portrait Media: Varied	*examine portraits by Lucien Freud, Frida Kahlo and Pablo Picasso *learn some key details about the artists themselves, the techniques and materials that they used, their approaches to portraiture and how they present their subjects Freud – gets to know subject well to convey their personality/emotions Kahlo – mix of realism and fantasy, many self-portraits to explore herself Picasso – cubism, painting a person from lots of angles in one painting	*use Chromebooks to research further examples of the artists’ work *annotate portraits, detailing artistic techniques, use of colour, the way the subject is presented and personal opinions *use sketchbooks to develop ideas and make annotated sketches	*learn about the common proportions of the face and how to draw a realistic face *build on skills previously developed when using acrylic paint *practise using different brushes (size and shape) for different parts of the portrait *explore the use of collage materials to create abstract portraits	*express and justify opinions of the range of portraits studied *refer to studied portraits when evaluating their own work *identify and trial ways in which to improve their work
Inspiration: Henry Moore Outcome: Abstract sculpture Medium: Clay	*view photographs of Henry Moore’s sculptures *explore the ideas he conveys through his sculptures *learn about the materials and techniques that he used and how fluid shapes from nature inspired him (stones, hills...)	*collect pebbles and sketch the different shapes *investigate how the design of Moore’s sculptures often originated from a natural object (Tate Modern website) *sketch ideas for own abstract sculpture with fluid shapes	*learn about and experiment with clay techniques (Twinkl poster, online clips) *select appropriate tools and techniques to produce their sculpture	*work closely with peers to evaluate and improve work *refine designs and techniques with support/independently where necessary
Inspiration: Egyptian pharaoh death masks Outcome: Egyptian style mask Medium: Sculpture/collage	*research what Egyptian death masks looked like, how they were made and what their purpose was *discuss what meanings were being conveyed by the choice of designs, colours and materials	*use research to generate personal ideas about what meanings to convey in their own work and how to use materials, designs and colour to convey them *use sketchbooks to record research and develop ideas with annotations	*experiment with using ModRoc as a modelling material and as a way of affixing materials together *use ModRoc effectively to create a mask which reflects their design and intentions	*begin to make notes on their progress and how they think they may modify or improve ideas or processes/techniques *take part in class evaluation, identifying where intentions have been met and sharing ideas of how to improve outcomes further

	Appreciate and Gain Knowledge	Research and Design	Experiment and Create	Evaluate
Skills	<i>*researching and discussing the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</i> <i>*describing the processes they are using to achieve high quality outcomes</i>	<i>*engaging in open ended research and exploration in the process of initiating and developing their own personal ideas</i> <i>*confidently using sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</i>	<i>*confidently investigating and exploiting the potential of new and unfamiliar materials (for instance, trying out several different ways of using tools and materials that are new to them)</i> <i>*using their acquired technical expertise to make work which effectively reflects their ideas and intentions.</i>	<i>*regularly analysing and reflecting on their progress, taking account of what they hoped to achieve</i>
	Children will:			
Inspiration: Islamic Art Outcome: Wall mosaic Medium: Mosaic tiles	*view pictures of Islamic buildings (exteriors and interiors) for example the Alhambra Palace, mosques *explore the religious symbolism/meaning of the mosaic art: infinity	*research further examples *use sketch books to record thumbnails of existing designs *annotate with responses and observations *develop ideas for own mosaic pattern design (sketching on squared paper) *use mosaic tiles to 'map out' different ideas and photograph them	*learn the necessary skills for working with mosaic materials and tools: mixing mortar, setting tiles within mortar, wiping off excess mortar *refine skills to produce effective final art work	*express and justify opinions on the architecture and mosaic patterns viewed *begin to make notes on their progress and how they think they may modify or improve ideas or processes/techniques *evaluate final outcome, reflecting on design ideas and intentions
Inspiration: Volcano paintings Outcome: Landscapes with perspective Medium: Paint	*view pictures showing how different artists have presented volcanoes; compare and contrast *focus on Kate Fortin's painting of a volcano and how she has created perspective	*research use of perspective in landscape paintings *use sketchbooks to develop skills with creating perspective when sketching a landscape *develop ideas for their own volcano painting	*experiment with different paint types (watercolour, poster, acrylic) and brush types and sizes *experiment with use of colour and colour-mixing to create 'lava' effects *select materials, colours and tools to produce effective final art work	*begin to make notes on their progress and how they think they may modify or improve ideas or processes/techniques *reflect on how effectively perspective has been created and effects created through choice of materials, colour and techniques
Inspiration: Paul Nash – official war artist Outcome: Chosen by pupils Media: Chosen materials	*research images by Paul Nash (official war artist) in response to the theme of war *identify style, techniques, materials and treatment of the war theme	*research the work of Paul Nash more extensively to develop their personal ideas for their own war-themed work *use sketchbooks to record research, develop ideas with annotations and test materials	*select and experiment with materials and techniques (paint, collage materials) *refine skills to produce effective final art work	*begin to make notes on their progress and how they think they may modify or improve ideas or processes/techniques *share and compare work within the class, identifying the different approaches to the same theme; evaluate effects

	Appreciate and Gain Knowledge	Research and Design	Experiment and Create	Evaluate
Skills	<i>*describing, interpreting and explaining the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked</i> <i>*using the technical vocabulary and techniques for modifying the qualities of different materials and processes</i>	<i>* independently developing a range of ideas which show curiosity, imagination and originality</i> <i>*systematically investigating, researching and testing ideas and plans using sketchbooks and other appropriate approaches (for instance, in sketchbooks, planning how work will be produced and how the qualities of materials will be used)</i>	<i>*independently refining their technical and craft skills in order to improve their mastery of materials and techniques</i> <i>*independently selecting and effectively using relevant processes in order to create successful and finished work</i>	<i>*regularly analysing and reflecting on their progress, taking account of what they hoped to achieve</i> <i>*providing a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</i>
Children will:				
Inspiration: William Morris Outcome: Lino print wallpaper/fabric Media: Paint, ink, textiles	*investigate and discuss the work of William Morris; its uses and popularity; the Victorian context and nature as his inspiration	*research and learn about the techniques and processes used to produce Morris' prints *collect ideas from nature by sketching/photographing plants *develop ideas collected to design patterns based on plants *annotate and refine designs	*learn about the printing process *experiment with the printing process using polystyrene tiles *experiment with lino cutting techniques and tools *refine skills in order to produce a final art work	*express justified opinions on the art work studied (William Morris, 'Art for Change', Ancient Greek pottery) * make notes on their progress and how they think they may modify or improve ideas or processes/techniques *write an evaluation of their final art work and the process they went through to produce it, reflecting on how well it meets their intentions
Inspiration: Art for Change Outcome: Environment-themed artwork Media: Found materials (natural and/or manufactured)	*investigate and discuss a range of artworks which have a strong socio-political theme *learn about the artists, the works and how they aim to convey a 'message' *consider the artists' motivations, and their feelings about the subject matter	*research 'Art for Change' in the local environment: Margate Murals *collect ideas by doing thumbnail sketches using a viewfinder (from prints of the murals)	*experiment with ways to create 'natural' artwork in the Forest Area, inspired by the work of Andy Goldsworthy and Richard Long *select techniques and materials with care to produce final art work which effectively conveys their chosen 'message' on a the theme of the environment	
Inspiration: Ancient Greek vases/pots Outcome: Pot Medium: Clay	*investigate what we can learn about Ancient Greece from its pottery - cultural beliefs and practices – and why they are important historical artefacts *learn about the processes used to produce the pottery	*independently research examples of a range of Ancient Greek pottery – different shapes, decorative features etc *research methods used to produce pottery *sketch and annotate own designs and plan process	*experiment with, and refine skills when using, clay *select techniques and tools with care to produce effective final art work	