





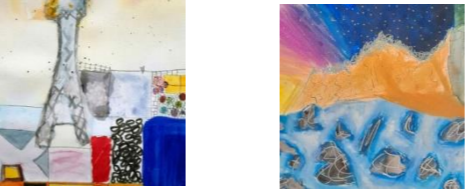





Early Years Foundation Stage	Nursery (3-4 years old)	Reception
<p>EYFS Development Matters and ELG's:</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> -Hold a pencil effectively in preparation for fluent writing. <ul style="list-style-type: none"> - Use the tripod grip in almost all cases. -Use a range of small tools, including scissors, paint brushes and cutlery. -Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. -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. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs, or improvise a song around one they know. <p>Play instruments with increasing control to express feelings and ideas.</p>	<ul style="list-style-type: none"> -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. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. <p>Explore and engage in music making and dance, performing solo or in groups.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	DT	<p>Unit: Drawing- Spiral</p> <p>Key Artist: Molly Haslund</p> <p>Curriculum Links: -Maths: Exploring shapes and symmetry -PSHE: Peer discussion, collaboration, discusses likes/dislikes</p> <p>Final Piece Examples:</p> 	DT	<p>Unit: Painting- Printing</p> <p>Key Artist: Key Artist: Andy Warhol Can compare to: William Morris, Paul Klee</p> <p>Curriculum Links: -Science: Seasonal change. -Forest school: Exploring outdoors. -PSHE: peer discussion</p> <p>Final Piece Examples:</p> 	DT	<p>Unit: Sculpture- 3D Creativity Animals</p> <p>Key Artist: Key Artist: Michelle Reader Can compare to: Faith Bebbington</p> <p>Curriculum Links: -Geography: Eco-Warriors link, caring for the environment -Science: Uses language to support understanding of properties and manipulation of materials. Naming animals. -PSHE: Collaboration, responsibility to the planet.</p> <p>Final Piece Examples:</p> 
Year 2	DT	<p>Unit: Drawing- Explore and Draw</p> <p>Key Artist: Key Artist: Alice Fox Can compare to: Rosie James</p> <p>Curriculum Links: -Geography: Exploring natural materials. -Science: Identifying natural materials and habitats. -PSHE: Peer discussion, Collaboration. -Forest school: Building Habitats.</p> <p>Final Piece Examples:</p> 	<p>Unit: Painting- Expressive Painting</p> <p>Artist: Key Artist: Winston Branch Can compare to: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p> <p>Links: PSHE: Keeping myself safe, exploring emotions and regulating feelings safely.</p> <p>Final Piece Examples:</p> 	DT	<p>Unit: Sculpture-Stick Man</p> <p>Key Artist: Key Artist: Susanna Bauer Can compare to: Chris Kenny</p> <p>Curriculum Links: -Science: Animals including humans -PSHE: Collaboration, Peer Discussion, Ethnic Identity.</p> <p>Examples:</p> 	DT

Year 3	<p>Unit: Drawing: Charcoal</p> <p>Key Artist: Key Artist: Picasso Can compare to: Heather Hansen, Laura McKendry, Edgar Degas, Chauvet Cave inspired art</p> <p>Curriculum Links: - Music & Drama: Listen to music to influence marks and movement while children do the "Dancing with Charcoal". -Humanities: Stone Age.</p> <p>Final Piece Examples:</p> 	DT	<p>Unit: Painting: Cloth, Thread, Paint</p> <p>Key Artist: Key Artist: Alice Kettle Can compare to: Hannah Rae</p> <p>Curriculum Links: -DT: unit of sewing.</p> <p>Final Piece Examples:</p> 	DT	<p>Unit: Sculpture: Making Animated 3D Drawings</p> <p>Key Artist: Key Artist: Lucinda Schreiber Can compare to: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber</p> <p>Curriculum Links: -English: Bring characters from literature to life. -History: Industrial revolution figures. Science: Animals, the human body, habitats, materials. -Music & Drama: Link to drama to collaborate and act out short narratives.</p> <p>Final Piece Examples:</p> 	DT
	Year 4	<p>Unit: Drawing: Storytelling through Drawing</p> <p>Key Artist: Key Artist: Shaun Tan Can compare to: Laura Carlin</p> <p>Curriculum Links: English: Inspiration taken from poems and literature read in English.</p>	DT	<p>Unit: Painting: Exploring Still Life</p> <p>Key Artist: Key Artist: David Hockney Can compare to: Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>	DT	DT

	<p>PSHE: Supports Collaboration, Peer Discussion.</p> <p>Final Piece Examples:</p> 		<p>Curriculum Links:</p> <p>-Humanities: Inspired still life art from rainforests.</p> <p>-Science: (Living things) Plants, trees and flowers, rocks and fossils, light and shadow (explore all of these through your still life arrangement).</p> <p>Final Piece Examples:</p> 			<p>Final Piece Examples:</p> 
Year 5	DT	<p>Unit: Drawing: Typography and Maps</p> <p>Key Artist: Key Artist: Salima Hashmi Can compare to: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p>Curriculum Links: -Geography: Trade links, digital mapping, ordinance survey maps, detailed sketching of maps. -History: Create maps inspired by ancient Egypt. -PSHE: Collaboration, Peer Discussion.</p> <p>Final Piece Examples:</p> 	DT	<p>Unit: Painting: Mixed Media Land and City Scapes</p> <p>Key Artist: Key Artist: Vincent Van Gogh Can compare to: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p> <p>Curriculum Links: -Geography: Link your landscapes to chosen topic: America. -Science: Earth and space. -Eco Warriors: Responsibility to the planet. -PSHE: Collaboration, Peer Discussion.</p> <p>Final Piece Examples:</p> 	DT	<p>Unit: Sculpture: Set Design</p> <p>Key Artist: Key Artist: Tim Yip Can compare to: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</p> <p>Curriculum Links: -English: Create set designs inspired by book (The Boy at the Back of the Class) Music & Drama: Link to projects in Music and Drama. PSHE: Collaboration, Peer Discussion.</p> <p>Final Piece Examples:</p> 

Unit:
Drawing: 2D to 3D Graphic Designers and Food Packaging

Key Artist:

Key Artist: Lubaina Himid
Can compare to: Claire Harrup

Curriculum Links:

- English:** Create characters inspired by literature, Night Bus Hero.
- Eco Warriors:** Using recycled products.
- PSHE:** Collaboration, Peer Discussion.

Final Piece Examples:



Painting: Exploring Identity

Key Artist:

Key Artist: Jean-Michel Basquait
Can compare to: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett

Curriculum Links:

- History:** Explore the identity of a figure the Mayons.
- PSHE:** Collaboration, Peer Discussion.
- RE:** Different Religions, Ethnic Identity.

Final Piece Examples:



Sculpture: Shadow Puppets

Key Artist:

Key Artist: Wayang Shadow Puppets

Can compare to: Lotte Reiniger, Matisse, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte

Curriculum Links:

- English:** Use literature to inspire narrative, Boy in the Tower.
- History:** Create a narrative around area of focus.
- Science:** Human body, animals, light and shadow.
- Music & Drama:** Be Inspired, or make a creative response to, existing productions/themes.
- PSHE:** Responsibility to the planet, Collaboration, Peer Discussion.
- RE:** Different Religions, Ethnic Identity.

Final Piece Examples:

