

YEAR 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Printing	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Use one colour of paint or ink on a block</p> <p>Repeat patterns, random or organised, with a range of blocks</p>	<p>Extend repeating patterns - overlapping, using two contrasting colours</p> <p>Explore and recreate patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit, know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p>	<p>Explore images through monoprinting on a variety of papers</p> <p>Explore images and recreate texture using wallpaper, string, polystyrene etc</p>	<p>Explore colour mixing through printing, using four colours and a variety of materials</p> <p>Use printing to represent the natural environment</p>	<p>Make connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Know how to create an accurate print design following given criteria.</p> <p>Compares own image and pattern making with that of well-known artists (William Morris)</p>	<p>Recreate images through relief printing using card Design prints for fabrics and coverings</p>
PAINTING	<p>The three Prime ELGS of Communication and Language, PSED and</p>	<p>Name the primary and secondary colours</p> <p>Use a variety of tools to spread</p>	<p>Experiment with and enjoy colour</p> <p>Mix primary colours to make secondary colours</p>	<p>Use colour and marks to express mood</p> <p>Represent things observed,</p>	<p>Select and use different types of brushes for specific purposes</p>	<p>Create different effects by using a variety of tools and techniques such as</p>	<p>Investigate symbols, shapes, form and composition.</p>

	<p>Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>paint - straws, matchsticks as well as brushes Explore mark-making using thick brushes, foam and sponge brushes. Know how to create a picture using IT. Know how to show how people feel in paintings.</p>	<p>Know how to create brown with paint. Make tints by adding white Make tones by adding black Predict the outcomes of colour mixing. Create patterns using different tools and colours Know how to use different effects with an IT paint package.</p>	<p>remembered or imagined, using colour/tools Begin to show facial expressions.</p>	<p>Explore the effect on paint of adding water, glue, sand, sawdust Create facial expressions and body language in paintings. Know how to show reflections.</p>	<p>dots, scratches and splashes. Know how to express emotion in art.</p>	<p>Choose appropriate media for the task to create maximum impact. Explore the use of texture in colour. To use colour for purpose and to express feelings</p>
--	---	--	---	---	--	---	---

COMPOSITES

To know which materials to use for creating stampers.
To apply knowledge of primary and secondary colours.
To create patterns.

COMPONENTS

	1	2	3	4	5	End Point
	<p>What is aboriginal art?</p>	<p>Which tools can I use to create an aboriginal pattern?</p>	<p>Can I create a piece of art in the style of aboriginal art?</p>	<p>How can contrasting colours be used to make a pattern? (Enterprise Week task)</p>		<p>To create an aboriginal style picture. To create a printed piece of wrapping paper to use in Enterprise week.</p>

CONCEPTS Link to concept map						
SKILLS		Experiment with and enjoy colour Mix primary colours to make secondary colours Know how to create brown with paint. Make tints by adding white Make tones by adding black Predict the outcomes of colour mixing. Create patterns using different tools and colours	Experiment with and enjoy colour Mix primary colours to make secondary colours Know how to create brown with paint. Make tints by adding white Make tones by adding black Predict the outcomes of colour mixing. Create patterns using different tools and colours	Experiment with and enjoy colour Create patterns using different tools and colours. Extend repeating patterns - overlapping, using two contrasting colours		Identify colours needed for an aboriginal art style. Make judgements about suitable tools to use to create marks. Print a contrasting sheet of wrapping paper to use during Enterprise week.
KNOWLEDGE	Understand where aboriginal art comes from and what it looks like.	Know which tools are suitable to make the marks needed.	Create a piece of work in the style of aboriginal art and be able to explain how it is similar,	Use knowledge or paint colours to create a printed pattern for a sheet of wrapping paper.		Aboriginal art is made using dots. Colours that are used. Where it comes from.
LESSON LINK	MTP term 2	MTP term 2	MTP term 2	MTP term 2		
PROGRESSIVE VOCABULARY		primary colours secondary colours tones colour mixing patterns tools colours	primary colours secondary colours tones tints colour mixing patterns tools	patterns tools colours repeating patterns overlapping contrast		Articulate and recognise subject specific vocabulary

			colours			
CURRICULUM EXPERIENCES			Create a piece of Art in the style of aboriginal art.	Create wrapping paper for a product.		Application of knowledge and skills to select appropriate tools to create a picture and a piece of wrapping paper.
END POINT	To make judgements about art. To know what features are in an aboriginal painting.	To identify tools that could be used in creating a pattern made from dots.	To create a picture in the style of aboriginal art.	To create a piece of printed wrapping paper.		

