



### **Primary 'Creative Me' Teaching and Learning Framework**

Our Creative Me Curriculum is designed to provide the sensory and exploratory opportunities our pupils need whilst promoting creativity, communication and self expression. Pupils access the curriculum through timetabled lessons, optional collaborative singing with Sing and Sign and lessons from Artforms music. Artforms music is a service in Leeds with specialist instructors who can deliver music to pupils with SEN. They deliver bespoke lessons according to the needs of our learners. For some pupils, they have music lessons as a class, others have the option of joining the school band, led by Artforms and all pupils have the option of joining Sing and Sign sessions. Pupils who have been identified as demonstrating an ability to learn an instrument are provided with instrumental lessons as part of a small group. Please see separate plans for the music that is being delivered by Artforms.

Music is utilised within routines throughout the day to establish transitions, solidify learning, to regulate and relate to students for whom communication is complex.

Communication and interaction specialists from the staff team will deliver tailor made experiences to include film making, music sessions and intensive interaction.

Our curriculum follows a three yearly cycle, allowing pupils to build upon their prior learning and apply their learning in other areas of the curriculum in a different context. The framework below are the learning objectives for art.

Cycle One					
Autumn 1			Autumn 2		
Portraits			Using Pastels and Charcoal		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will be able to make marks using a range of materials, including chalk, pastels, paint</li> <li>• Pupils will use their</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to understand the term 'portrait'</li> <li>• Pupils will look at a range of famous portraits, choosing their favourite and explaining what they like/ dislike about them.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to analyse a range of portraits, using the words to describe the following:</li> <li>• Colour (bright, natural, dull, cool, artificial)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will be able to make marks using pastels,</li> <li>• Pupils will use their hands to make marks</li> <li>• Pupils will learn how to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will learn how to blend colours using pastels.</li> <li>• Pupils will be able to create a scene using pastels e.g. different festivals and animals.</li> <li>• Pupils will evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will review and revisit their ideas for using pastels and charcoal to create a festive scene.</li> </ul>

<p>hands to make marks</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks.</li> <li>• Pupils will be able to identify the features of a face and decorate it creatively eg with collage, paint, chalk, paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will practise painting a portrait of themselves, identifying and reflecting features that make them different to others eg hair colour, eye colour.</li> <li>• Pupils will use a range of materials to create portraits, eg experimenting with paint, pastels and collage</li> <li>• Pupils will compare the</li> </ul>	<ul style="list-style-type: none"> <li>• Mood (clam, cheerful, depressing, aggressive, energetic, exciting, dull)</li> <li>• Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</li> <li>• Texture (flat, polished,</li> </ul>	<p>blend colours using pastels and chalks</p>	<p>their work and discuss how they can make further improvements next time.</p> <ul style="list-style-type: none"> <li>• Pupils will create a scene using charcoal.</li> <li>• Pupils will develop the technique of shading and blending</li> <li>• Pupils will be able to evaluate their drawings.</li> </ul>	
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	<p>portrait of a' the girl with the pearl earring' and Vertumnus'. Pupils will describe what they notice about the two portraits, how they are different and which they prefer.</p> <ul style="list-style-type: none"> <li>• Pupils will create a portrait in the style of Giuseppe Arcimboldo's Vertumnus, using seasonal fruit and vegetables.</li> </ul>	<p>hard, soft, shiny, reflective,</p> <ul style="list-style-type: none"> <li>• Mark making (visible, thick, thin, heavy, light, regular, patterned , quick)</li> <li>• Pupils will be able to name some artists that painted famous portraits eg Vincent van Gogh,</li> </ul>			
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		<p>Johannes Vermeer, Giuseppe Arcimboldo</p> <ul style="list-style-type: none"><li>o</li><li>• Pupils will be able to use a range of techniques to create portraits with increasing accuracy and creativity.</li></ul>			
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**Spring 1**

**Spring 2**

Painting Landscapes			Using Clay		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will be able to paint using a range of materials eg paintbrushes, sponges, potatoes for printing</li> <li>• Pupils will explore the use of colour and colour mixing when painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will analyse and evaluate a range of landscape painting, identifying which they like and dislike and being able to give reasons for their preferences . Eg paintings by Vincent Van Gogh,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to analyse a range of landscapes, using the words to describe the following: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop their hand eye coordination through manipulating clay.</li> <li>• Pupils will develop their fine motor skills exploration of clay through rolling it, pinching it, moulding it.</li> <li>• Pupils will explore the texture of clay and learn</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop their fine motor skills when working with clay.</li> <li>• Pupils will explore different ways in which they can mould and use clay eg by rolling, pushing, pinching. Cutting, slicing (eg</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to evaluate their creations using the appropriate language.</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will develop their hand eye coordination by making marks with a range of materials.</li> </ul>	<p>Road Near Mont Sainte by Cezanne, paintings by David Hockney.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify a landscape they would like to sketch eg from their educational visits.</li> <li>• Pupils will use paint to create landscapes.</li> <li>• Pupils will begin to explore</li> </ul>	<p>horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick).</p> <ul style="list-style-type: none"> <li>• Pupils will be able to name great artists who have painted landscapes</li> </ul>	<p>about how its form can change.</p> <ul style="list-style-type: none"> <li>• Pupils will use clay to make simple</li> <li>• Pupils will use instruments and cutters to create different designs.</li> </ul>	<p>making letters from templates then by rolling.</p> <ul style="list-style-type: none"> <li>• Pupils will create a number of designs for making a plant pot eg a coil pot, a thumb pot,</li> </ul>	
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	how to mix colours and they will understand what we mean by primary colours.				
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Summer 1			Summer 2		
Sequential Art			Collage		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will explore stories through a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will evaluate a range of comics.</li> <li>• Pupils will identify the similarities</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to analyse comic art using the following language:</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will develop their fine</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will analyse collages by different artists eg Kurt Schwitters, Ben Giles,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to analyse different collages using the language below: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull)</li> </ul>



<p>series of pictures.</p> <ul style="list-style-type: none"> <li>• Pupils will use a range of materials to mark make and create their own characters.</li> </ul>	<p>and differences between the artwork used.</p> <ul style="list-style-type: none"> <li>• Pupils will learn that Stan Lee is famous for creating a lot of characters in the marvel series.</li> <li>• Pupils will create their own comic strips using sketching</li> </ul>	<p>Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick).</p>	<p>motor skills through exploring a range of materials and their properties eg tearing, scrunching, cutting paper of different thicknesses. Pupils will learn to stick materials to paper.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use scissors</li> </ul>	<p>Derek Gores, Hannah Hock, Jason Mecier</p> <ul style="list-style-type: none"> <li>• Pupils will be able to collect a range of everyday materials and explore how their properties eg easy to cut, easy to tear, easy to scrunch, easy to stick.</li> <li>• Pupils will use a</li> </ul>	<p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <ul style="list-style-type: none"> <li>• Pupils will learn the names of great collage artists.</li> </ul>
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	<p>and colour for impact.</p> <ul style="list-style-type: none"> <li>• Pupils will explore the different techniques used when drawing eg sketching, shading and blending.</li> <li>• Pupils will create their own superhero in a style of their choice.</li> </ul>		<p>safely and with increasing accuracy.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to choose which materials they want to make for their collage.</li> </ul>	<p>range of materials to create a photomontage of a beach in the style of Ben Giles 'tourism', using cut up pictures from holiday brochures.</p> <ul style="list-style-type: none"> <li>• Pupils will create a collage using pasta, inspired by Jason Mecier</li> <li>• Pupils will design</li> </ul>	
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				<p>their own collage of a holiday destination using a style and material of their choosing.</p>	
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Cycle Two					
Autumn 1			Autumn 2		
Portraits			African Art		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>Pupils will be able to hold a range of objects.</li> <li>Pupils will be able to make</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to understand the term 'portrait'</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to analyse a range of portraits, using the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to hold a range of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will analyse a range of examples of African art,</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will analyse examples of African art using the following language: Colour (bright, natural, dull, cool, artificial)</li> </ul>

<p>marks using a range of materials, including chalk, pastels, paint</p> <ul style="list-style-type: none"> <li>• Pupils will use their hands to make marks</li> <li>• Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks.</li> <li>• Pupils will be able to identify the features of a face and decorate it creatively eg</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will look at a range of famous portraits, choosing their favourite and explaining what they like/ dislike about them.</li> <li>• Pupils will practise painting a portrait of themselves, identifying and reflecting features that make</li> </ul>	<p>words to describe the following:</p> <p>Colour (bright, natural, dull, cool, artificial)</p> <p>Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull)</p> <p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective,</p> <p>Mark making (visible, thick, thin, heavy, light,</p>	<ul style="list-style-type: none"> <li>• Pupils will use bright colours to create different pictures.</li> <li>• Pupils will develop their fine motor skills by exploring a range of materials.</li> </ul>	<p>identifying similarities and differences eg from Thandiwe Muriu, Cheri Samba, Ntombephi Ntobela</p> <ul style="list-style-type: none"> <li>• Pupils will identify the main characteristics of African art (geometric designs, bright colours and a range of subjects)</li> </ul>	<p>Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull)</p> <p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective,</p> <p>Mark making (visible, thick, thin, heavy, light, regular, patterned, quick).</p>
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<p>with collage, paint, chalk</p>	<p>them different to others eg hair colour, eye colour.</p> <ul style="list-style-type: none"> <li>• Pupils will use a range of materials to create portraits, eg experimenting with paint, pastels and collage</li> <li>• Pupils will compare the portraits created by Andy Warhol and</li> </ul>	<p>regular, patterned, quick)</p> <ul style="list-style-type: none"> <li>• Pupils will be able to name some artists that painted famous portraits eg Vincent van Gogh, Johannes Vermeer, Giuseppe Arcimboldo</li> <li>• Pupils will be able to use a range of techniques to create portraits with increasing accuracy</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will create illustrations for the poems they write in the style of African art.</li> </ul>	
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	<p>Vincent Van Gogh. Pupils will describe what they notice about the two portraits, how they are different and which they prefer.</p> <ul style="list-style-type: none"><li>• Pupils will create a portrait in the style of their chosen artist.</li></ul>	<p>and creativity.</p>			
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**Spring 1**

**Spring 2**

Focus on Lowry			Making Models		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will be able to make marks using a range of materials, including chalk, pastels, paint</li> <li>• Pupils will use their hands to make marks</li> <li>• Pupils will be able to use a paint brush, sponges, crayons and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will analyse a range of paintings by Lowry, identifying the themes and characteristics.</li> <li>• Pupils will know key information about Lowry.</li> <li>• Pupils will be able to create accurate drawings of</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to analyse paintings by Lowry using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will be able to make marks using a range of materials, including chalk, pastels, paint</li> <li>• Pupils will use their hands to make marks</li> <li>• Pupils will be able to use a paint brush,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will explore a range of mobiles and how they are made.</li> <li>• Pupils will identify different materials that they could make for a model of an animal.</li> <li>• Pupils will develop their skills in fixing, cutting and moulding materials to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to create models with increasing accuracy.</li> </ul>

<p>chalk to make marks.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to identify colours eg black, white, yellow, red, blue</li> </ul>	<p>the Bradford landscape.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to create scenes in the style of Lowry.</li> </ul>	<p>flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p>	<p>sponges, crayons and chalk to make marks.</p> <ul style="list-style-type: none"> <li>• Pupils will develop their fine motor skills by cutting and sticking.</li> <li>• Pupils will develop their hand eye coordination</li> </ul>	<p>make a model of an animal.</p> <ul style="list-style-type: none"> <li>• Pupils will use their preferred medium when decorating their model.</li> </ul>	
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Summer 1			Summer 2		
Painting			Drawing and Shading		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing



<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will be able to make marks using a range of materials, including chalk, pastels, paint</li> <li>• Pupils will use their hands to make marks</li> <li>• Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will analyse and explore a range of pictures and paintings in the theme of friendship eg 'friendship by Tracey Emin and the outsidein virtual gallery.</li> <li>• Pupils will explore what happens when</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to discuss paintings using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will be able to make marks using a range of materials, including chalk, pastels, paint</li> <li>• Pupils will use their hands to make marks</li> <li>• Pupils will explore how chalks</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to analyse a range of sketches and drawings from different artists eg Leonardo de Vinci, Rembrandt, Henri Matisse, Chris Ofili,</li> <li>• Pupils will be able to draw an object with increasing accuracy.</li> <li>• Pupils will use techniques of shading and blending with increasing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to analyse sketches using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</li> </ul>
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<ul style="list-style-type: none"> <li>• Pupils will begin to identify an increasing variety of colours</li> </ul>	<p>certain colours are mixed.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to create painting in the theme of friendship.</li> </ul>	<p>soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p>	<p>can be used to mix colours and shade.</p> <ul style="list-style-type: none"> <li>• Pupils will explore how charcoal can be used to make marks and create different effects.</li> </ul>	<p>accuracy and effect.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to draw different modes of transport with different features of the transport being in the correct proportion.</li> <li>• Pupils will explore drawing using a range of materials including pencils, pastels, chalk, charcoal, crayons.</li> </ul>	
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Cycle Three					
Autumn 1			Autumn 2		
Making a Dinosaur Sculpture			Collage		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will be able to make marks using a range of materials, including chalk, pastels, paint</li> <li>• Pupils will use their hands to make marks</li> <li>• Pupils will be able to use a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will analyse different sculptors eg Barbara Hepworth, Augusta Savage, Jonothan Borofsky</li> <li>• Pupils will be able to follow their own designs of a dinosaur sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to discuss sculptures using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to hold a range of objects.</li> <li>• Pupils will develop their fine motor skills through exploring a range of materials and their properties eg tearing, scrunching,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will analyse collages by different artists eg Kurt Schwitters, Ben Giles, Derek Gores, Hannah Hoch, Romare Bearden. Pupils will be able to collect a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to analyse different collages using the language below: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</li> <li>• Pupils will learn the names of great collage artists.</li> </ul>

<p>paint brush, sponges, crayons and chalk to make marks.</p> <ul style="list-style-type: none"> <li>• Pupils will develop their fine motor skills by cutting and sticking.</li> <li>• Pupils will develop their hand eye coordination.</li> </ul>	<p>when creating it.</p> <ul style="list-style-type: none"> <li>• Pupils will choose an appropriate medium for decorating their sculptures according to the desired purpose</li> </ul>	<p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p>	<p>cutting paper of different thicknesses</p> <ul style="list-style-type: none"> <li>• Pupils will learn to stick materials to paper.</li> <li>• Pupils will be able to use scissors safely and with increasing accuracy.</li> <li>• Pupils will be able to choose which materials they want to make for</li> </ul>	<p>range of everyday materials and explore how their properties eg easy to cut, easy to tear, easy to scrunch, easy to stick.</p> <ul style="list-style-type: none"> <li>• Pupils will use a range of materials to create a collage of their world in the style of Helen Hoch.</li> </ul>	
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			<p>their collage.</p>	<ul style="list-style-type: none"> <li>• Pupils will create a collage using a variety of paint, photographs, fabric, pencil and coloured paper inspired by Romare Bearden to create their interpretation of their world.</li> </ul>	
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<b>Spring 1</b>	<b>Spring 2</b>
<b>Using Clay</b>	<b>Painting</b>

Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will develop their hand eye coordination through manipulating clay.</li> <li>● Pupils will develop their fine motor skills exploration of clay through rolling it, pinching it, moulding it.</li> <li>● Pupils will explore the texture of clay and learn about how its form can change.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will develop their fine motor skills when working with clay.</li> <li>● Pupils will explore different ways in which they can mould and use clay eg by rolling, pushing, pinching. Cutting, slicing (eg making letters from templates</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to evaluate their creations using the appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to hold a range of objects.</li> <li>● Pupils will be able to make marks using a range of materials, including chalk, pastels, paint</li> <li>● Pupils will use their hands to make marks</li> <li>● Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will analyse and explore a range of paintings by famous artists eg Claude Monet, Salvador Dali, Lubaina Himid.</li> <li>● Pupils will identify the themes and characteristics of the paintings.</li> <li>● Pupils will explore</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to discuss paintings using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will use clay to make simple</li> <li>• Pupils will use instruments and cutters to create different designs.</li> <li>•</li> </ul>	<p>then by rolling.</p> <ul style="list-style-type: none"> <li>• Pupils will explore different materials for decorating clay when making a fairy home for the garden.</li> </ul>		<p>use a paint brush, sponges, crayons and chalk to make marks.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to identify an increasing variety of colours</li> </ul>	<p>what happens when certain colours are mixed.</p> <ul style="list-style-type: none"> <li>• Pupils will paint pictures of the rainforest and animals found in choosing a style of their favourite artist.</li> <li>• Pupils will be able to paint with increasing accuracy.</li> </ul>	
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Summer 1			Summer 2		
Creating a solar system			Sewing		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will develop their hand eye coordination through manipulating papier mache</li> <li>• Pupils will develop their fine motor skills exploration of papier mache through rolling it,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will create the planets designed in science and technology, following the designs they have created.</li> <li>• Pupils will learn to mould papier mache.</li> <li>• Pupils will learn to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to mould materials with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will explore a range of fabrics.</li> <li>• Pupils will learn how materials can be joined together using string or wool.</li> <li>• Pupils will develop their fine</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop their fine motor skills by practising threading wool and cotton.</li> <li>• Pupils will design their own sensory mat using different fabrics and materials eg</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to sew with accuracy and creativity.</li> </ul>



<p>pinching it, moulding it.</p> <ul style="list-style-type: none"> <li>• Pupils will explore the texture of papier mache.</li> <li>.</li> </ul>	<p>make papier mache</p> <ul style="list-style-type: none"> <li>• Pupils will be able to decorate their planets using the medium of their choice for the purpose they were designed for.</li> </ul>		<p>motor skills by threading fabric.</p>	<p>silks, cotton, felt.</p>	
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