

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
<b>Autumn 1</b>	Marvellous Me! Or 'U for Unique!'		Our Wonderful Planet Earth	Climb Every Mountain!
	<p><b>3&amp;4yr old</b>            Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.            Explore colour and colour-mixing.  <b>Reception</b>            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.</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b>            Respond to ideas and starting points.            Explore ideas and collect visual information.            Explore different methods and materials as ideas develop.</p> <p><b>MT: Drawing</b>            Draw lines of different sizes and thickness.            Colour (own work) neatly following the lines.            Show pattern and texture by adding dots and lines.            Show different tones by using coloured pencils.  <b>MT: Painting</b>            Use thick and thin brushes.            Mix primary colours to make secondary.            Add white to colours to make tints and black to colours to make tones.            Create colour wheels.  <b>Take inspirations from the greats</b>            Klee            Modigliani</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b>            Develop ideas from starting points throughout the curriculum.            Collect information, sketches and resources.            Adapt and refine ideas as they progress.            Explore ideas in a variety of ways.            Comment on artworks using visual language.</p> <p>Insects and flowers: observational sketches  <b>MT: Drawing</b>            Use different hardnesses of pencils to show line, tone and texture.            Annotate sketches to explain and elaborate ideas.            Sketch lightly (no need to use a rubber to correct mistakes).            Use shading to show light and shadow.            Use hatching and cross hatching to show tone and texture.  <b>MT: Painting</b>            Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.            Mix colours effectively.            Use watercolour paint to produce washes for backgrounds then add detail.            Experiment with creating mood with colour.</p> <p><b>Take inspirations from the greats</b></p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b>            Develop and imaginatively extend ideas from starting points throughout the curriculum.            Collect information, sketches and resources and present ideas imaginatively in a sketch book.            Use the qualities of materials to enhance ideas.            Spot the potential in unexpected results as work progresses.            Comment on artworks with a fluent grasp of visual language.</p> <p><b>MT: Painting (watercolour)</b>            Sketch (lightly) before painting to combine line and colour.            Create a colour palette based upon colours observed in the natural or built world.            Use the qualities of watercolour and acrylic paints to create visually interesting pieces.            Combine colours, tones and tints to enhance the mood of a piece.            Use brush techniques and the qualities of paint to create texture.            Develop a personal style of painting, drawing upon ideas from other artists.</p> <p><b>Take inspirations from the greats</b>            Heaton Cooper and other local artists</p>
<b>Autumn 2</b>	Colour my world			Shine a Light!
	<p><b>3&amp;4yr old</b>            Explore different materials freely, 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.            Create closed shapes with continuous lines, and begin to use these shapes to represent objects.            Use drawing to represent ideas like movement or loud noises.            Show different emotions in their</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b>            Respond to ideas and starting points.            Explore ideas and collect visual information.            Explore different methods and materials as ideas develop.</p> <p><b>MT: Collage</b>            Use a combination of materials that are cut, torn and glued.            Sort and arrange materials.            Mix materials to create texture.</p>		<p><b>Use sketch books to explore and refine ideas and techniques.</b>            Develop and imaginatively extend ideas from starting points throughout the curriculum.            Collect information, sketches and resources and present ideas imaginatively in a sketch book.            Use the qualities of materials to enhance ideas.            Spot the potential in unexpected results as work progresses.            Comment on artworks with a fluent grasp of visual language.</p>

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	<p>drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. <b>Reception</b> 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.</p>	<p><b>Take inspirations from the greats</b></p>		<p><b>MT: Digital Media</b> Enhance digital media by editing (including sound, video, animation, still images and installations).  <b>Take inspirations from the greats</b> Heaton Cooper and other local artists</p>
<b>Spring 1</b>	<p>Space Invaders! Or To infinity ...</p> <p><b>3&amp;4yr old</b> Explore different materials freely, 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. <b>Reception</b> 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.</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.  <b>MT: Sculpture/Junk Modelling</b> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.  <b>Take inspirations from the greats</b> Peter Blake</p>	<p>Roman Britain</p> <p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.  <b>MT: Collage</b> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <b>MT: Painting</b> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.  <b>Take inspirations from the greats</b> Mosaics/Volcano art</p>	<p>Electric Energy</p> <p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.  <b>MT: Drawing</b> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.  <b>Take inspirations from the greats</b> David Hockney - Water pictures</p>
<b>Spring 2</b>	<p>Every picture tells a story!</p> <p><b>3&amp;4yr old</b> Explore different materials freely, 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</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p>		<p>Down the River to the Sea</p> <p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance</p>

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	<p>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. <b>Reception</b> 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.</p>	<p><b>MT: Drawing</b> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <b>MT: Painting</b> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. <b>MT: Printing</b> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. <b>MT: Digital Media</b> Use a wide range of tools to create different textures, lines, tones, colours and shapes. <b>MT: Textiles</b> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques.  <b>Take inspirations from the greats</b> LS Lowry Vincent Van Gogh Georges Seurat Orla Kiely William Morris Andy Warhol</p>		<p>ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.  <b>MT: Painting</b> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.  <b>Take inspirations from the greats</b> David Hockney - Water pictures</p>
<p><b>Summer 1</b></p>	<p>Mr McGregor's Garden <b>3&amp;4yr old</b> Explore different materials freely, 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</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.  <b>MT: Drawing</b> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p>	<p>Marvellous Machines <b>Use sketch books to explore and refine ideas and techniques.</b> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.  <b>MT: Digital Media</b> Create images, video and sound recordings and explain why they were created.</p>	<p>The Great U.S. of A. <b>Use sketch books to explore and refine ideas and techniques.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>

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	<p>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. <b>Reception</b> 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.</p>	<p><b>MT: Collage</b> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.</p> <p><b>Take inspirations from the greats</b> Arcimboldo Beatrix Potter Andy Goldsworthy</p>	<p><b>Take inspirations from the greats</b> Andy Warhol and similar digital artists</p>	<p><b>MT: Textiles</b> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.</p> <p><b>Take inspirations from the greats</b> Native American clothing examples</p>
<p><b>Summer 2</b></p>	<p>Knights of Penruddock</p>		<p>Forces</p>	
	<p><b>3&amp;4yr old</b> Explore different materials freely, 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. <b>Reception</b> <b>ELG Creating with Materials 1-3</b> 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</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <p><b>MT: Collage</b> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.</p> <p><b>Take inspirations from the greats</b> Royal Portraits National Gallery</p>		<p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p> <p><b>MT: Painting</b> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</p> <p><b>Take inspirations from the greats</b></p>

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Year B

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<b>Autumn 1</b>	Home Sweet Home		Our Local Area	The Vikings are Coming!
	<p><b>3&amp;4yr old</b> 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. Explore colour and colour-mixing.</p> <p><b>Reception</b> 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.</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> <i>Respond to ideas and starting points.</i> <i>Explore ideas and collect visual information.</i> <i>Explore different methods and materials as ideas develop.</i></p> <p><b>MT: Sculpture</b> <i>Use a combination of shapes.</i> <i>Include lines and texture.</i> <i>Use rolled up paper, straws, paper, card and clay as materials.</i> <i>Use techniques such as rolling, cutting, moulding and carving.</i></p> <p><b>Take inspirations from the greats</b> <i>Zaha Hadid</i> <i>Can Buildings Speak</i> <i>Paul Horton - creating 3D houses in the style of</i></p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> <i>Develop ideas from starting points throughout the curriculum.</i> <i>Collect information, sketches and resources.</i> <i>Adapt and refine ideas as they progress.</i> <i>Explore ideas in a variety of ways.</i> <i>Comment on artworks using visual language.</i></p> <p><b>MT: Textiles</b> <i>Shape and stitch materials.</i> <i>Use basic cross stitch and back stitch.</i> <i>Colour fabric.</i> <i>Create weavings.</i> <i>Quilt, pad and gather fabric.</i></p> <p><b>Take inspirations from the greats</b> <i>Locally inspired textile work - local artists</i></p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> <i>Develop and imaginatively extend ideas from starting points throughout the curriculum.</i> <i>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</i> <i>Use the qualities of materials to enhance ideas.</i> <i>Spot the potential in unexpected results as work progresses.</i> <i>Comment on artworks with a fluent grasp of visual language.</i></p> <p><b>MT: Sculpture</b> <i>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</i> <i>Use tools to carve and add shapes, texture and pattern.</i> <i>Combine visual and tactile qualities.</i> <i>Use frameworks (such as wire or moulds) to provide stability and form.</i></p> <p><b>Take inspirations from the greats</b> <i>Dragon sculptures taken from history</i> <i>Using Gomersal Primary School art as an inspiration.</i></p>
<b>Autumn 2</b>	Dinoroar! Time Travellers!			Refugees
	<p><b>3&amp;4yr old</b> Explore different materials freely, 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</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> <i>Respond to ideas and starting points.</i> <i>Explore ideas and collect visual information.</i> <i>Explore different methods and materials as ideas develop.</i></p> <p><b>MT: Collage</b> <i>Use a combination of materials that are cut, torn and glued.</i> <i>Sort and arrange materials.</i> <i>Mix materials to create texture.</i></p>		<p><b>Use sketch books to explore and refine ideas and techniques.</b> <i>Develop and imaginatively extend ideas from starting points throughout the curriculum.</i> <i>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</i> <i>Use the qualities of materials to enhance ideas.</i> <i>Spot the potential in unexpected results as work progresses.</i> <i>Comment on artworks with a fluent grasp of visual language.</i></p>

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	<p>a circle and including details. Explore colour and colour-mixing. <b>Reception</b> 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.</p>	<p><b>Take inspirations from the greats</b> Tudor Houses Josef Moravec</p>		<p><b>MT: Drawing</b> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p> <p><b>Take inspirations from the greats</b> Quentin Blake <a href="https://www.qbcentre.org.uk/illustrating-refugee-crisis">https://www.qbcentre.org.uk/illustrating-refugee-crisis</a></p>
<p><b>Spring 1</b></p>	<p>Frozen Planet!</p> <p><b>3&amp;4yr old</b> Explore different materials freely, 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. <b>Reception</b> 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.</p>	<p>Frozen Planet!</p> <p><b>Use sketch books to explore and refine ideas and techniques.</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <p>Sketching using charcoal - Winter Trees <b>MT: Drawing</b> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <b>MT: Painting</b> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p> <p><b>Take inspirations from the greats</b> Edvar Munch Kenojuak Ashevak Northern Lights Art</p>	<p>The Theory of Everything</p> <p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p> <p><b>MT: Sculpture</b> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.</p> <p><b>Take inspirations from the greats</b> How greats use of materials</p>	<p>Food, Glorious Food!</p> <p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p> <p><b>MT: Collage</b> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.</p> <p><b>Take inspirations from the greats</b></p>

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<p><b>Spring 2</b></p>	<p>Bright Lights, Big City!</p>			<p>Ancient Greece</p>
<p><b>Summer 1</b></p>	<p>Rumble in the jungle!</p>		<p>Early Civilization</p>	<p>Our Precious Planet</p>
<p><b>3&amp;4yr old</b> Explore different materials freely, 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. <b>Reception</b> 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.</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.  <b>MT: Painting</b> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. <b>MT: Digital Media</b> Use a wide range of tools to create different textures, lines, tones, colours and shapes.  <b>Take inspirations from the greats</b> Architecture - Arthur Timothy &amp; IM Pei Bridget Riley Op Art</p>		<p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.  <b>MT: Sculpture</b> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.  <b>Take inspirations from the greats</b> Potters in the style of Ancient Greek</p>	
<p><b>3&amp;4yr old</b> Explore different materials freely, 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. <b>Reception</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.  <b>MT: Printing</b> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. <b>MT: Collage</b> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.  <b>Take inspirations from the greats</b> Henri Rousseau - camouflage art</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.  <b>MT: Printing</b> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. <b>MT: Sculpture</b> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials.</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.  <b>MT: Printing</b> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.  <b>Take inspirations from the greats</b> Famous Nature artworks Wallpaper designs - William Morris</p>	

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	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.		Add materials to provide interesting detail.  Take inspirations from the greats Early pot/jewellery design	
<b>Summer 2</b>	Beside the seaside			Earth and Space
	<p><b>3&amp;4yr old</b> Explore different materials freely, 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.</p> <p><b>Reception</b> <b>ELG Creating with Materials 1-3</b> 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.</p>	<p><b>Use sketch books to explore and refine ideas and techniques.</b> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.</p> <p><b>MT: Drawing</b> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p> <p><b>MT: Collage</b> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.</p> <p><b>MT: Textiles</b> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques.</p> <p><b>Take inspirations from the greats</b> Lancaster &amp; Morecambe artist - Chas Jacobs</p>		<p><b>Use sketch books to explore and refine ideas and techniques.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p> <p><b>MT: Painting</b> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</p> <p><b>Take inspirations from the greats</b></p>