

Heron Hill Coverage of Media and Scheme (F. Ladds 2022)

	Drawing	Painting	Collage	Textiles	Printing	Sculpture
EYFS (3 – 4) Nursery	- Develop increasing control over mark marking tools.	- Play with colours in a variety of ways, for example beginning to combine colours.	- Choose materials to stick on a piece of paper. - Use scissors correctly to cut lines.	- Thread beads on to laces.	- Create simple prints using everyday objects such as: potatoes, cotton buds, etc. - Enjoy the sensory experience of making marks by creating finger and hand prints.	- Use 3D and 2D structures to explore materials and/or to express ideas.
	Explore and experiment with and increasing range of media through multi-sensory exploration.					
Vocabulary	cut, paint, draw, build, make, print, mark make, line, zig zag, dot, model, scissors, stick, glue, the names of the primary colours, white, black					
EYFS (5 – 6) Reception	- Develop an understanding of using lines to enclose a space. - Create simple pencil drawings of themselves, including some facial features. - Represent actions and objects based on imagination, observation and experiences. - Reflect upon previous work and improve techniques in drawing a portrait.	- Explore different colours and how colours can be changed. - Create and use paintbrushes from natural and man-made materials.	- Choose materials to stick on a piece of paper to create shapes. - Demonstrate improving control when using scissors to cut lines and shapes. - Work collaboratively in order to create a collage.	- Develop more control when threading beads and template threading. - Use thread and a plastic needle to create threaded lines on a square of binca.	- Develop more control and decision making when creating simple prints using everyday objects such as: potatoes, cotton buds, etc.	- Develop ideas through experimentation with different materials such as loose parts.
Vocabulary	design, create, mix, pattern, attach, fasten, textile, sculpture, collage,					
Year 1	Drawing (Reigning Queens)	Painting (Leaf Man)	Collage (Self Portraits)	Textiles (Paddington’s Outfit)	Printing	Sculpture - clay (Christmas Decorations)
Knowledge and Skills	- Know how to colour (own work) neatly following the lines. - Show different tones by using coloured pencils. - Sketch to make quick records of something. - Draw people fairly accurately to include visible parts of a body (head, hands, fingers etc.).	- Use a variety of tools and techniques including different brush sizes and types. - Name different types of paint and their properties. - Talk about and use their imagination in order to create a character.	- Arrange and stick materials to different backgrounds. - Sort and group materials for different purposes e.g. colour, texture. - Describe differences and similarities between their work and the work of Pablo Picasso.	- Match and sort fabrics and threads for colour, texture, length, size and shape. - Change threads and fabrics by knotting, fraying, fringing, pulling threads, twisting and plaiting. - Cut and shape fabric using scissors. - Apply shapes/decorations with glue or by stitching.	- Study how artists and designers use colour, shape and lines to create pattern and create a print in response to this. - Create textural effects using simple printing blocks. - Print by pressing, rolling, rubbing and stamping. - Build repeating patterns and recognise pattern in the environment.	- Use clay to begin to develop the techniques of rolling, cutting, moulding and carving.
Vocabulary	copy, line , detail,	primary (colour) , thick, thin, shade e.g. different shades of red, green, blue, yellow, bright, imagination,	smooth, rough, flat, texture , collage,	shape , fabric, length, short, long, small, large, knot, fray, fringe, pull, twist, plait, dip, needle, felt, scraps, wool, thread, fur, sew,	rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, pressing, stamping, pattern , repeating patterns, environment,	assemble, rolling, moulding, carving, clay, impress, construct,

Year 2	Drawing – (Light and Dark (Bees))	Painting (Seascapes)	Collage (Hot Air Balloon and Parachutes)			Sculpture (Andy Goldsworthy)
Knowledge and Skills	<ul style="list-style-type: none"> - Show pattern and texture by adding dots and lines. - Draw lines of different sizes and thickness. - Create a picture from their imagination. 	<ul style="list-style-type: none"> - Know the position of primary and secondary colours in relation to each other on the colour wheel. - Experiment with tools and techniques e.g. layering, mixing media, scrapping through. - Begin to describe colours by objects e.g. raspberry pink, sunshine yellow. - Darken colours without using black. 	<ul style="list-style-type: none"> - Fold, cut, crumple, tear and overlap papers. - Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines, etc. - Sort according to specific qualities, e.g. warm, cold, shiny, smooth. 			<ul style="list-style-type: none"> - Use rolled up paper, straws, paper, card as materials. - Use a combination of shapes, lines and texture to create pieces of work. - Make links between their work and that of Andy Goldsworthy.
Vocabulary	thick, thin, soft, broad, narrow, fine, natural environment, man-made environment, compare, still-life, mirror-image, light, dark, tone, pointillism, dots, still life,	secondary (colour) , warm, cold, colour wash, layers, mixed-media, scrapping-through, background, foreground, middleground, portrait, landscape,	space , fold, crumple, tear, overlap, appliqué, combine, shiny, crepe,			fold, bend, structure, construct, statue, stone, metal, curve, form , statue, stone, shell, wood, metal, paper thickness,
	Drawing	Painting	Collage	Textiles	Printing	Sculpture
Year 3	Drawing (Rocks and Fossils)	Painting (Banksy)		Textiles (Masks)		Sculpture – clay (Coil pots)
Knowledge and Skills	<ul style="list-style-type: none"> - Use different pencils of a different hardness and charcoal to show line, tone and texture. - Use shading to show light and shadow. 	<ul style="list-style-type: none"> - Experiment with different in colour, washes, thickened paint creating textural effects. - Work on a range of scales e.g. thin brush on a small picture etc. - Create notes in sketchbooks of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. 		<ul style="list-style-type: none"> - Create fabrics by weaving materials. - Use a variety of techniques eg printing, dying, weaving and stitching to create different textual effects. - Experiment with batik techniques. 		<ul style="list-style-type: none"> - Develop confidence in using tools to carve, add shapes, texture and pattern to clay.
Vocabulary	position, label, change, improve, press, hard, develop, shade, shadow, sketch,	abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, turquoise, watery, intense, strong, opaque, translucent, wash, tint,		tie, natural, synthetic, bunching, soak, resist, embroidery, weave, batik, dye,		slip, decoration, two-dimensional, three-dimensional,
Year 4	Drawing (Plants Observational Drawing)		Collage (Bees)		Printing	
Knowledge and Skills	<ul style="list-style-type: none"> - Sketch lightly to make quick records of something (no need to use a rubber to correct mistakes). - Use hatching and cross hatching to show tone and texture. - Understand the concepts of scale and proportion. 		<ul style="list-style-type: none"> - Experiment with a range of collage techniques, such as: tearing, overlapping, layering, coiling, tessellation, mosaic and montage to create images and represent textures. - Develop an awareness of the nature of materials and surfaces – fragile, tough, durable. 		<ul style="list-style-type: none"> - Know how and where printing is used in everyday life. - Compare printing from different cultures. - To begin to replicate printed patterns from the natural or manmade world, based on observational drawings. 	
Vocabulary	plan, distance, direction, position, weight, pressure, viewpoint, proportion, scale,		daub, ornamentation, geometric, stylised, fragile, tough, durable,		linear, manipulate, block, continuous,	

	Drawing	Painting	Collage	Textiles	Printing	Sculpture
Year 5		Painting (Space and Planets)	Collage (Elements)	Textiles		Sculpture (Paper Clip Sculptures)
Knowledge and Skills		<ul style="list-style-type: none"> - Create different effects and textures with paint according to what they need for the task. - Create imaginative work from a variety of sources such as themes, poetry or music. - Create paintings to reflect moods and feelings. - Using our new vocabulary, create notes in sketchbooks to describe how artists have used techniques in paintings. - Know the position of tertiary colours in relation to each other on the colour wheel. 	<ul style="list-style-type: none"> - Add collage to a painted, printed or drawn background. - Develop collages using a range of embellishments, such as drawing, painting, printing, applique, sticking, weaving or layering. 	<ul style="list-style-type: none"> - Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. - Develop skills in stitching (basic cross stitch and back stitch), cutting and joining. - Know about Kendal's link to the wool trade. 		<ul style="list-style-type: none"> - Use frameworks (such as wire or moulds) to provide stability and form. - Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
Vocabulary		tertiary (colour), traditional, representational, imaginary, modern, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, layered,	embellished, manipulated, embroidered, replicate,	warp, weft, cross stitch, running stitch, stem stitch, back stitch,		realistic, balance, relationship, transform, composition, flexible, pliable, hollow, solid,
Year 6	Drawing (Bees)	Painting (Jackson Pollock)			Printing – clay (Tiles: The Mayan Civilisation)	
	<ul style="list-style-type: none"> - Annotate sketches to explain and elaborate ideas. - 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. 	<ul style="list-style-type: none"> - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. - Recognise that paintings are based on observations and can convey realism or an impression of what is observed. 			<ul style="list-style-type: none"> - Create a print based on a theme from another culture. - Replicate, evaluate and improve their printed patterns from the natural or manmade world, based on observational drawings. 	
Vocabulary	action, dynamic, imbalance, poised, transition,	arrangement, complimentary, tonal, shading,			aesthetic, rotation, reflection, symmetrical, repetition,	

Heron Hill Coverage of Artists, Architects and Designers

	Drawing	Painting	Collage	Textiles	Printing	Sculpture
Year 1	Drawing <i>Andy Warhol</i>		Collage <i>Pablo Picasso</i>		Printing <i>William Morris</i>	
Year 2		Painting <i>Mixture of Seascape Artists: Hokusai, Claude Monet, Turner, Chas Jacobs</i>				Sculpture <i>Andy Goldsworthy</i>
Year 3		Painting <i>Banksy</i>		Textiles <i>Masks from Different Cultures</i>		Sculpture <i>Grayson Perry</i>
Year 4	Drawing <i>Georgia O’Keefe</i>		Collage <i>Henri Rosseau and Gustav Klimt</i>			
Year 5		Painting <i>Vincent Van Gogh (Starry Night)</i>		Textiles <i>Local felt artist</i>		Sculpture <i>Pietro D’Angel</i>
Year 6		Painting <i>Jackson Pollock</i>			Printing <i>Mayan Artistry</i>	