

Art Overview 2023

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Expressive Arts and Design: <i>Creating with materials:</i> Express own ideas using different materials.	Expressive Arts and Design: <i>Creating with materials:</i> Use lines to enclose a space. Use these shapes to represent objects. Express own ideas using different materials.	Expressive Arts and Design: <i>Creating with materials:</i> Describe the texture of things. Construct stacking blocks vertically and horizontally, making enclosures and creating space. Express own ideas using different materials.	Expressive Arts and Design: <i>Creating with materials:</i> Use various construction materials. Join construction pieces together to build and balance. Express own ideas using different materials.	Expressive Arts and Design: <i>Creating with materials:</i> Return to and build on previous learning and creations. Work with others to share ideas, resources and skills. Express own ideas using different materials.	Expressive Arts and Design: <i>Creating with materials:</i> Refine own creations. Express own ideas using different materials.
Year 1		Art and Design (and DT): 3D sculpture (natural resources- Andy Goldsworthy and James Brunt)		Art and Design: Painting and Collage (Mixed media- Olivia Pilling)		Art and Design: Drawing and Sketching (Plants- Yayoi Kusama)
Year 2	Art and Design: Batik- Textiles (Space- Manu Song)		Art and Design: Painting and Sketching (Impressionist- Claude Monet)		Art and Design: 3D sculpture (Water sculpture- Ailsa Nicholson)	
Year 3	Art and Design: Painting and Sketching (Pop Art and Cubism- Romero Britto)			Art and Design: 3D sculpture (Clay Egyptian artefacts)	Art and Design: Collage (Water- Eileen Downs)	
Year 4	Art and Design (and DT): 3D sculpture (Saving the Deep Sculpture- Jacha Potgeiter)			Art and Design: Sketching (Rainforests- Oenone Hammersley)		Art and Design: Painting (Seascapes- Georges Seurat)
Year 5		Art and Design: Painting, Sketching and Collage (Abstract Space- Peter Thorpe)		Art and Design (and DT): 3D sculpture (Ceramic clay tiles- Laura Carlin)	Art and Design: Printing (Saxon patterns)	
Year 6			Art and Design: Sketching (Perspective- Stephen Wiltshire)	Art and Design: Painting (Seascapes- Joseph Turner)		Art and Design: Printing (Pop Art- Andy Warhol)

Add digital art

Yr 1

National Curriculum Aims	Continuous Vocabulary	
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>Build on previous vocabulary: art, design, artist, colour, pattern, texture, line, shape, craft makers, designers, materials, observe, culture, creativity</p> <p>And focus on: blend, combine, poster paint, powdered paint, acrylic paint, watercolour, assemble, techniques, collaboration, comparison, composition, surface</p>	
Exploring & Developing Ideas	Work of Other Artists	Continuous Specific Skills
<ul style="list-style-type: none"> • Respond positively to ideas and starting points. • Explore ideas and collect information. • Begin to describe differences and similarities and make links to their own work. • Try different materials and methods to improve. • Begin to use key vocabulary to demonstrate knowledge and understanding. 	<ul style="list-style-type: none"> • Describe the work of famous, notable artists and designers. • Express an opinion on the work of famous, notable artists. • Use inspiration from famous, notable artists to create their own work and compare. 	<ul style="list-style-type: none"> • Make structures by joining simple objects together. • Name and use tools correctly, including scissors. • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk and other dry media to represent objects in lines. • Record simple shapes from observation. • Make marks in print using found objects and basic tools and use these to create repeating patterns. • Sort, cut and shape fabrics and experiment with ways of joining them. • Cut, glue and trim materials to create images and collage from a variety of media e.g. natural materials, photocopies, fabric, crepe paper, card and magazines. • Mix and blend colours in pallets or on a surface.

Yr 2

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Exploring & Developing Ideas	Work of Other Artists	Continuous Specific Skills
<ul style="list-style-type: none"> • Respond positively to ideas and starting points. • Develop a sense of what they like drawing and give opinions. • Explore ideas and collect information. • Describe differences and similarities and make links to their own work. • Try different materials and methods to improve. • Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<ul style="list-style-type: none"> • Describe the work of famous, notable artists and designers. • Express an opinion on the work of famous, notable artists. • Give reasons for his/her preferences when looking at art craft or design work. • Use inspiration from famous, notable artists to create their own work and compare. 	<ul style="list-style-type: none"> • Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk and other dry media to represent objects in lines. • Select particular techniques and processes to create a chosen product. • Develop some care and control over materials and their use. • Experiment with pressure and tones using pencils, chalk or charcoal. • Represent things observed, remembered or imagined using colour tools. • Develop observational skills from primary and secondary sources. • Experiment with basic tools on rigid and flexible materials.

Yr 3

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<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>Build on previous vocabulary: art, design, artist, colour, pattern, texture, line, shape, craft makers, designers, materials, observe, culture, creativity, blend, combine, poster paint, powdered paint, acrylic paint, watercolour assemble, techniques, collaboration, comparison, composition, surface, mixed media, abstract, scale, textural effects, primary and secondary sources</p> <p>And focus on: form, proportion, landscape, portrait, brushstrokes, experiment, complementary, contrasting, juxtapose, opposite, cubism</p>

Exploring and Developing Ideas	Work of Other Artists	Continuous Specific Skills
<ul style="list-style-type: none"> • Use a sketch book for recording observations for experimenting with techniques or planning out ideas. • Explore ideas from first-hand observations. • Question and make observations about starting points and respond positively to suggestions. • Adapt and refine ideas. • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<ul style="list-style-type: none"> • Know about some of the great artists, architects and designers in history and describe their work. • Use inspiration from famous artists to replicate a piece of work. • Reflect upon their work inspired by a famous notable artist and the development of their art skills. • Express an opinion on the work of famous, notable artists and refer to techniques and effect. • Evaluate their own work and the work of others. • Use key vocabulary to demonstrate knowledge and understanding. 	<ul style="list-style-type: none"> • Create artwork from imagination, memory or objects they can see. • Experiment with different materials to create a range of effects and use these techniques in a variety of artwork. • Identify and draw the 2D & 3D geometric shapes in nature and the world around them. • Effectively control drawing media to create dark and light tones, using shading, blending and rubbers to refine edges and lines. • Experiment with a range of paintbrushes and equipment, how they can be used for different purposes and to create different effects. • Explore shading and tone using different media.

Yr 4

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Exploring & Developing Ideas	Work of Other Artists	Continuous Specific Skills
<ul style="list-style-type: none"> • Sketchbooks are used to practice and try out ideas and techniques. Record observations and research of artists and themes. • Review and revisit ideas in their sketchbooks. • Develop different ideas which can be used and explain his/her choices of material and techniques used. • Confidently and systematically investigate the potential of new and unfamiliar materials and use learnt techniques within his/her work. • Evaluate his/her work against their intended outcome and understand how to improve it. • Offer feedback using technical vocabulary. • Begin to think critically about their art and design work. • Begin to use digital technology as sources for developing ideas. 	<ul style="list-style-type: none"> • Research and discuss various artists, architects, and designers and discuss their processes and explain how these were used in their finished project. • Give detailed observations about notable artists', artisans', and designers' work. • Offer facts about notable artists', artisans', and designers' lives. • Use key vocabulary to demonstrate knowledge and understanding. 	<ul style="list-style-type: none"> • Use line and tone and shading to represent things seen, remembered or imagined in three dimensions to create original compositions with increasing sophistication. • Take risks and experiment with drawing media that are harder to control, such as ink and charcoal. • Use various mark making techniques for purpose and intent. • Fairly appraise their own work, the work of others and the work of famous artists. • Mix colours to express mood, divide foregrounds from backgrounds or demonstrate tones. • Understand how to control a variety of paint brushes for purpose and to preserve finer details. • Develop ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. • Develop skills in using clay, including slabs, coils and slips. • Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. • Experiment with using layers and overlays to create new colours/textures. • Create intricate printing patterns by simplifying and modifying sketchbook designs.

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<ul style="list-style-type: none"> • Sketchbooks are used to practice and try out ideas and techniques. Record observations and research of artists and themes. • Review and revisit ideas in their sketchbooks. • Develop different ideas which can be used and explain his/her choices of material and techniques used. • Confidently and systematically investigate the potential of new and unfamiliar materials and use learnt techniques within his/her work. • Evaluate his/her work against their intended outcome and understand how to improve it. • Offer feedback using technical vocabulary. • Begin to think critically about their art and design work. • Begin to use digital technology as sources for developing ideas. 	<ul style="list-style-type: none"> • Research and discuss various artists, architects, and designers and discuss their processes and explain how these were used in their finished project. • Give detailed observations about notable artists', artisans', and designers' work. • Offer facts about notable artists', artisans', and designers' lives. • Use key vocabulary to demonstrate knowledge and understanding. 	<ul style="list-style-type: none"> • Use line and tone and shading to represent things seen, remembered or imagined in three dimensions to create original compositions with increasing sophistication. • Take risks and experiment with drawing media that are harder to control, such as ink and charcoal. • Use various mark making techniques for purpose and intent. • Fairly appraise their own work, the work of others and the work of famous artists. • Mix colours to express mood, divide foregrounds from backgrounds or demonstrate tones. • Understand how to control a variety of paint brushes for purpose and to preserve finer details. • Develop ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. • Develop skills in using clay, including slabs, coils and slips. • Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. • Experiment with using layers and overlays to create new colours/textures. • Create intricate printing patterns by simplifying and modifying sketchbook designs.

Yr 6

National Curriculum Aims	Continuous Vocabulary
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>Build on previous vocabulary:</p> <p>art, design, artist, colour, pattern, texture, line, shape, craft makers, designers, materials, observe, culture, creativity, blend, combine, poster paint, powdered paint, acrylic paint, watercolour assemble, techniques, collaboration, comparison, composition, surface, mixed media, abstract, scale, textural effects, primary and secondary sources, form, proportion, landscape, portrait, brushstrokes, experiment, complementary, contrasting, juxtapose, opposite, cubism review, improve, develop, represent, movement, reflection, expression, figures, tactile, convey, perspective, contemporary art, impressionism, post-impressionist, pointillism</p> <p>And focus on:</p> <p>Art movements, negative and positive space, tonal contrast, perspective, illusion, drawing mediums, grades of pencils 2B, 4B, 6B, HB, 2H, 4H, 6H, graphite, charcoal, pastel, value, tone, colour wash, features</p>

Exploring and Developing Ideas	Work of Other Artists	Continuous Specific Skills
<ul style="list-style-type: none"> • Select ideas based on first hand observations, experience or imagination and develop these through open-ended research. • Use a sketchbook to revisit and review ideas for a range of purposes, pleasure, thoughts, ideas and expression so their sketchbook becomes a personal space. • Adapt his/her own final work following feedback or discussion based on their preliminary ideas. • Think critically about their art and design work. Use digital technology as sources for developing ideas. • Use key vocabulary to demonstrate knowledge and understanding. 	<ul style="list-style-type: none"> • Describe the work and ideas of various artists, architects and designers using appropriate vocabulary and referring to historical and cultural contexts. • Give detailed observations about notable artists', artisans' and designers' work. • Offer facts about notable artists', artisans', and designers' lives. • Explain and justify preferences towards different styles and artists. They are more confident at articulating which styles they prefer and why they like them. 	<ul style="list-style-type: none"> • Use paint and drawing media to create 3D form, depth and distance using colour and tone. • Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour, bleeds to show clouds. • Develop an awareness of composure, scale and proportion in their work. • Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials). • Use simple perspective in their work using a single focal point and horizon. • Produce intricate patterns and textures in a malleable media. • Refine his/her use of learnt techniques.