

Art Overview - EYFS, Key Stage 1 and Key Stage 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Reception	Drawing Artist: Roger Hargreaves (Illustrator)		Colour Artist: Piet Mondrian		Form Artist: Alma Thomas (Collage and Mosaic)	
Key Stage 1	Year 1	Drawing Artist: James Rizzi 6 hours		Colour Artist: Vincent Van Gogh 6 hours		Form Artist: Henri Matisse 6 hours	
	Year 2	Form Artist: Georgia O'Keeffe 6 hours		Drawing Artist: Jan Griffier 6 hours		Colour Artist: Friedensreich Hundertwasser 6 hours	
Lower Key Stage 2	Year 3	Colour Artist: Claude Monet 6 hours		Form Artist: Yayoi Kusama 6 hours		Drawing Artist: Henri Rousseau 6 hours	
	Year 4	Drawing Artist: Roy Lichtenstein 6 hours		Colour Artist: Gustav Klimt 6 hours		Form Artist: Barbara Hepworth 6 hours	

Upper Key Stage 2	Year 5	<p>Form</p> <p>Artist: Lubaina Himid</p> <p>6 hours</p>		<p>Drawing</p> <p>Artist: Wassily Kandinsky</p> <p>6 hours</p>		<p>Colour</p> <p>Artist: Peter Thorpe</p> <p>6 hours</p>	
	Year 6	<p>Drawing</p> <p>Artist: LS Lowry</p> <p>6 hours</p>		<p>Colour</p> <p>Artist: Magritte</p> <p>6 hours</p>		<p>Form</p> <p>Artist: Katushika Hokusai</p> <p>6 hours</p>	



Early Years Foundation Stage - Related to Art

Communication and Language	Physical Development	Expressive Arts and Design	
<p>Understanding Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences.</p> <p>Speaking Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Moving and Handling Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Media and Material Early Learning Goal Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Being Imaginative Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Art</p>

	Drawing	Colour	Form
Year R	<p>Begin to use a variety of drawing tools - graphic tools, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media. Draw on different surfaces and coloured paper.</p> <p>Investigate different lines - produce lines of different thickness and tone using a pencil.</p> <p>Explore different textures from observations, imagination and illustrations.</p> <p>Encourage accurate drawings of people.</p> <p>Use drawings to tell a story.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p> <p>Experimenting with and using primary colours</p> <p>Experiments with different techniques e.g layering, mixing through paint etc.</p> <p>Create textured paint by adding sand, plaster, mud, PVA etc.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>

National Curriculum - Art

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims


The national curriculum for art and design aims to ensure that all pupils:

- 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.

National Curriculum - Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

		To master techniques			To take inspiration from the greats (classic and modern)
	To develop ideas	Drawing	Colour	Form	
Year 1	Look at and talk about own work and that of other artists and the techniques they had used.	Extend the variety of drawings tools. Pencils, rubbers, crayons, pastels, charcoal, chalk and control the types of marks made with the media.	Experiment with a variety of media; different brush sizes and tools.	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.	Artists studied: Drawing Artist: James Rizzi Colour Artist: Friedensreich Hundertwasser Form Artist: Henri Matisse
	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Start to record simple media explorations in a sketch book. Begin to control the types of marks made with the range of media. Explore different textures by describing, naming, rubbing and copying. Observe and draw landscapes. Observe anatomy (faces,limbs)	Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours. 	Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way.	
Year 2	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and	Form	Drawing	Colour	Artists studied: Form Artist: Georgia O'Keeffe Drawing
		Use equipment and media with increasing confidence.	Begin control the types of marks made with the range of media	Begin to control the types of marks made with a range of painting techniques e.g. layering.	

	<p>making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p>	<p>such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Draw as a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p>	<p>mixing media, and adding texture.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p> <p>Begin to mix colour shades and tones. Make as many tones of one colour as possible (using white)</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Use colour on a large scale.</p>	<p>Artist: Jan Griffier</p> <p>Colour</p> <p>Artist: Henri Rousseau</p>
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National Curriculum - Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

	To develop ideas	To master techniques			To take inspiration from the greats (classic and modern)
		Colour	Form	Drawing	
Year 3	<p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Apply colour using dotting, scratching, splashing</p> <p>Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p>	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Develop use of charcoal and pastels.</p> <p>Close observation.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Initial sketches as a preparation for painting.</p> <p>Accurate drawings of people particularly faces.</p>	<p>Artists studied:</p> <p>Colour Artist: Claude Monet</p> <p>Form Artist: Yayoi Kusama</p> <p>Drawing Artist: Henri Rousseau</p>

<p>Year 4</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Use language appropriate to skill and technique.</p>	<p>Drawing</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Identify and draw the effect of light.</p> <p>Accurate drawings of whole people including proportion and placement.</p> <p>Record from first-hand observation, experience, make thoughtful observations.</p> <p>Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p>	<p>Colour</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p>	<p>Form</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce maquettes confidently when necessarily.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Gain more confidence in carving as a form of 3D art.</p> <p>Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p>	<p>Artists studied:</p> <p>Drawing Artist: Roy Lichtenstein</p> <p>Colour Artist: Gustav Klimt</p> <p>Form Artist: Barbara Hepworth</p>

		To master techniques			To take inspiration from the greats (classic and modern)
	To develop ideas	Form	Drawing	Colour	
Year 5	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p> <p>Use language appropriate to skill and technique.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Confidently carve a simple form.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Record from first hand observation, experience and imagination.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</p>	<p>Artists studied:</p> <p>Form Artist: Lubaina Himid</p> <p>Drawing Artist: Wassily Kandinsky</p> <p>Colour Artist: Peter Thorpe</p>

Year 6	<p>To have an in depth understanding of many painters and the influence of the period of the time in which they worked.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history and identify those who have worked in a similar way to them.</p> <p>Use language appropriate to skill and technique.</p>	Colour	Form	Drawing	Artists studied:
		<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Show an awareness of how paintings are created (composition).</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further.</p> <p>Work from a variety of sources including observation, photographs, digital images etc.</p> <p>The effect of light on objects and people from different directions.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Begin to show awareness of composition, scale and proportion e.g foreground, middleground and background.</p>	<p>Colour</p> <p>Artist: Magritte</p> <p>Form</p> <p>Artist: Katushika Hokusai</p> <p>Drawing</p> <p>Artist: LS Lowry</p>