

EYFS

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.*
- *Listen attentively, move to and talk about music, expressing their feelings and responses.*
- *Watch and talk about dance and performance art, expressing their feelings and responses.*
- *Sing in a group or on their own, increasingly matching the pitch and following the melody.*
- *Develop storylines in their pretend play.*
- *Explore and engage in music making and dance, performing solo or in groups.*

Drawing

- Look at and describe what they have produced describing simple techniques.
- Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, chalk, pens and pencils.
- Enjoy taking rubbings from local surroundings – leaves, grates, walls, path, signs etc.
- Investigate different lines: Straight, curved, wavy and dashed.

Painting

- Start to produce different patterns and textures from observations, imagination and illustrations.
- Recognise and name primary colours.
- Explore and mix colours
- Explore working with paint on different surfaces and in different ways.

Printing

- Look at images of dinosaur feet
- Trace round a dinosaur footprint
- Begin to use fine motor control to shape clay into a 3D dinosaur foot
- Use dried clay dinosaur feet to make a repeating pattern of footprints.

Year 1

Printing	Sculpture	Drawing
What is a print?	How can nature make a picture?	How can marks make a picture?

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Autumn 1	Spring 2	Summer 1
<p>Aims & content:</p> <ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas. • Begin to identify various forms of printing. • Create simple mono-prints with ripped paper strips and 2D shapes to create a Wassily Kandinsky styled print. • Use 3D shapes as printing blocks to create a mono print. • Produce a finished piece of printing based on a multi-shape abstract design. • Work within a limited colour pallet – primary colours (red, yellow, blue) plus black. <p>Art Analysis</p> <ul style="list-style-type: none"> • Observe and reflect on examples of Kandinsky’s work eg. Colour study one • Talk about how the art makes them feel. • Relate emotion to colour. 	<p>Aims & content:</p> <ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas. • Explore and analyse ‘Nature art’ as a form of 3D art inspired by Land artist Andy Goldsworthy. • Use nature objects to create an imaginary or realistic composition based on the shapes found in nature - in the style of Andy Goldsworthy. <p>Art Analysis</p> <ul style="list-style-type: none"> • Explore the natural art sculptures of Andy Goldsworthy. Likes and dislikes. Similarities and differences. • Express likes and dislikes about an artists work. • Find similarities in Goldsworthy’s art (shapes / nature) • Explain how art makes them feel. • Describe what went well and how things could improve next time. 	<p>Aims & content:</p> <ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas. • Sketch a landscape in the style of George Seurat using ‘pointillism’ style mark making or their choice of mark. <p>Art Analysis</p> <ul style="list-style-type: none"> • Explore the landscape drawings of Surat. Express likes and dislikes. • Find Similarities and differences in Seurat’s landscapes. • Express thoughts and feelings about their own art-reflect and express challenges and successes. • Explain how art makes them feel.
Artist- Wassily Kandinsky	Artist- Andy Goldsworthy	Artist- George Suerat
Year 2		
Drawing	Sculpture	Painting
What makes a self-portrait? Autumn 2	How can sculpture show movement? Spring 2	How can paint bring still life alive? Summer 2
Aims & content:	Aims & content:	Aims & content:

- Explore portraits by Pablo Picasso
- Identify the features in a face needed to make a self-portrait
- Discuss how colour and shape can reflect emotion
- Draw a self-portrait in pencil
- Adapt sketch to produce a self-portrait in the style of Pablo Picasso using shapes and colouring pencils to depict emotions

Art Analysis

- Explore the portrait drawings & paintings of Pablo Picasso. Express likes and dislikes.
- Find Similarities and differences in Picasso's portraits.
- Identify how the artist creates emotion.
- Express thoughts and feelings about their own art-reflect and express challenges and successes.
- Explain how art makes them feel.

- Explore the works of Alberto Giacometti to create figurative sculptures.
- Create various poses with their own bodies and wooden mannequins and photograph.
- Use line drawings of stick people to make different poses
- Produce a finished sculpture which depicts a person in a movement pose using wire (red pipecleaners).

Art Analysis

- Explore the sculptures of Giacometti. Express likes and dislikes.
- Find Similarities and differences in Giacometti's sculptures.
- Identify how the artist creates movement.
- Express thoughts and feelings about their own art-reflect and express challenges and successes.
- Explain how art makes them feel.

- Explore the still life paintings of Georgia O'Keefe
- Recap the 3 primary colours
- Mix primary colours to make a secondary colour
- Create a colour wheel with primary and secondary colours
- Use white and black to create tints (lighter) and tones (darker)
- Sketch an outline of a still life object
- Identify the colours in a still life object and create a colour palette for the end painting
- Produce a finished painting on a mini canvas of a still life object using one colour with tints and tones.

Art Analysis

- Explore the still life paintings of O'Keefe. Express likes and dislikes.
- Find Similarities and differences in O'Keefe's paintings.
- Identify how the artist creates depth in colour.
- Express thoughts and feelings about their own art-reflect and express challenges and successes.
- Explain how art makes them feel.

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Artist – Pablo Picasso	Artist- Alberto Giacometti	Artist- Georgia O’Keiffe
Year 3		
Drawing/ Painting	Drawing /painting	Sculpture
How do we know what life was like in the stone age? Autumn 1	How did Van Gogh draw and paint a landscape? Spring 1	What did the pottery in ancient Greece look like? Summer 1
<p style="text-align: center;">Aims:</p> <ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas. • Develop intricate lines/patterns/marks with a variety of media including: pencil grades 2H, H, and HB, 2B, fine liner, ballpoint pen, charcoal and chalk pastels to create animal, people, hunting scenes in style of early artists • Use drawn design to cut out a design from a polystyrene block. • Demonstrate and experience printing using relief blocks. • Experiment with 3-way colour printing. • Demonstrate experience in combining prints taken to produce an end piece <p>Art Analysis</p> <ul style="list-style-type: none"> • Discuss and review their own work and others expressing thought and feelings, identify modifications and development points. 	<p style="text-align: center;">Aims:</p> <ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas. • Draw for sustained periods at an appropriate level. • Demonstrate experience in different grades of pencil and other implements to draw different forms, shapes and begin to show consideration in the choice of pencil grade they use. • Experiment with different grades of pencil (H, 2H, HB, 2B, 4B) and other implements to create variations in tone on a range of media. • Sketch a landscape using 1-point perspective in the style of Vincent Van Gogh. • Attempt to show reflection in drawings • Have knowledge on how to mix secondary and tertiary colours, recognise tertiary colours within art works and re- 	<p style="text-align: center;">Aims:</p> <ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas. • Begin to show awareness of objects in a 3D form. • Join two parts of clay successfully using score and slip, smooth using correct procedures and tools. • Produce a clay pot capable of holding items with a handle <p>Art Analysis</p> <ul style="list-style-type: none"> • Discuss and review their own work and others expressing thought and feelings, identify modifications and development points. • Explore a range of local designers and artists and compare to historic Greek pottery.

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<ul style="list-style-type: none"> Identify different methods that people have used and painted over time. 	<p>create colours using colour wheel as reference.</p> <ul style="list-style-type: none"> Use coloured pencil crayons to add colour to the landscape picture. <p>Art Analysis</p> <ul style="list-style-type: none"> Discuss and review their own work and others expressing thought and feelings, identify modifications and development points. Explore the landscape paintings of van Gogh. Compare the landscape painting styles of Van Gogh to Constable and Monet 	
<p>Artist- Prehistoric cave paintings</p>	<p>Artist- Vincent Van Gogh/ John Constable/Claude Monet</p>	<p>Pottery- from the local area- Wraggs/ Sharps pottery/Bretby / Stoke on Trent potteries.</p>
<p>Content: A study on cave paintings- shape colour, content. Recap of primary and Secondary colours What tertiary colours there are/ how are they made. techniques in using charcoal and pastels.</p>	<p>Content: Comparing artists landscape pictures discussing- style, detail, media. Understanding different grades of pencils. Experimenting with different grades of pencils. Creating texture with paint Painting a landscape in the style of Van Gogh, showing texture.</p>	<p>Content: Different styles of Greek pottery- names and usage. Drawing and designing own Greek pot using knowledge of styles. Clay modelling techniques- rolling, stretching, shaping Joining pieces of clay together- scoring/ using slip. Evaluating their work.</p>

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Year 4		
Painting	Sculpture	Drawing
<p>What impact do tones and tints have on our paintings? Autumn 2</p>	<p>How do we create 3D sculptures? Spring 2</p>	<p>What can we learn from drawing someone's portrait? Summer 1</p>
<p>Aims:</p> <ul style="list-style-type: none"> Confidently control a variety of marks and experiment with different effects (e.g. sweeping movements, using a range of brushes (size 0-10)) Start to develop a painting from a drawing. Have knowledge on how to mix secondary and tertiary colours, recognise tertiary colours within art works and re-create colours using colour wheel as reference. <p>Art Analysis-</p> <ul style="list-style-type: none"> Discuss and review their own work and others expressing thought and feelings, identify modifications and development points. Explore a range of designers and artists. 	<p>Aims:</p> <ul style="list-style-type: none"> Join two parts of clay successfully using score and slip, smooth using correct procedures and tools. Create 3D sculpture in a Barbara Hepworth style using space and texture. <p>Art Analysis-</p> <ul style="list-style-type: none"> Discuss and review their own work and others expressing thought and feelings, identify modifications and development points. Explore a range of designers and artists. 	<p>Aims:</p> <ul style="list-style-type: none"> Accurately sketch, measure and place facial features on a portrait using close up observation (first hand or photograph). Draw for sustained periods at an appropriate level. Demonstrate experience in different grades of pencil and other implements to draw different forms, shapes and begin to show consideration in the choice of pencil grade they use. Experiment with different grades of pencil (H, 2H, HB, 2B, 4B) and other implements to create variations in tone on a range of media. Develop intricate lines/patterns/marks with a variety of media including: pencil grades 2H, H, and HB, 2B, fine liner, skin tone pencils <p>Art Analysis</p> <ul style="list-style-type: none"> Discuss and review their own work and others expressing thought and feelings,

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		<p>identify modifications and development points.</p> <ul style="list-style-type: none"> Explore a range of designers and artists.
.Artist- Katsushika Hokusai	Artist – Barbara Hepworth	Artist – Paul Caddens
<p>Content: Discuss what tones and tints are and their importance to paintings. Mixing tints and tones of colours Improve skills in different size brushes. Paint their own picture inspired by Hokusai’s <i>Great Wave</i>.</p>	<p>Content: Look at the style and work of Barbara Hepworth and who influenced her (Henry Moore). Compare to sculptures of Giacometti (Year 2) Materials Hepworth worked in. Scale of sculptures.</p>	<p>Content: Artist study- Paul Caddens. Proportion and scale of facial features Experimenting with shades of pencils. Hatching/ shading/ blending. Compare the style of Caddens to Picasso (year 2) to identify similarities and differences.</p>
Year 5		
Printing	Painting	Drawing/ Painting
<p>How can we make a repeating pattern? Autumn 2</p>	<p>How do emotions influence art? Spring 2</p>	<p>How can we create depth in drawings? Summer 1</p>
<p>Aims:</p> <ul style="list-style-type: none"> Demonstrate a range of printing skills. Describe techniques and processes. Work from a variety of different sources – observation, photos and digital images. <p>Art Analysis</p> <ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in historical movements, 	<p>Aims:</p> <ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style drawing using a vast range of drawing tools. Use different techniques – shading, hatching, lines and understand which works well and why. Apply relevant colour palettes, and other key features of the abstract artist Helen Frankenthaler. 	<p>Aims:</p> <ul style="list-style-type: none"> Draw for a sustained period of time - a number of sessions on one piece. Develop simple perspective – single focal point and horizon. Use different techniques to develop creativity in drawing and painting. Explore how artists create depth in painting, looking at famous artists- in depth at LS Lowry’s work.

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<ul style="list-style-type: none"> • Discuss and review their own and others work. • Compare the different styles and approaches of artists. 	<ul style="list-style-type: none"> • Purposely control the marks made and experiment with different effects and textures (drip, sweeping and hatching) using various tools such as: sticks, brushes. • Independently create and use primary, secondary, tertiary colours plus tones and tints together to complement or contrast each other in an abstract art style. • Understand what works well and why. • Paint in the style of Abstract artist Helen Frankenthaler. <p>Art Analysis</p> <ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in historical movements, • Compare the different styles and approaches of artists. 	<ul style="list-style-type: none"> • Work from a variety of sources: digital, observation and photos. <p>Art Analysis</p> <ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in historical movements. • Recognise the use of tools to achieve an effect.
<p>Artist- William Morris</p>	<p>Artist- Helen Frankenthaler- Abstract art movement</p>	<p>Artist – LS Lowry</p>
<p>Content:</p> <p>Study Arts and Crafts movement and repeated patterns within wallpaper and materials designs.</p> <p>Recognise different styles of printing by comparison to Kandinsky (Year 1 printing with shapes) and Japanese print artist Hokusai (Year 4).</p>	<p>Content:</p> <p>Study of Abstract art movement and work of Helen Frankenthaler</p> <p>Identifying shape, line depth and tone in the landscape and photographs.</p> <p>Mixing Primary colours to make- secondary and tertiary colours.</p> <p>Using a colour wheel to match colours to emotions.</p>	<p>Content:</p> <p>look at the techniques of overlapping and layering; size and detail; contrast and shading using tone; and linear perspective.</p> <p>Reflect on the similarities and differences with Paul Cadden’s hyperrealism drawings (Year 4).</p>

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	<p>Mixing tints and tones. Create a piece of art in the style of Helen Frankenthaler. Create a narrative for their work. Compare the style of Frankenthaler's landscapes to those of Seurat (Year 1) and van Gogh (Year 3)</p>	
Year 6		
Digital Art	Drawing	Painting
How can technology assist art?	How do you make realistic drawings?	How can we use tint, shade and tone for effect?
<p style="text-align: center;">Aims:</p> <ul style="list-style-type: none"> Experiment with different kinds of art, craft and design. Work from a variety of different sources – observation, photos and digital images. Use technology to aid design. <p>Art Analysis</p> <ul style="list-style-type: none"> Discuss and review their own and others work. Recognise the art of key artists and begin to place them in historical movements, Compare the different styles and approaches of artists. 	<p style="text-align: center;">Aims:</p> <ul style="list-style-type: none"> Draw for a sustained period of time - a number of sessions on one piece. Develop their own style using tonal contrast Begin to develop awareness of composition, scale and proportion. Work from a variety of different sources – observation, photos and digital images. <p>Art Analysis</p> <ul style="list-style-type: none"> Discuss and review their own and others work. Recognise the art of key artists and begin to place them in historical movements, Compare the different styles and approaches of artists. 	<p style="text-align: center;">Aims:</p> <ul style="list-style-type: none"> Develop drawing and painting techniques, including their control and their use of materials, with creativity, Experiment with different kinds of art, craft and design. Develop awareness of composition, scale and proportion. Work from a variety of different sources – observation, photos and digital images. <p>Art Analysis</p> <ul style="list-style-type: none"> Discuss and review their own and others work. Recognise the art of key artists and begin to place them in historical movements, <p>Compare the different styles and approaches of artists.</p>

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Artist: David Hockney	Artist: Robert Taylor	Artist: Anna Dillon
<p>Content:</p> <p>Study of Modern art movement and work of David Hockney both painted landscapes and digital artwork</p> <p>Explore the meaning and use of colour in modern art</p> <p>Create own colour palette</p> <p>Use of a drawing app to practise creating different shapes, lines, brushstrokes</p> <p>Design a digital landscape influenced by David Hockney's work</p>	<p>Content:</p> <p>Using graded pencils to create light and dark.</p> <p>3D drawing skills- show where light is</p> <p>Using a viewfinder to focus on detail, use line and hatching.</p> <p>Observational skills from field trip to RAF Cosford</p> <p>Study work of Robert Taylor aviation artist.</p> <p>Compare work to that of similar detailed observational artists Henri Moore and Paul Cadden (Year 4 Hyperrealism)</p>	<p>Content:</p> <p>Colour mixing to create tertiary colours</p> <p>Study of landscape paintings of Anna Dillon focusing on use of contours and colour.</p> <p>Recognise the use of tone and compare to work of Hokusai in year 4.</p> <p>Identify that shade is adding black to darken and tint is adding white to lighten.</p> <p>Evaluate personal development in use of tone effectively from year 4 – year 6.</p>

Key Stage 3

Children will be able:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

* Highlighted areas show where there is continuity of subjects taught across KS1-3