

## Curricular Overview – Art

### Component: Painting/Colour

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Use a variety of tools including different size brushes and tools i.e. sponges, brushes, fingers, twigs, cars</p> <p>-Make a variety of marks – explore, discuss and describe these.</p> <p>-Use different sizes and colours of paper</p> <p>-Explore working with paint on different surfaces including natural materials.</p> <p>-Recognise and name the primary colours being used and which secondary colours can be made from them.</p> <p><b>Development Matters</b></p> <p><u>3 and 4 year olds</u></p> <p>PD</p> <p>-Use one handed tools and equipment. Use a comfortable grip with good control.</p> <p>EAD</p> <p>-Explore colour and colour mixing.</p> <p><u>Reception</u></p> <p>PD</p> <p>- Develop their small motor skills so that they can use a range of tool competently, safely and confidently.</p> <p>EAD</p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>ELG</u></p> <p>PD</p> <p>-Use a range of small tools</p> <p>EAD</p>	<p>-Use a variety of different brush sizes and tools.</p> <p>-Explore lightening and darkening paint (tints and tones) and mixing a range of secondary colours.</p> <p>-Make collections of colours – observe, sort, select, describe.</p> <p>-Paint on a variety of different papers and surfaces with a range of media.</p> <p>-Experiment with layering, mixing media and adding texture</p> <p>-Paint from experience, memory and imagination</p> <p>-Look at how artists use colour. Eg. Kandinsky, Klimt, Marc Klee, Hockney,</p> <p><b>Vocabulary: painting technique, colour, primary, secondary, tint, tone, shade, layer, texture, watercolour, acrylic, poster, wash, stroke.</b></p>	<p>-Experiment with different effects and textures including blocking in colour, washes, thickened paint, and creating textural effects.</p> <p>-Paint from direct observation of objects.</p> <p>-Mix paint to match objects (match colours and shades).</p> <p>-Use light and dark withing painting and show understanding of complimentary colour.</p> <p>-Mix tertiary colours</p> <p>-Look at working in the style of a selected artist</p> <p>-Begin to create mood and feeling in paintings.</p> <p><b>Vocabulary: colour scheme, spectrum, tint, shade, wash, texture, cold colours, warm colours, emotion, mood, contrast, compliment.</b></p>	<p>-Mix and match colours to create atmosphere and light effects.</p> <p>-Look at colours in the environment – mix colours, tints and shades.</p> <p>-Look at foreground, middle and background in artists work.</p> <p>-Talk about colours that portray feelings</p> <p>-Study an artist’s work – discuss shapes and colours to create images – the purpose of using them, talk about the background of the artist, the story behind the picture, the mood of the artist etc.</p> <p>-Use a range of techniques in their work and select appropriate techniques where necessary</p> <p>-Express mood and emotion through paintings.</p> <p>-Develop their own style of painting</p> <p><b>Vocabulary: colour scheme, spectrum, tint, tone, hue, shade, techniques, foreground, background.</b></p>			

<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Vocabulary: paint, colour, dark, light, mix, brush, cover.</b></p>			
<p><b>Responding to Art –</b> -Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><b>Responding to Art -</b> -Look at and talk about own work and that of other artists and the techniques they used.</p> <p>-Discuss how the artists have painted the picture – colours used, type of brush stroke, how the canvas has been filled</p> <p>– Describe similarities and differences, express thoughts and feelings and make links to own work.</p> <p>-Talk about the work of art - What can we see? What is happening in the picture? What are the people doing?</p> <p>-Express likes and dislikes.</p>	<p><b>Responding to Art -</b> -Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>-Discuss and review work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>-Look at and explore work from other cultures/times</p>	<p><b>Responding to Art –</b> -Identify artists who have worked in a similar way to their own work.</p> <p>-Compare the style of different styles and approaches</p> <p>-Discuss and review own and others work - reason for choices, use of visual elements and images created.</p> <p>-Express thoughts and feelings, explaining views.</p> <p>-Identify modifications/ changes and see how they can be developed further.</p>

**Component: Drawing**

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Use a variety of drawing tools (pencils, rubbers, crayon, pastels, felt tips, charcoal, chalk) to make marks; working towards using the correct grip.</p> <p>-Investigate different lines and how they enclose a shape.</p> <p>-Describe marks and lines</p> <p>-Begin to experiment with different lines</p> <p>-Use lines to create patterns</p> <p>-Observe and draw shapes from observations</p> <p>-Make and describe textures</p> <p>-Draw on different surfaces and colours of paper</p>	<p>-Use a variety of media and begin to select media for a particular and deliberate purpose.</p> <p>-Use different grades of pencil in their drawing</p> <p>-Draw on a range of different surfaces</p> <p>-Develop a range of tone using pencils, charcoals, chalks...</p> <p>-Use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>-Draw lines and shapes of different thicknesses</p> <p>-Investigate textures by describing, naming, rubbing, copying.</p>		<p>-Revisit tonal scale – introduce range of pencils B-6B.</p> <p>-Look at newspapers, photos, book illustrations e.g. Quentin Blake, Roald Dahl – find lightest and darkest parts of the pictures.</p> <p>-Use view finder to draw part of an illustration, matching the tones, and enlarge</p> <p>-Use tone to draw a range of grey and coloured objects – talk about shapes and shadows, and use of tone to depict colours.</p> <p>-Develop understanding of perspective in landscapes and how it may be split into foreground, middle ground and background by looking at artists' work.</p>		<p>-Apply tonal scale using a variety of media including inks.</p> <p>-Recap use of line to create texture</p> <p>-Use tone to create texture in drawings e.g. observation drawings of bones and skulls.</p> <p>-Use line to create folds and shapes of an object.</p> <p>-Look at how artists use line, shape and tone to represent movement e.g. Graham Bradshaw, William Morris, Hopper, Rembrandt</p> <p>-Apply understanding of line, tone, shape, proportion and perspective to their own drawings.</p>	

<p>-Represent own ideas, thoughts and feelings through drawing</p> <p><b>Development Matters</b></p> <p><u>3 and 4 year olds</u> PD</p> <p>-Use large muscle movements to make marks -Choose the right resources to carry out their own plan.</p> <p>EAD</p> <p>-Explore different materials freely, in order to 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. -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 and fear, etc.</p> <p><u>Reception</u> PD</p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>EAD</p> <p>-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>-Understand the difference between thick/thin, straight/curved/curled/ wavy lines and use these with purpose.</p> <p>-Build up pictures using lines.</p> <p>-Look at works of art from artists and illustrators.</p> <p><b>Vocabulary: sketch, shade, smudge, blend, observe, magnifying glass, texture, hatching, pattern, line, view finder.</b></p>	<p><b>Vocabulary: grades of pencil, scale, refine, alter, tone, form, expression.</b></p>	<p><b>Vocabulary: Consolidate all vocabulary previously taught.</b></p>
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<p><u>ELG</u> PD -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.</p> <p>EAD -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>Vocabulary: draw, thick, thin, light, dark, colour, line, shape, circle.</b></p>						
<p><u>Responding to Art –</u> -Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><u>Responding to Art -</u> -Look at and talk about own work and that of other artists and the techniques they used.  -Discuss how the artists have used line and tone to create shapes, overlapping shapes and textures – how have they used tone for effect?  -Describe similarities and differences, express thoughts and feelings and make links to own work.  -Talk about the work of art - express likes and dislikes.</p>	<p><u>Responding to Art -</u> -Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.  -Discuss and review work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.  -Look at and explore works of art and how the artist/illustrator uses tonal colours to create mood and effect.</p>	<p><u>Responding to Art –</u> -Identify artists who have worked in a similar way to their own work.  -Compare the style of different styles and approaches  -Discuss and review own and others work - reason for choices, use of visual elements and images created. Express thoughts and feelings, explaining views.  -Identify modifications/ changes and see how they can be developed further.</p>			
<b>Component: Printing</b>						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>-Teach how to print</p> <p>-Experiential printing using hands, feets, fingers etc.</p> <p>-Printing using natural resources, including vegetable printing.</p> <p>-Design and print randomly and repeating patterns</p> <p>-Create simple pictures by printing from objects</p> <p>-Explore marks and shapes</p> <p><b>Development Matters</b>  <u>3 and 4 year olds</u>  PD  -Choose the right resources to carry out their own plan.  EAD  -Explore different materials freely, in order to develop their ideas about how to use them and what to make.  -Develop their own ideas and decide which materials to use to express them</p> <p><u>Reception</u>  PD  Develop their small motor skills so they can use a range of tools competently, safely and confidently.</p> <p>EAD  -Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>ELG</u>  EAD  -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Vocabulary: print, rub, surface, pattern</b></p>	<p>-Explore printing with a range of hard and soft materials eg. cork, barrels, sponge etc</p> <p>-Explore patterns and prints on fabric and natural objects.</p> <p>-Recap using shapes and textures to make repeating patterns.</p> <p>-Use fabric and natural object as a stimulus to create a design to create printed patterns.</p> <p>-Introduce:</p> <ul style="list-style-type: none"> <li>• Mono print</li> <li>• Press print</li> <li>• Block print</li> </ul> <p>-Explore and experiment with printing by pressing, rolling, rubbing and stamping to create images, designs or patterns.</p> <p>-Look at work of artists and how printing has been used to create images, designs and patterns, e.g. Warhol, Escher</p> <p><b>Vocabulary: print, mono print, press print, block print, relief/impressed,</b></p>	<p>-Continue to explore mono printing and relief printing.</p> <p>-Demonstrate experience in 3 colour printing.</p> <p>-Experiment in combining prints taken from different objects</p> <p>- print on to different materials including fabric.</p> <p>-Use the environment as a stimulus to collect a variety of objects to recap the technique of rubbing and mark making to represent texture.</p> <p>-Explore textures and use as a stimulus to create a monoprint, including masking out parts and using 2 colours of ink.</p> <p>-Explore shapes in architecture – e.g. stained-glass windows and use to create block print.</p>	<p>-make observational drawings and use as a stimulus to create a design for a print.</p> <p>-make a detailed printing block experimenting with a range of materials to identify which materials make successful prints.</p> <p>-Use rubbings as a guide to how the final print may appear.</p> <p>-Print in a range of colours, over work colours and cut out sections.</p> <p>-Print on fabrics explore a range of textile printing e.g. block printing, screen printing, Japanese dyeing techniques and batik printing.</p> <p>-Develop their own style using tonal contrast and mixed media.</p>
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<p><u>Responding to Art –</u> -Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><u>Responding to Art -</u> -Look at and talk about own work and that of other artists and the techniques they used.</p> <p>-Discuss how the artists have used printing to create repeating, rotating and overlapping to create patterns and images.</p> <p>- Describe similarities and differences, express thoughts and feelings and make links to own work.</p> <p>-Talk about the work of art - express likes and dislikes. Explain how the piece of art makes them feel – link to emotions.</p>	<p><u>Responding to Art -</u> -Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques</p> <p>-Look at and explore works of art e.g. Angie Lewin (nature and landscape scenes) and how the artist uses printing and pattern to create layers in her work.</p> <p>-Discuss and review work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p><u>Responding to Art –</u> -Identify artists who have worked in a similar way to their own work e.g. William Morris.</p> <p>-Compare the different styles and approaches</p> <p>-Discuss and review own and others work - reason for choices, use of visual elements and images created.</p> <p>-Express thoughts and feelings, explaining views.</p> <p>-Identify modifications/ changes and see how they can be developed further.</p>
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**Component: 3D/Sculpture**

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Explore reclaimed materials (junk modelling) and card to stack and build.</p> <p>-Begin to cut, fold and explore using slots to join.</p> <p>-Explore shapes and sizes of boxes to build.</p> <p>-Join with a range of resources including glue and tape.</p> <p>- Explore clay/playdough by pulling, pinching, twisting, rolling, borrowing, pushing, prodding and poking.</p> <p>-Experiment with and make forms with a variety of materials i.e. playdough, clay, plasticine (sensory and experiential experiences).</p> <p>-Add pattern and texture to clay using the above techniques and through exploring use of tools.</p> <p><b>Development Matters</b> <u>3 and 4 year olds</u> EAD</p> <p>-Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>-Join different materials and explore different textures</p>	<p>-Experiment with ways of joining card, boxes and tubes together, including slotting, to create a sculpture and decorate with paint and collage materials.</p> <p>-Teach rolling paper to make it firm. Join paper rolls together - folding, twisting, taping, binding.</p> <p>-Use paper to create a construction/ sculpture. Discuss form and shapes.</p> <p>-Collect natural objects and explore ways of joining together – gluing, binding, taping.</p> <p>-Use soft wire (florists/pipe cleaners) to create shapes by twisting and bending.</p> <p>-Experiment with a variety of malleable media including clay, papier mache, salt dough, mod roc.</p> <p>-Shape and model materials for a purpose e.g. pot, tile form observation and imagination.</p> <p>-Make standing shapes using plasticine to join and support.</p> <p>-Make coil pots and decorate with marks, lines, patterns, texture.</p> <p>-Explore carving as a form of 3D art.</p>	<p>-Recap basic techniques for working with clay and changes (wet and dry</p> <p>-Introduce use of slip to join two pieces of clay together.</p> <p>-Introduce slabbing technique using wet and dry clay. Use slabbing technique to make standing shapes.</p> <p>-Plan, design and make models from observation or imagination e.g. observations of shells, rocks or pebbles.</p> <p>-Make clay shape, leave to dry and carve into it using tools safely. Think about form and texture.</p> <p>-Use papier mache to create a simple 3D object using wire or other easy to manipulate materials.</p> <p>-Look at sculptures e.g. by Mick Kirby Geddes. Use reclaimed materials and techniques taught previously to create a 3D form.</p> <p><b>Vocabulary: carving, surface, relief, texture, refine</b></p>	<p>-Use plaster of Paris and carve plaster to create imaginary forms.</p> <p>-Gain experience in modelling over an armature: newspaper frame for Modroc.</p> <p>-Explore Paper/Card engineering building on previously taught knowledge- manipulate card to create increasingly sophisticated sculptures</p> <p>-Create a model using knowledge of background, middle ground and foreground – using skills of paper engineering and mixed media to colour and decorate.</p> <p>-Revisit and extend their knowledge of modelling with clay in response to their drawing using more sophisticated techniques.</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>-Deepening knowledge of potters and ceramic artists</p>			

<p><u>Reception</u> PD -Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>EAD -Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>ELG</u> PD -Use a range of small tools</p> <p>EAD -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>Vocabulary: roll, knead, build. Stretch, pull</b></p>	<p><b>Vocabulary: sculpt, texture, construct, join, slip, form, malleable.</b></p>					
<p><u>Responding to Art</u> – -Look and talk about what they have produced, describing simple techniques and media used.</p> <p>-Talk about shapes, patterns and textures.</p>	<p><u>Responding to Art</u> - -Look at and talk about own work and that of other artists and the techniques they used. e.g. Andy Goldsworthy- how does he capture natural forms in a variety of sculpture? -Discuss how natural forms are represented through sculpture. -Express thoughts and feelings and make links to own work. -Express likes and dislikes</p>	<p><u>Responding to Art</u> - -Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. -Look at and explore works of art -Discuss and review work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. -Adapt their work according to their views.</p>	<p><u>Responding to Art</u> – -Identify artists who have worked in a similar way to their own work -compare different styles and approaches -discuss and review own and others work – reasons for choices, use of visual elements and images created. -Express thoughts and feelings, explaining views. -Identify modifications/changes and see how they can be developed further.</p>			
<b>Component: Collage /Textiles</b>						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>-Enjoy playing with and using a variety of textiles and fabric.</p> <p>-Use fabric to decorate artwork</p> <p>-Show experience in simple weaving: paper, twigs...</p> <p>-Show experience in fabric collage</p> <p>-Use appropriate language to describe colours, media, equipment and textures.</p> <p><b>Development Matters</b> 3 and 4 Year Olds <u>PD</u></p> <p>-Choose the right resources to carry out their own plan <u>EAD</u></p> <p>-Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Join different materials and explore different textures</p> <p><u>Reception</u> <u>EAD</u></p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>ELG</u> <u>EAD</u></p> <p>-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>-Begin to identify different forms of textiles.</p> <p>-Have experience in colouring textiles: printing, fabric crayons, dying etc.</p> <p>-Learn at least one type of stitch</p> <p>-Explain how to thread a needle and have a go.</p> <p>-Gain confidence in stitching two pieces of fabric</p> <p>-Have some experience of weaving and understand the process and some techniques</p> <p>-Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting...</p>	<p>-Show awareness and name a range of different fabrics.</p> <p>-Look at fabrics from different countries</p> <p>-Use a variety of techniques eg. printing, dying, weaving and stitching to create different textural effects.</p> <p>-Apply decoration using beads, buttons, feathers, sequins etc.</p> <p>-Explore basic stitch embroidery</p> <p>-Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting...</p> <p>-Create and use dyes</p> <p>-Use resist paste and batik</p>	<p>-Use a variety of techniques, e.g. printing, dying, weaving and stitching to create different textural effects.</p> <p>-Use a number of different stitches creatively to produce different patterns and textures.</p> <p>-Demonstrate experience in 3D weaving</p> <p>-Continue to gain experience in Batik – use more than one colour.</p> <p>-Demonstrate experience in combining techniques to produce an end piece eg. embroidery over tie dye.</p> <p>-Show awareness of the skills involved involved in aspects such as knitting and lace making.</p>
<p><u>Responding to Art</u> –</p> <p>-Look at and talk about what they have produced, describing simple techniques and media used. -Talk about lines, textures, patterns.</p>	<p><u>Responding to Art</u> -</p> <p>-Look at and talk about own work and that of other artists and the techniques they used. - Describe similarities and differences, express thoughts and feelings and make links to own work. -Express likes and dislikes.</p>	<p><u>Responding to Art</u> -</p> <p>-Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. -Discuss and review work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. -Adapt their work according to their views.</p>	<p><u>Responding to Art</u> –</p> <p>-Identify artists who have worked in a similar way to their own work. -Compare different styles and approaches -Discuss and review own and others work - reason for choices, use of visual elements and images created. -Express thoughts and feelings, explaining views. -Identify modifications/ changes and see how they can be developed further.</p>

