

Whole School Art Overview 2020-2021

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
EYFS Objectives ELG	<ul style="list-style-type: none"> • Exploring Media and Materials- to safely use a variety of materials, tools and techniques, experimenting with design, texture, form and function. • Being imaginative- to use what they have learned about media and materials in original way, thinking about uses and purposes. 					
EYFS skills EExAT	<ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately to create something new. • Select appropriate resources. • Adapts work when necessary to create and change a piece of art. 					
Reception	<p style="text-align: center;">Free flow provision Children have continuous access and support in drawing, painting and sculpture during free flow (daily)</p> <ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately to create something new. • Select appropriate resources. • Adapts work when necessary to create and change a piece of art. 	<p style="text-align: center;">Free flow provision Children have continuous access and support in drawing, painting and sculpture during free flow (daily)</p> <ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately to create something new. • Select appropriate resources. • Adapts work when necessary to create and change a piece of art. 	<p style="text-align: center;">Free flow provision Children have continuous access and support in drawing, painting and sculpture during free flow (daily)</p> <ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately to create something new. • Select appropriate resources. • Adapts work when necessary to create and change a piece of art. 			
KS1 NC Objectives	<ul style="list-style-type: none"> • 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 • to know 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 					
Year 1 Skills	<ul style="list-style-type: none"> • Use some of the ideas from an artist to create pieces • Respond to ideas • Explore different methods and materials • Describe the work of notable artists and designers • Use objects to create prints. • Press, roll, rub and stamp to make prints. • Mix primary colours to make secondary colours. • Add white to colours to make tints and black to make tones. • Use thick and thin brushes • Colour own work neatly, following the lines. • Use a combination of materials that can be cut, torn and glued. • Use techniques such as rolling, cutting, moulding and carving. • Join materials using glue • Use a combination of shapes 					

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Year 1	Drawing	Painting	Collage, printing and sculpture
	<ul style="list-style-type: none"> ❖ Use some of the ideas from an artist to create pieces ❖ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ❖ to use a range of materials creatively to design products ❖ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Use a combination of shapes • Colour own work neatly, following the lines. 	<ul style="list-style-type: none"> ❖ 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 ❖ to know 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 • Use some of the ideas from an artist to create pieces • Describe the work of notable artists and designers • Mix primary colours to make secondary colours. • Add white to colours to make tints and black to make tones. • Use thick and thin brushes 	<ul style="list-style-type: none"> ❖ 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 • Use objects to create prints. • Press, roll, rub and stamp to make prints. • Use a combination of materials that can be cut, torn and glued. • Use techniques such as rolling, cutting, moulding and carving. • Join materials using glue • Use a combination of shapes • Respond to ideas • Explore different methods and materials
Year 2 Skills	<ul style="list-style-type: none"> • Use some of the ideas from an artist to create pieces • Respond to ideas • Explore different methods and materials • Describe the work of notable artists and designers • Create colour wheels. • Mix materials to create texture. • Sort and arrange materials • Use repeating or overlapping shapes • Explore ideas and collect visual information. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Draw lines of different sizes and thickness. • Include lines and texture 		
Year 2	Drawing	Painting	Collage and Sculpture
	<ul style="list-style-type: none"> ❖ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ❖ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Use some of the ideas from an artist to create pieces • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different 	<ul style="list-style-type: none"> ❖ 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 use a range of materials creatively to design products

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	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Include lines and texture 	<p>practices and disciplines, and making links to their own work</p> <ul style="list-style-type: none"> • Create colour wheels. • Describe the work of notable artists and designers • Explore ideas and collect visual information. • Respond to ideas 	<ul style="list-style-type: none"> • Mix materials to create texture. • Sort and arrange materials • Use repeating or overlapping shapes • Use a wide range of tools to create different textures, lines, tones, colours and shapes • Explore different methods and materials
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
LKS2 NC Objectives	<ul style="list-style-type: none"> • 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] • learn about great artists, architects and designers in history. 					
Year 3 skills	<ul style="list-style-type: none"> • Collect information, sketches and resources • Adapt and refine ideas as they progress • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others • Develop ideas from starting points throughout the curriculum • Explore ideas in a variety of ways • Comment on artworks using visual language • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes) • Mix colours effectively. • Add materials to provide interesting detail. • Use hatching and cross hatching to show tone and texture. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 					
Year 3	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> ❖ Learn about great artists, architects and designers in history. ❖ to create sketch books to record their observations and use them to review and revisit ideas • Collect information, sketches and resources • Adapt and refine ideas as they progress 		<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> ❖ 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] • Mix colours effectively. 		<p style="text-align: center;">Sculpture and materials</p> <ul style="list-style-type: none"> ❖ 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 	

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	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others Sketch lightly (no need to use a rubber to correct mistakes) Comment on artworks using visual language Use different hardnesses of pencils to show line, tone and texture Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> ❖ Learn about great artists, architects and designers in history. • Annotate sketches to explain and elaborate ideas. • Develop ideas from starting points throughout the curriculum • Explore ideas in a variety of ways • Add materials to provide interesting detail.
Year 4 Skills	<ul style="list-style-type: none"> Use coiling, overlapping, tessellation, mosaic and montage. Include texture that conveys feelings, expression or movement. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. • Ensure work is precise Collect information, sketches and resources Adapt and refine ideas as they progress learn about great artists, architects and designers in history Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others 		
Year 4	Drawing	Painting	Sculpture and mosaic
	<ul style="list-style-type: none"> ❖ Learn about great artists, architects and designers in history. ❖ to create sketch books to record their observations and use them to review and revisit ideas • Collect information, sketches and resources • Adapt and refine ideas as they progress • learn about great artists, architects and designers in history • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others 	<ul style="list-style-type: none"> ❖ 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] • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. • Ensure work is precise 	<ul style="list-style-type: none"> ❖ 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] ❖ Learn about great artists, architects and designers in history. • Use coiling, overlapping, tessellation, mosaic and montage. Include texture that conveys feelings, expression or movement.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
UK2 NC Objectives	<ul style="list-style-type: none"> 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] Learn about great artists, architects and designers in history. 					

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Year 5 skills	<ul style="list-style-type: none"> • Build up layers of colours. • Combine visual and tactile qualities. • Sketch (lightly) before painting to combine line and colour. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use lines to represent movement. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Give details (including own sketches) about the style of some notable artists, artisans and designers.. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. 		
Year 5	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> ❖ 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] ❖ to create sketch books to record their observations and use them to review and revisit ideas • Sketch (lightly) before painting to combine line and colour. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> ❖ 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] • Build up layers of colours. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. 	<p style="text-align: center;">Sculpture and textiles</p> <ul style="list-style-type: none"> ❖ 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] ❖ Learn about great artists, architects and designers in history. • Combine visual and tactile qualities.
Year 6 Skills	<ul style="list-style-type: none"> • Develop a personal style of painting, drawing upon ideas from other artists. • Comment on artworks with a fluent grasp of visual language. • Create original pieces that show a range of influences and styles. • Show how the work of those studied was influential in both society and to other artists. • Use ceramic mosaic materials and techniques. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • Mix textures (rough and smooth, plain and patterned). • Show precision in techniques. 		
Year 6	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> ❖ Learn about great artists, architects and designers in history. 	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> ❖ to improve their mastery of art and design techniques, including drawing, painting and 	<p style="text-align: center;">Sculpture, mosaic and ceramics</p> <ul style="list-style-type: none"> ❖ to improve their mastery of art and design techniques, including drawing, painting and

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	<ul style="list-style-type: none"> ❖ to create sketch books to record their observations and use them to review and revisit ideas • Develop a personal style of painting, drawing upon ideas from other artists. • Comment on artworks with a fluent grasp of visual language. • Create original pieces that show a range of influences and styles. • Show precision in techniques 	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> ❖ to create sketch books to record their observations and use them to review and revisit ideas • Develop a personal style of painting, drawing upon ideas from other artists. • Create original pieces that show a range of influences and styles. • Show how the work of those studied was influential in both society and to other artists. 	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> ❖ Learn about great artists, architects and designers in history • Use ceramic mosaic materials and techniques. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • Mix textures (rough and smooth, plain and patterned).
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