

Curriculum overview for art and design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Rangoli Patterns - use glue to make pattern then stick rice onto the glue</p> <p>Junk Modelling - Linked to Room on the Broom</p> <p>Printing - using primary colours to print Pudsey's bandanna and Enormous Turnip and vegetable printing</p>	<p>Simple collages - collages on laminate with Year 6 then left collage facilities in environment</p> <p>Threading and painting - Creating pasta jewelry</p>	<p>Sculpture - ,Valentines Day, salt dough hearts etc</p> <p>Chinese New Year - possible collage</p>	<p>Simple Weaving</p> <p>Design - create your own superhero outfit</p>	<p>Natural and manmade objects - sorting objects into manmade or natural</p> <p>Science Week - Da Vinci</p>	<p>Use drawings to tell a story</p>
Reception	<p>Junk modelling - ways of joining, shape, form, adapting materials</p> <p>Playdough - how to mould, roll, pinch, twist, cut, stamp</p> <p>Painting - experimenting with colour and design, using simple tools and techniques competently and appropriately</p>	<p>Drawing - Look at drawing people, self and family</p>	<p>Collage and texture - using magazine, combining material and media</p> <p>Sculpture - salt dough, paint</p>	<p>Drawing - Look at drawing people, self and family</p> <p>Pattern and texture - make rice and pasta patterns and images</p>	<p>Printing - pattern, blocks, stamps, fruit and veg</p> <p>Collage - Small world/ pictures using outdoor materials to make pictures adding pen/pencil</p>	<p>Drawing - Look at drawing people, self and family</p>
Year 1	<p>Drawing - Self Portraits.</p> <p>Collage: Faces Picasso</p>	<p>Painting: Naming and mixing colour. Experimenting with thickness and brush stroke. Rainbows. Kandinsky and Hundertwasser</p>	<p>Textiles Paper weaving Forest School Natural weaving Wrapping and knotting yarns.</p>	<p>Printmaking: Explore print through the use of different materials.</p>	<p>Collage: Collage using natural materials and man made materials. Andy Goldsworthy and Richard Long</p>	<p>Sculpture: Explore Clay through story telling. Manipulating it into a character. Making impressions in it.</p>
Year 2	<p>Drawing-mark making using a range of pencils and charcoal. Use viewfinders on Van Gogh drawing to look</p>	<p>Textiles /Collage. Applique with felt. Use large eyed needles to make running stitches. Overlap and layer to</p>	<p>Printmaking. Use paper to make relief prints. (Link to shoe adverts in English)</p>	<p>Painting. Investigate paintbrushes and making different brush strokes. Colour mixing. Make a</p>	<p>Sculpture- Clay manipulation and formation of shape in clay.</p>	<p>Pattern and form/ 3D form kite making.(Possible link to Neasdon Temple visit)</p>

	closer at lines used. Draw still life of shells.	create effects. (Link: Plants) Use patterns from nature. Matisse		range of tones of one colour. Plant painting in the style of Georgia O Keeffe .	Pattern/ texture: (Link: Neasdon Temple)	Natural and man made patterns.
Year 3	Drawing: Initial sketches as a preparation for paintings: Accurate drawings of people - particularly faces. (Link: Carribean) Painting: Apply colour using techniques: dotting, scratching, splashing. Van Gogh Chris Ofili	Cave painting: Making natural colours. (Link: History: Stone Age) Printmaking: Create monoprints using rollers and printing ink.	Form: Using cardboard, card and cellophane to create puppet. (Link: Light in Science) Sculpture: Create paper bowls inspired by an artist. Brigit Riley/ Mondrian	Drawing: Discuss use of shadows, use light and dark using oil pastel or Chalk. (Link: Light in Science)	Painting: Colour mixing: Gradients of colour. Paper Weaving: using painting outcomes. Rothko and Richard Lohse	Texture: Textiles: Embellished tie dye or dip dye. Use smaller eyed needles and finer threads. Explore different stitches. Collage: Paul Klee/ Victor Vassarely Inspiration for own work. Review colour mixing.
Year 4	Drawing: Quick figure drawing with charcoal. Sculpture: Clay figures: Henry Moore Learn how to make coil pots.	Textiles: Join using stitching. Make a decorative object to hang. Applique different materials together.	Drawing: Make computer generated drawings. Hockney Painting: Create pattern and texture for purpose: looking at aerial photos create an image of the landscape using paint and oil pastels on different surfaces.	Drawing: Start learning about scale and proportion. Still of everyday objects.	Drawing: buildings using a variety of drawing materials then choosing the most appropriate.	Collage of buildings Using their drawings of buildings from Summer 1. Collage: Rubbings Printmaking: Create collographs/ monographs.
Year 5	Colour: Pastels Learn tint tone shades mood Use chalk pastels. Peter Thrope (Link: Science Space)	Drawing: perspective. Learn simple understanding of how a perspective drawing is created.	Painting: Developing painting techniques in particular looking at texture, tone, and tint. Understand the use of colour in artists work, e.g Derrain/Matisse .	Textiles: Experimenting with Deconstructing and construction of fabric. Explore the intentions of an artist, compare ideas and methods in their own work and others. Andy Warhol:	Printmaking: create a block print from a drawing starting point.. Explore layering colour. Creating a pattern from the tiled prints.	Drawing: Accurate drawing of people: Collage: paper figures. Matisse . 3D work: Wire figures to include either paper mache or winding wool. Giacometti

Year 6	Drawing: Creating tone through shading, pattern and texture in line. Combining to draw landscape or still life. George Braque	Collage: Gustav Klimt	Painting: Acrylic Develop an understanding of line, texture and tone in paintings. Also how mood is created by artist. Patrick Caulfield/lichtenstein/Picasso.	Textiles: Batik Antonio Gaudi	Printmaking: create a block print. Explore layering to create unique prints.	Sculpture: Paper masks inspired by masks from around the world.
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Progression of Skills for Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Artists
Drawing (Pencil, charcoal, pastel, ICT software)	<ul style="list-style-type: none"> Begin to use a variety of drawing tools. Use drawings to tell a story and investigate different lines. Explore different textures. Encourage accurate drawings of people. 	<ul style="list-style-type: none"> Extend the variety of drawing tools. Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> Experiment with tools and surfaces. Experiment with the potential of various pencils Draw as a way of recording experiences and feelings Sketch to make quick records 	<ul style="list-style-type: none"> Discuss use of shadows, use light and dark. Make close observations. Draw both positive and negative shapes. Initial sketches as a preparation for paintings Accurate drawings of people - particularly faces. 	<ul style="list-style-type: none"> Identify and draw the effect of light. Start learning about scale and proportion. Make accurate drawings of whole people in proportion and placement. Work on a variety of scale. Make computer generated drawings. (Artist: Hockney) 	<ul style="list-style-type: none"> Explore the effect of light on different objects and people. Interpret texture of a surface. Produce increasingly accurate drawings of people. Learn about perspective. 	<ul style="list-style-type: none"> Explore the effect of light on different objects and people. Interpret texture of a surface. Produce increasingly accurate drawings of people. Learn about perspective. 	Leonardo Da Vinci, Vincent Van Gogh, Poonac,
Painting: Colour (Painting, ink, dye, textiles, pencil, crayon, pastels)	<ul style="list-style-type: none"> Experiment with and use primary colours. Naming primary colours Experiment with mixing colours Learn names of different tools that bring colour. Use a range of tools that bring coloured marks on paper. 	<ul style="list-style-type: none"> Name all the colours. Mixing colours Find collections of colour. Apply colour with a range of tools. 	<ul style="list-style-type: none"> Begin to describe colour. Make a range of tones of one colour (using white) Darken colours without using black. Apply colour with a range of tools. 	<ul style="list-style-type: none"> Colour mixing Make colour wheels. Making different hues. Introduce different brushes. Apply colour using techniques: dotting, scratching, splashing. 	<ul style="list-style-type: none"> Colour mixing and matching; tint, tone, shade. Observe colour. Use colour to reflect mood. 	<ul style="list-style-type: none"> Learn about, hue, tint, tone, and shades. Explore the use of texture in colour. Why colours are used: colour for purposes. 	<ul style="list-style-type: none"> Learn about hue, tint, tone, shades and mood. Explore the use of texture in colour. Why colours are used: colour for purposes. Use of colour to express feelings. 	Pollock, Monet, Chagall, Ben Moseley, Picasso, Van Gogh, Turner.

<p>Textiles: Texture Other: clay, sand, plaster, stone</p> <ul style="list-style-type: none"> • Handle, feeling, manipulating materials. • Sensory experiences • Simple collages • Simple weaving (e.g fence, stick) 	<ul style="list-style-type: none"> • Weaving • Collage • Sort according to different qualities • Learn how textiles create things. 	<ul style="list-style-type: none"> • Overlap and layer to create effects • Use large eyed needles - running stitches. • Simple applique work. 	<ul style="list-style-type: none"> • Use smaller eyed needles and finer threads. • Explore different stitches. • Tie dye, batik • Cardboard weaving?? 	<ul style="list-style-type: none"> • Use a variety of different stitches. • Observe design and textile art • Compare different fabrics. 	<ul style="list-style-type: none"> • Look at artists using textiles. • Select and use different materials • Embellish work • Fabric making? Felt?? • 	<ul style="list-style-type: none"> • Look at artists using textiles. • Select and use different materials • Embellish work • Work collaboratively on a larger scale. 	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</p>	
	<p>• EYFS</p>	<p>• Year 1</p>	<p>• Year 2</p>	<p>• Year 3</p>	<p>• Year 4</p>	<p>• Year 5</p>	<p>• Year 6</p>	<p>• Artists</p>
<p>3D Form (clay, dough, wire, paper sculpture, boxes, mod roc)</p> <ul style="list-style-type: none"> • Handling, feeling enjoy manipulating material. • Constructing • Building and destroying. • Shape and model 	<ul style="list-style-type: none"> • Construct • Use materials to make own objects for purpose. • Pinch and roll modelling media. • Make simple joins. 	<ul style="list-style-type: none"> • Awareness of natural and man made forms. • Express personal experiences and ideas to shape and form from direct observation. (malleable and rigid materials) • Look at work of sculptors 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Compare and contrast methods of construction. 	<ul style="list-style-type: none"> • Plan and develop ideas. • Discuss own work and those of other sculptors • Analysis and interpret natural and manmade forms of construction. 	<ul style="list-style-type: none"> • Plan and develop ideas. • Shape, form, model and join. • Use observation or imagination • Know properties of different materials • Discuss and evaluate own and others work. 	<ul style="list-style-type: none"> • Plan and develop ideas. • Shape, form, model and join. • Use observation or imagination • Know properties of different materials • Discuss and evaluate own and others work. 	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy, Calder, Rachel Ducker</p>	
<p>Printing: Colour and Texture. (Found materials, fruit/veg, blocks, press print, string, polystyrene)</p> <ul style="list-style-type: none"> • Rubbings • Print with a variety of objects • Print with block colours 	<ul style="list-style-type: none"> • Create patterns • Print with a range of objects 	<ul style="list-style-type: none"> • Develop impressed images and or collographs • Relief printing • Identify different forms that printing takes. 	<ul style="list-style-type: none"> • Relief and impressed printing • Recording • Textures/patterns • Monoprinting • Overlapping colour in prints. 	<ul style="list-style-type: none"> • Interpret environmental pattern and manmade patterns • Modify and adapt prints. 	<ul style="list-style-type: none"> • Combine prints • Design prints • Discuss and evaluate work. 	<ul style="list-style-type: none"> • Combine prints • Design prints • Discuss and evaluate work. 	<p>Picasso, Andy Warhol, Dan Mather</p>	
<p>Collage: Texture</p> <ul style="list-style-type: none"> • Explore arranging different shapes, colours using natural and manmade materials. 	<ul style="list-style-type: none"> • Collage using manmade and natural materials. 	<ul style="list-style-type: none"> • Use collage to communicate ideas around line, shape and colour. • Work on large scale with others. 	<ul style="list-style-type: none"> • Explore relationships between line colour, shape and space. • How they can be organised and combined to a 	<ul style="list-style-type: none"> • Respond to artists work. • Use artists methods to inform their own ideas, • Comment on their work 	<ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use artists methods to inform their own ideas, • Comment on 	<ul style="list-style-type: none"> • Collect ideas from first and second hand sources. • Comment and analyse artists work. • Use similar 	<p>Gustav Klimt, Pablo Picasso, Paul Klee, Victor Vasarely.</p>	

				piece of work.		their work and improve it.	processes in their own work.	
Pattern (paint, pencil, textiles, clay, printing)	Repeating pattern Simple symmetry	Awareness and discussion Repeating pattern Simple symmetry	Discuss and experiment Regular and irregular patterns Natural and manmade patterns	Pattern the environment Design using ict symmetry	Create pattern for purpose	Create pattern for purpose and express person	Create pattern for purpose and express a personal view about it	Joan miro, bridgit riley escher paul klee