

Art Overview - EYFS				
Term and topic	NC aims	Birth to 5 Matters Statements Skill development	Ideas	Rationale
Autumn Magic, Marvellous Me Space	<p>Expressive Arts and design (Exploring and Using Media and Materials)</p> <p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Evaluating and developing work</p>	<p>Range 1-2 • <i>Experiments</i> with a range of media - tools, materials, sound and whole-body movement -- through multi-sensory exploration</p> <p>Range 3 • <i>Continues to explore and experiment</i> with an increasing range of media and movement through multi-sensory exploration and expression • Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>Range 4 • <i>Experiments</i> with ways to enclose a space, create shapes and represent actions, sounds and objects • Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Range 5 • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose</p> <p>Range 6 • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries</p>	<p>Free Painting. Portrait painting Decorate face templates using oil pastels. Finger painting of Autumn trees. Creating shades of brown paint. Number collage. Colour mixing investigation. Observational drawing of Autumnal finds. Collage of harvest produce. Use Autumnal finds to create pictures. Also work on a large scale Firework pictures using neon paint & rolling and blowing. Winter theme pictures</p> <p>Artist study - Picasso (self-portraits) Skills - colour mixing, cutting, colouring, joining, sticking</p> <p>Artist study - Van Gogh (Starry Night) Space rocket junk modelling Jackson Pollark inspired firework pictures Remembrance poppies Make firework biscuits</p>	<p>Art in EYFS is based on <i>exploration and experimentation</i>.</p> <p>Expressive arts and design involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art. Cross-curricular links are made to really bring the expressive nature of this subject to life.</p> <p>Exploring and using media and materials: children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: 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> <p>Children in the Early Years are encouraged to explore and use a range of media and materials whilst also developing their creativity, imagination and critical thinking.</p> <p>Rationale specific to skill development.</p> <p style="text-align: center;">Drawing</p>

<p>Spring</p> <p>Fairytales</p> <p>Farms, Farmer Duck</p>	<p>Expressive Arts and design (Exploring and Using Media and Materials)</p> <p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Evaluating and developing work</p> <p>Range of artists</p>	<p>and develop their thinking</p> <p>Statutory ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - Make use of props and materials when role playing characters in narratives and stories. <p>Birth to 5 Matters Statements</p>	<p>Painting from the holidays. Portraits of Fairy Tale characters Goodie and Baddies. Collage picture of fairy tale character. Collage, painting and drawing based round the Farmer Duck story. Monet flower paintings - poppy fields. Free collages and painting. Observational drawing. Make picture collage of farm using pasta and other grains. Easter cards.</p> <p>Artist Study - Mondrian Design and make a boat that floats Making bread</p> <p>Artist Study - Kandinsky Make chocolate Easter nests</p>	<p>They are beginning to experiment with line and form in drawing/sketching which will move them on to experimenting with different lines and thickness of lines in Yr 1.</p> <p style="text-align: center;">Colour</p> <p>They are experimenting with different primary colours and learning the names of some artistic tools. This is to prepare them for Year 1 where they will be learning more about primary/secondary colours.</p> <p style="text-align: center;">Texture</p> <p>They are handling, manipulating and enjoying/exploring using different materials.</p> <p style="text-align: center;">Form</p> <p>They are experimenting, building and destroying. This will allow them to construct, add detail/carving in Year 1.</p> <p style="text-align: center;">Printing</p> <p>They are printing with a variety of objects in an explorative way.</p> <p style="text-align: center;">Pattern</p> <p>They are observing patterns and making their own patterns, beginning to look at irregular patterns and symmetry on paper. They will move on to discussing and repeating patterns in Year 1.</p> <p>Rationale behind content and focus-</p>
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<p>Summer</p> <p>Going Wild</p> <p>Mad about minibeasts</p>	<p>Expressive Arts and design (Exploring and Using Media and Materials)</p> <p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Evaluating and developing work</p> <p>Range of Artists</p>		<p>Create jungles and jungle display in classroom.</p> <p>Jungle collage pictures</p> <p>Collage using shades of colour.</p> <p>Weaving. Camouflage animals</p> <p>Observational drawings. Clay wild animals.</p> <p>Painting insects, grass, flowers etc for 'Through the grass' display. Observational drawings. Painting and collage - starting with a natural object. Individual collage in style of Matisse. Outside photographs.</p> <p>Artist Study - Seurat Create camouflage patterns</p> <p>Artist Study - Yvonne Coomber Exploring clay Andy Goldsworthy inspired art in nature</p>	<p>Children are exposed to influential work from an early age.</p> <p>This is built on each year as children advance through the year groups. Experimentation of colours and how these bring about moods/feelings in pictures are discussed and replicated. Children associate different colours with different times of year - autumnal colours.</p> <p>This will prepare them for their learning in Year 1- looking at line form and thickness of lines in their art work. The work of Seurat/Coomber/Goldsworthy will have the children prepared for colour mixing later in Yr1 and 2 - to get the desired effects. Exposing children to different types of paint.</p>
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Term and topic	NC aims	Skills	Ideas	Rationale
<p>Autumn</p> <p>Once Upon a Time</p>	<p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Experimenting with different materials - different shapes/bases to create different effects int their work.</p> <p>Explore and create patterns and textures with an extended range of found materials.</p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Range of artists <i>Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> • know how to cut, roll and coil materials • to use painting and sculpture to develop and share their ideas • know how to show how people feel in paintings and drawings. • know how to use pencils to create lines of different thickness in drawings. • develop artistic/visual vocabulary when talking about own work and that of others. • know how to create moods in art work • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print 	<p>Linked with class text- Enormous Turnip - create a 3d model of a turnip.</p> <p>Still-life focus. Creation of mood through colour and shadows. Discuss and build on vocabulary used to compare and contrast.</p> <p>Developing techniques- Line and form, shadows, patterns are explored. Sketching.</p> <p>Paul Cezanne French still life artist. Giving opinions about the colours chosen and mixed. Style of work.</p>	<p><i>Rationale specific to skill development.</i></p> <p><i>Drawing</i> Chn are experimenting with line and thickness so they can begin to experiment with different pencil grades in Yr 2.</p> <p><i>Colour</i> Chn have experimented with colour/primary/mixing colours in Reception - now they are building on the names of primary and secondary colours. This will prepare them for the mixing of different colours in Year 2.</p> <p><i>Texture</i> In Reception, chn have had experience of handling, manipulating and enjoying using different materials. Now they are moving on to cutting, rolling and coiling different materials.</p> <p><i>Form</i> Adding more defined detail - carving different materials - building on experimentation with different materials in EYFS.</p> <p><i>Printing</i> Printing of different images on paper - they will move onto different forms of printing later on.</p>

		<ul style="list-style-type: none"> describe what can be seen and give an opinion about the work of an artist ask questions about a piece of art 		<p style="text-align: center;">Pattern</p> <p>Discussing and repeating patterns focus in Year 1.</p> <p>Rationale specific to content.</p>
<p>Spring</p> <p>Dinosaurs</p>	<p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Range of artists <i>Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> know how to cut, roll and coil materials to use painting and sculpture to develop and share their ideas know how to show how people feel in paintings and drawings. know how to use pencils to create lines of different thickness in drawings. develop artistic/visual vocabulary when talking about own work and that of others. know how to create moods in art work 	<p>Using clay to create a dinosaur. Developing techniques with using clay- cutting, rolling and coil.</p> <p>Sketching and sculpturing their dinosaur. Using pencils to create lines of thickness and shadow. Discuss and build on vocabulary used to compare and contrast.</p> <p>Using sketch of dinosaur to create a painting - mixing of colours</p> <p>William Stout- an American fantasy artist and illustrator</p>	<p>In Year 1, children are continuing to build on their knowledge and exposure to famous artists and their work. They are becoming aware how moods are created in paintings - choice of colour for effect - Paul Cezanne work - how to develop shades and shadows in painting.</p> <p>Mood creation whether through choice of colour or types of paint/pastels used in a developing theme throughout the school. Later in KS2 children will be confident or have mastered - what choices an artist makes for what effect - allowing chn to make their own judgements.</p> <p>Moving on to self-portraits in summer. With focus on facial expressions and how people feel in paintings. Again, chn are building on their opinions of expressions/introducing them to proportion and how this affects how someone may interpret the feelings/expressions - sad or happy. Building blocks for KS2. Look at the Mona Lisa for inspiration. Then moving on to sketches of a famous monarch. In Year 2, they look into the</p>

		<ul style="list-style-type: none"> • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print <ul style="list-style-type: none"> • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art 	with a specialization in paleontological art.	style and approach of different artists in greater detail.
<p>Summer</p> <p>Kings and Queens</p>	<p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>	<ul style="list-style-type: none"> • know how to cut, roll and coil materials • to use painting and sculpture to develop and share their ideas <ul style="list-style-type: none"> • know how to show how people feel in paintings and drawings. • know how to use pencils to create lines of different thickness in drawings. • develop artistic/visual vocabulary when talking about own work and that of 	<p>Make a royal crockery plate/china cup? Developing techniques with using clay- cutting, rolling and coil.</p> <p>Self Portrait-sketching/pastel focus - Kings and Queens of the past. How to show how people feel in paintings.</p> <p>Use the Mona Lisa as an inspiration? Discuss and build on vocabulary used to compare and contrast.</p>	

	<p>Range of artists <i>Study a range of artists, craft makers and designers</i></p>	<p>others.</p> <ul style="list-style-type: none"> • know how to create moods in art work • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print <ul style="list-style-type: none"> • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art 	<p>Portrait sketching focus Famous kings and queens of the past Spatial awareness in the portrait.</p> <p>Nicky Philipps - Portrait Painter to the Royals.</p>	
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Art Overview - Year 2				
Term and topic	NC aims	Skills	Ideas	Rationale
Autumn Superheroes	Using materials <i>use a range of materials creatively to design and make products</i>	<ul style="list-style-type: none"> • know how to create a printed piece of art by pressing, rolling, rubbing and stamping • know how to use clay and make something 	<p>Make their own superhero. Sketching and adapting - making changes where they can.</p> <p>Using different grades of pencil. Using a viewfinder to focus on a specific element before sketching.</p> <p>Now, using sketching of superheroes as a stepping-stone for creating a 3d</p>	<p><i>Rationale specific to skill development.</i></p> <p>Drawing- chn are choosing and experimenting with different grades of pencil - they have experimented with thickness of lines in Year 1.</p> <p>Colour- building on their previous knowledge of primary and secondary colours in Year 1. Chn are now introduced</p>

	<p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Range of artists <i>Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> • know how to use different effects within an IT paint package • choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it • know how to mix paint to create all the secondary colours • know how to create brown with paint • know how to create tints with 	<p>model in clay. Moulding and joining parts together.</p> <p>Artist focus- Jack Kirby - American comic book artist - Marvel</p>	<p>to mixing different colours to create different shades/creating tints.</p> <p>Form- chn have been exposed to experimentation/building/construction of different forms - now children need to be introduced to connecting or manipulating different forms- IT superhero.</p> <p>Rationale specific to content.</p> <p>In Year 2, children are now becoming more confident in discussing their work and the work of other children. They should now be able to discuss vaguely what techniques an artist has used to get the effect in their work - artists with different styles - comic style sketching - Marvel Comics illustrators. Jack Kirby.</p> <p>They should be able to attempt to replicate a famous art piece of an artist. This will be further developed in YR3 + 4, mastered in YR5+6. This will give the children the foundation they need to further their language and discussion of different techniques and artists' work in LKS2.</p>
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		<p>paint by adding white and know how to create tones with paint by adding black</p> <ul style="list-style-type: none"> • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist 		<p>In year 2, children are continuing to build on their knowledge and exposure to famous artists and their work.</p> <p>Mood creation whether through choice of colour or types of paint/pastels used is a developing theme throughout the school. Later in KS2 children will be confident or have mastered what choices an artist makes for what effect - <i>allowing chn to make their own judgements</i>. They have been introduced to mood/expressions/feelings created from paintings and sketches in Year 1. These will be further developed in KS2.</p> <p>Now they looking into why artists have chosen certain colour, pattern and shapes for effect - superhero sketching - motion in sketching- again all elements that are stepping stones for KS2 artwork.</p>
<p>Spring</p> <p>All Around the World</p>	<p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p>	<ul style="list-style-type: none"> • know how to create a printed piece of art by pressing, rolling, rubbing and stamping • know how to make a clay pot and know how to join two clay finger pots together • know how to use different effects within an IT paint package 	<p>Jackson Pollock</p>	

	<p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Range of artists <i>Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> • choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it • • know how to mix paint to create all the secondary colours • know how to create brown with paint • know how to create tints with paint by adding white and know how to create tones with paint by adding black • suggest how artists have used colour, pattern and shape • know how to create a piece of 	<p>Piet Mondarian</p> <p>Sketching- experimenting with line and form. Achieving shadows in their work by toning and shading- grades of pencil.</p> <p>Chn are using charcoal or pastel or paint - allowing chn the independence in making that decision. Chn are mixing paint to create individualised secondary colours. Chn create tones with different paints by adding black.</p>	
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		art in response to the work of another artist	
Summer Cracking Contraptions	<p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Range of artists <i>Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> • know how to create a printed piece of art by pressing, rolling, rubbing and stamping • know how to make a clay pot and know how to join two clay finger pots together • know how to use different effects within an IT paint package • choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it 	<p>Wallace and Gromit focus? Creation of print style animation. Using different effects within an IT paint package.</p> <p>Create Wallace and Gromit clay/ plasticine model.</p> <p>Andy Warhol - Recreation of an Andy Warhol famous piece - use print form? Bernard Granger?</p>

		<ul style="list-style-type: none">•• know how to mix paint to create all the secondary colours• know how to create brown with paint• know how to create tints with paint by adding white and know how to create tones with paint by adding black • suggest how artists have used colour, pattern and shape• know how to create a piece of art in response to the work of another artist		

Art Overview - Year 3

Term and topic	NC aims	Skills	Ideas	Rationale
<p>Autumn</p> <p>Ancient Egyptians</p>	<p>Using sketchbooks create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing, painting and sculpture <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>	<ul style="list-style-type: none"> • know how to use sketches to produce a final piece of art • know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others • know how to show facial expressions in art. • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting • describe what can be seen and give an opinion about the work of an artist 	<p>Ancient Egyptian artwork Sketching-Rosetta stonework- sketching detail. Making own Papyrus- sketching- line and form. Experimenting with paper surface to aid creases and grooves for effect. Not just white paper background. Discuss and build on vocabulary used to compare and contrast. Christmas tree - ornament display. Drawing, painting, sculpture- studying images on ancient stonework.</p> <ul style="list-style-type: none"> • know how to create a background using a wash <p>Making own Papyrus- sketching- line and form. Creating different effects. Experimenting with paper surface to aid creases and grooves for effect. Not</p>	<p><i>Rationale specific to skill development.</i></p> <p>Chn are using their sketchbooks to review their previous work and to revisit certain skills they want to improve. This builds on the independent nature of art - preparing them for UPKS2 - always improving and changing and readapting sketches.</p> <p>Drawing- chn can independently use their sketchbooks to practise different line and forms - sketches. They should now be able to show facial expressions in self-portraits with somewhat accurate proportion. Using their pencil to gain greater detail - shading and toning.</p>

	<p>Study of great artists <i>great artists, architects and designers in history</i></p>	<ul style="list-style-type: none"> ask questions about a piece of art know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods 	<p>just white paper background - Creating a background using a wash? Study of great artists- recognising where art is from different cultures/periods.</p>	<p>Colour- focus in LKS2 is brushwork with primary and secondary colours- how to gain different effects with a brush stroke.</p> <p>Texture- chn are experimenting with different materials - know how some materials affect how the paint is applied to the surface.</p> <p>Printing- know how to use digital images - building on their previous knowledge from Yr 2.</p> <p>Pattern- how can chn describe what can be seen - building on the vocabulary from KS1. Pattern - brushstrokes.</p> <p>Rationale specific to content and artist focus-</p> <p>Children have been exposed to mood, expression in art, tones that bring warm tones/happy feelings and colder/blue tones in KS1.</p>
<p>Spring</p> <p>James and the Giant Peach</p>	<p>Using sketchbooks create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing, painting and sculpture <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Use colour, pattern, line, form, space and shape</p>	<ul style="list-style-type: none"> know how to use sketches to produce a final piece of art know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others know how to show facial expressions in art. know how to use different grades of pencil to shade and to show different tones and textures know how to create a background using a wash know how to use a range of brushes to create different effects in painting 	<p>Sketching- Still life/ pencil version and pastel/watercolours. Discuss and build on vocabulary used to compare and contrast Drawing, painting, sculpture- World in miniature design L1 & make on Dad's Day. Still life/ pencil version and pastel. Study of great artists- Illustration/book covers 3 weeks Quentin Blake re-creating James and Giant Peach book cover. Gaudi- mosaic</p>	<p>Pattern- how can chn describe what can be seen - building on the vocabulary from KS1. Pattern - brushstrokes.</p> <p>Rationale specific to content and artist focus-</p> <p>Children have been exposed to mood, expression in art, tones that bring warm tones/happy feelings and colder/blue tones in KS1.</p>

	<p><i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Study of great artists <i>great artists, architects and designers in history</i></p>	<ul style="list-style-type: none"> describe what can be seen and give an opinion about the work of an artist ask questions about a piece of art know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods 		<p>Mood creation whether through choice of colour or types of paint/pastels used is a developing theme throughout the school. Later in KS2 children will be confident or have mastered what choices an artist makes for what effect - <i>allowing chn to make their own judgements.</i></p> <p>They have looked at Mona Lisa in Yr 1 - looking at how mood in interpreted in art - they are now beginning to show mood in their own work. Why colours have been chosen for this effect? Looking at ancient artwork of Egyptian period - making connections- comparisons between different artwork of different periods of time.</p>
<p>Summer</p> <p>The Tudors</p>	<p>Using sketchbooks create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing, painting and sculpture <i>improve their mastery of art and design techniques, including drawing, painting</i></p>	<ul style="list-style-type: none"> know how to use sketches to produce a final piece of art know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others 	<p>Drawing, painting, sculpture -Portrait Painting Sketching, line and form, creating shadows and moods through pencil work. Discuss and build on vocabulary used to compare and contrast. Drawing, painting, sculpture Still life - portrait sketches</p>	<p>Chn have been exposed to expressions and moods created in KS1. Now they are studying in more detail and trying to replicate this in their own finished piece. Can they create a background in their portraits?</p>

	<p><i>and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Use colour, pattern, line, form, space and shape develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Study of great artists <i>great artists, architects and designers in history</i></p>	<ul style="list-style-type: none"> • know how to show facial expressions in art. • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting <ul style="list-style-type: none"> • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art <ul style="list-style-type: none"> • know how to identify the techniques used by different artists • know how to compare the work of different artists • recognise when art is from different cultures • recognise when art is from different historical periods 	<p>Sketching, drawing, painting - perspective focus- facial expressions. Looking in tones and textures for effect.</p> <p>Study of great artists- A look into work of Hans Holbien</p> <ul style="list-style-type: none"> • know how to identify the techniques used by different artists • know how to compare the work of different artists 	
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Art Overview - Year 4				
Term and topic	NC aims	Skills	Ideas	Rationale
Autumn Stone Age	<p>Using sketchbooks create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing, painting and sculpture <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern,</i></p>	<ul style="list-style-type: none"> • know how to integrate digital images into artwork. • Use sketchbooks to help create facial expressions • use sketchbooks to experiment with different texture • use photographs to help create reflections • know how to show facial expressions and body language in sketches and paintings • know how to use marks and lines to show texture in art. • Know how to replicate famous artists' styles with use of different types of paint - application of paint - watercolours... • know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections • know how to print onto different materials using at least four colours. • know how to sculpt clay and other mouldable materials. 	<p>A look into prehistoric art.</p> <ul style="list-style-type: none"> • use photographs to help create reflections. • Discuss and build on vocabulary used to compare and contrast. • old cave paintings. 	<p><i>Rationale specific to skill development.</i></p> <p>Drawing- chn are using their sketchbooks to get proportion of facial awareness - they have been introduced in Yr 3 to proportion - now to use sketchbooks to perfect this. So chn can confidently move into perspective in UKS2..</p> <p>Colour- chn are using different types of paint to gain different effects and associating with famous artists' styles - watercolours - Turner.</p> <p>Texture- they are handling, manipulating and enjoying using different materials.</p> <p>Form - chn are experimenting with sculpture form - how to sculpt.</p> <p>Chn are building on their vocabulary as they move through the year groups.</p>

	<p><i>texture, line, shape, form and space</i></p> <p>Study of great artists <i>great artists, architects and designers in history</i></p>	<ul style="list-style-type: none"> • experiment with the styles used by other artists. • explain some of the features of art from historical periods. • know how different artists developed their specific techniques 		<p>Looking at mosaics from Roman era - what makes these so famous? Make links with arts and crafts - the skill involved in making these artistic creations.</p> <p>Looking at patterns - recreating individualised patterns - in Yr 5 - they will be building on this skill.</p> <p>Rationale specific to content. <i>Building on their understanding of features of art from different historical periods - making connections between Egyptian/Roman/Tudor style artists. Building on previous coverage of work in Y3.</i></p>
<p>Spring</p> <p>What a Wonderful World</p>	<p>Using sketchbooks create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing, painting and sculpture <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	<ul style="list-style-type: none"> • know how to cut, roll and coil materials • to use painting and sculpture to develop and share their ideas • know how to show how people feel in paintings and drawings. • know how to use pencils to create lines of different thickness in drawings. • develop artistic/visual vocabulary when talking about own work and that of others. 	<p>Landscape sketching - Turner focus. Experimenting with different texture.</p> <p>Discuss and build on vocabulary used to compare and contrast. Watercolour focus. Know the romantic tones of Turner landscapes - use of colour to create different moods.</p>	<p>Mood creation whether through choice of colour or types of paint/pastels used is a developing theme throughout the school. Children will be confident or have mastered what choices an artist makes for what effect - <i>allowing children to make their own judgements.</i></p> <p><i>Developing understanding of mood creation across still-life and self-portraits - choice of colour.. Turner- and his atmospheric tones - what colour choices create this mood/atmosphere?</i></p>

	<p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Study of great artists <i>great artists, architects and designers in history</i></p>	<ul style="list-style-type: none"> • know how to create moods in art work • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print <ul style="list-style-type: none"> • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art 		
<p>Summer</p>	<p>Using sketchbooks create sketch books to record their observations and use them to review and revisit ideas</p>	<ul style="list-style-type: none"> • know how to cut, roll and coil materials • to use painting and sculpture to develop and share their ideas <ul style="list-style-type: none"> • know how to show how people feel in paintings and drawings. 	<p>Roman art - visual arts made in Ancient Rome and in the territories of the Roman Empire Discuss and build on vocabulary used to compare and contrast. Tapestries- Roman tiles-mosaics. Chn are experimenting with materials.</p>	
<p>The Romans</p>	<p>Drawing, painting and sculpture</p>			

	<p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Use colour, pattern, line, form, space and shape develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Study of great artists <i>great artists, architects and designers in history</i></p>	<ul style="list-style-type: none"> • know how to use pencils to create lines of different thickness in drawings. • develop artistic/visual vocabulary when talking about own work and that of others. • know how to create moods in art work • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art 	<p>Looking at mosaics from Roman era - what makes these so famous? Make links with arts and crafts - the skill involved in making these artistic creations.</p> <p>Looking at patterns - recreating individualised patterns - in Yr 5 - they will be building on this skill.</p>	
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Art Overview - Year 5				
Term and topic	NC aims	Skills	Ideas	Rationale
Autumn	Using materials <i>use a range of materials creatively to design and make products</i>	<ul style="list-style-type: none"> • experiment by using marks and lines to produce texture • experiment with shading to create mood and feeling 	William Morris- line and form, shading, paper surface experimentation, shapes,	<p><i>Rationale specific to skill development.</i></p> <p>Drawing- chn are building on their exposure to shading in LKS2. Shading and toning techniques should now be creating moods and movements in sketches. Expression</p>

<p>The Victorians</p>	<p><i>Drawing use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>Use colour, pattern, line, form, space and shape develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>Range of artists Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> • experiment with media to create emotion in art • know how to use images created, scanned and found; altering them where necessary to create art • know how to use shading to create mood and feeling • know how to organise line, tone, shape and colour to represent figures and forms in movement. • know how to express emotion in art • know how to create an accurate print design following given criteria. • research the work of an artist and use their work to replicate a style 	<p>printing design, emotions and moods</p>	<p>and moods in their sketches should be created - either by choice of tool or colour. This will be mastered in YR6.</p> <p>Colour- chn have been exposed to colour choice since EYFS - they've experimented/named/mixed/blended colours to get the effect they want. In Yr 5, they are beginning to master this skill - choosing colours to create a mood or atmosphere.</p> <p>Chn need to understand how different prints and colour choices create certain moods, building on their vocabulary as they discuss and observe. Norse art has a certain style/pattern/colour.</p> <p>Understand how different background colour effects the outcome of the art piece - black background - prints from space.</p> <p>Texture- they are handling, manipulating and enjoying using different materials - looking at the different materials used in Norse art - making links with patterns and textures.</p> <p>Pattern- chn have worked with pattern in art from as early as EYFS. They are now, independently, observing patterns in Norse art - the interweaving and carving - making links with other periods of time. Replicating the style used in that period.</p> <p><i>Rational specific to content.</i></p> <p>Chn have been exposed to different print styles all the way up to UKS2. They are now using this knowledge to create their own print - making choices of colours and backgrounds to add to the overall effect they are trying</p>
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		<ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style 		<p>This will allow them to be confident in replicating mood and making judgements on artists' work in YR 6 (War Art).</p>
<p>Summer</p>	<p><i>Using materials use a range of materials creatively to design and make products</i></p> <p><i>Drawing use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>Use colour, pattern, line, form, space and shape develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>Range of artists Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> experiment by using marks and lines to produce texture experiment with shading to create mood and feeling experiment with media to create emotion in art know how to use images created, scanned and found; altering them where necessary to create art know how to use shading to create mood and feeling know how to organise line, tone, shape and colour to represent figures and forms in movement. know how to express emotion in art know how to create an accurate print design following given criteria. 	<p>The last Vikings' recreation (Charles Keeping) Norse art</p>	

	<p>Range of artists <i>Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> • understand what a specific artist is trying to achieve in any given situation • understand why art can be very abstract and what message the artist is trying to convey 		<p>Form- sculpting techniques are confident now - altering shape and adjusting overall form to individualise pieces.</p> <p>Children by now should have mastered the techniques used in art - they should be confident in discussing different forms of art using the vast vocabulary they have built on over the years, from the experimentation side of art in EYFS, acquiring the skills needs to create an art piece that they can be proud of.</p>
<p>Spring</p> <p>The Greeks</p>	<p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Range of artists</p>	<ul style="list-style-type: none"> • explain why different tools have been used to create art • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • know how to use a range of e-resources to create art <ul style="list-style-type: none"> • know how to overprint to create different patterns • know which media to use to create maximum impact • use a full range of pencils, charcoal or pastels when creating a piece of observational art <ul style="list-style-type: none"> • explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve in any given situation 	<p>Designing and sketching Vase painter - Euphronic</p>	<p><i>Rationale specific to content.</i> Mood creation and interpretation has been developed all the way through from EYFS. In YR 6, children are using their understanding of mood creation (from yr4-5) and interpretation to reflect a certain mood in their work from a particular artist/style (LS Lowry). In Year 4 they learn to create mood, in Year 5 they present mood though shading and in Year 6 they reflect on the mood presented in the art work.</p> <p>Chn are choosing colours and tools to reflect that mood on paper. Chn will be confident in discussing and understanding why Lowry chose certain colours in his work for that specific period in time (Wartime).</p> <p>Chn are focusing on sculpture in YR 6 - looking at the techniques used and for</p>

	<i>Study a range of artists, craft makers and designers</i>	<ul style="list-style-type: none"> • understand why art can be very abstract and what message the artist is trying to convey 		<p>what effect - from different periods in time.</p> <p>Greek sculpturing and contemporary works of modern sculpturing.</p>
<p>Summer</p> <p>On Top of the World</p>	<p>Using materials <i>use a range of materials creatively to design and make products</i></p> <p>Drawing <i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Use colour, pattern, line, form, space and shape <i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p>Range of artists <i>Study a range of artists, craft makers and designers</i></p>	<ul style="list-style-type: none"> • explain why different tools have been used to create art • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • know how to use a range of e-resources to create art • know how to overprint to create different patterns • know which media to use to create maximum impact • use a full range of pencils, charcoal or pastels when creating a piece of observational art • explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve in any given situation 	<p>Sculptures Jonathan Clarke, Ian Turnock, Local sculptor? Acrylic/Gloss Paint- looking at the techniques used to achieve overall effects.</p>	<p>Having explored different patterns and styles of sculpture/crafts in YR 5 (Norse Art).</p> <p>Chn now studying and replicating a style from a period in time - mastering the techniques of sculpturing. Discussing what finishes to use to get the desired effect (use of acrylic gloss paint - to get the contemporary look - Jonathan Clarke style).</p>

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| | | <ul style="list-style-type: none">• understand why art can be very abstract and what message the artist is trying to convey | | |
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