

## Art & Design Topic Overview

EYFS	
	<ul style="list-style-type: none"> <li>• Drawing (observational e.g. old and new kettles)</li> <li>• Collage (using a range of materials to create texture)</li> <li>• Mixing Colour</li> <li>• Using different mediums e.g. charcoal, pastels</li> <li>• Painting (lines, patterns, in the style of focus artists e.g. Kandinsky, Van Gogh)</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>DRAWING</b>	<b>PAINTING</b>	<b>PRINTING</b>	<b>COLLAGE</b>	<b>SCULPTURE</b>	<b>DIGITAL MEDIA</b>
<b>Y1</b>	<p>Develop fine motor skills (correct pencil grip)</p> <p>Experiment drawing with a range of media (pencil, charcoal, chalks &amp; pastels)</p> <p>Draw from memory and imagination</p> <p>Explore different ways of creating lines</p> <p>Learn about mark making and pattern</p> <p>Simple observational drawing</p>	<p>Learn basic colour theory</p> <p>Build confidence handling paint and using a brush</p> <p>Explore mark making</p>	<p>Develop an understanding of simple printing processes</p> <p>Use printing techniques to develop an understanding of shape and pattern</p> <p>Develop knowledge and understanding that prints can be created using a range of resources e.g. hands, fruit</p>	<p>Develop fine motor skills using scissors and tearing techniques</p> <p>Develop an understanding of colour and space</p>	<p>To understand sculpture is a 3D form of art</p> <p>To begin to produce simple sculptures using malleable materials</p>	<p>Use the computer as a tool for creating a design or image– use the stamping tool, change the size of an object, add spectacles etc.</p> <p>Use image manipulation to alter a photograph – change the hairstyle on a photograph.</p>
<b>Y2</b>	<p>Develop observational drawing skills</p> <p>Develop an understanding of tone and shade</p>	<p>Develop knowledge of colour theory</p> <p>Develop drawing with paint</p>	<p>Develop skills to use printing inks and rollers</p> <p>Understanding that prints can be used to</p>	<p>To learn about the impact of texture on a piece of art</p> <p>Experiment with range of collage materials</p>	<p>To begin to use a wider range of materials to create sculptures</p> <p>Introduce the use of tools</p>	<p>Use the computer as a tool for combining or adapting images – decorate a photograph of a cottage with images of sweets.</p>

	<p>Ability to use a range of tonal pencils</p> <p>Experiment drawing with a range of media (pencil, charcoal, chalks &amp; pastels)</p>	<p>Begin to learn about different painting techniques</p>	<p>create repeating patterns and/or multiple copies</p>			<p>Use image manipulation to alter a photograph – change the dimensions of cars, buildings etc.</p>
<b>Y3</b>	<p>Develop observational drawing skills with greater precision and accuracy</p> <p>Begin to develop knowledge of history &amp; context to inform work</p> <p>Develop analysis and evaluation of their own drawing</p>	<p>Use and apply knowledge of colour theory</p> <p>Explore a range of painting styles with reference to some key artists and art movements.</p> <p>Produce personal responses to the artists studied</p>	<p>Experiment with wider range of printing techniques</p> <p>Begin to critically evaluate print styles from well-known artists</p>	<p>To learn about composition looking at key artists</p> <p>Apply compositional knowledge to their own work</p> <p>To understand the difference between 2D and 3D</p>	<p>To become confident building structures using a variety of media</p> <p>To become familiar with the work of key artists</p>	<p>Develop their imagination and ability to generate ideas by using a digital camera to capture images for their work– photo montage.</p> <p>Develop their technical skills in the use of software, by experimenting with scale, colour and layering – use green screen technology to produce a scene of alien invasion or fantasy world.</p>
<b>Y4</b>	<p>Use a sketchbook to record their ideas, observations and imaginative drawings - using an increasing range of tools to show shape and tone.</p> <p>Use drawing to record and illustrate relationships – paying attention to the importance of facial expression.</p>	<p>Recognise the features and genre of painting– composition, elements, structure.</p> <p>Use a limited palette to extend their knowledge of colour mixing, textures and mark making– adding white or black to blue, red or yellow to produce a range of tones and shades.</p>	<p>Experiment creatively by making prints in an alternative way – wrap printing an object onto cloth.</p> <p>Select different materials – print onto paper, cloth, card etc.</p> <p>Make landscape printing blocks and rollers – make a string</p>	<p>Explore and work from images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images) –use a range of colours and materials to create an image based on a landscape/cityscape/rainforest.</p> <p>Use stitches, shapes,</p>	<p>Control modelling with clay or papier maché – making attachments with clay, using slip e.g. noses to faces.</p> <p>Control the use of tools and their suitability for different tasks - care and safe use of tools.</p> <p>Choose the correct materials for different projects – know that clay must be kept damp, takes time to dry and</p>	<p>Explore ideas and collect visual information for their work using digital cameras, scanners and other tools – collect images of London e.g. buildings, sculpture, maps, signs etc.</p> <p>Combine digital and paint processes with layers of original painted or drawn elements – create an artistic poster of London.</p>

	Use scale and proportion in observational drawings. Begin to use shading and lines to represent curved surfaces.	Explore mark making in the manner of Fauvism - experiment with using flat and round brushes.  Explore ideas for creating their own landscapes.	pattern round a cardboard tube.  Combine printing with other techniques – sculpt plasticine and print from it.	colours and textures to represent elements of the natural and designed world – creating a stitched and quilted autumn leaf, constructing a collage of a window frame.	may not be suitable for the task.  Work on large- and small-scale projects- both individually and as part of a group.	
<b>Y5</b>	Use a sketchbook to record ideas, observations and imaginative drawings using a range of strategies - shading, cross-hatching and developing perspective by using different viewpoints.  Use drawing as a starting point that may be taken forward into work with other media.  Use a wide variety of drawing tools and media, using increased control - choosing from mark-making materials, selecting grade of pencil, blending colours etc. Move away from stylisation in drawing – referring to size, scale, position and proportion.	Explore different tools and surfaces and experiment with paint application, colour and scale –colour wash, thick and thin rounded and flat brushes in a variety of strokes.  Develop further skills in colour mixing – reproducing, with accuracy, from the natural and made world.  Develop paintings in stages, over time.  Use paint skills to create an image from the imagination– e.g. Cubism – reassembling a fragmented self-portrait.	Develop further printing skills, designing patterns of increasing complexity and printing onto varied backgrounds and surfaces - Intaglio and relief etching, rubbings.  Combine printing with other media and develop and understanding of which printing method is most appropriate – printing onto a prepared tissue paper background.	Collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles. Engage in opportunities to increase awareness of colour, pattern, shape and texture by manipulating and combining textiles – soft sculptures, e.g. cloth pizzas.  Extend skills of weaving and appliqué with fabric, paper and other materials - weaving to represent nature, e.g. landscape weavings.	Control modelling with clay, cardboard and other materials – Making attachments with clay, using slip e.g. making coil pots Extend construction skills by experimenting - card cutting, bending, scoring, folding and sticking  Work on large and small scales – both individually and as part of a group	Explore ideas and collect visual information for their work using digital cameras, scanners and other tools – collect images of Britain’s industrial heritage.  Combine digital and paint processes with layers of original painted or drawn elements – adding a layer of child’s own work over an industrial image.
<b>Y6</b>	Select from a range of drawing tools and use with increased control to create	Develop painting in stages over time – take care in the planning and	Learn to design patterns of increasing complexity -studying	Collect ideas for work in sketchbooks - including photographs, colour	Control modelling with Mod- roc and wire mesh - making an armature for	Explore ideas and collect visual information for their work using digital cameras,

	<p>a specific effect - a distorted or blurred image.</p> <p>Use drawing as a starting point that may, or may not, be taken forward into work with other media – designing, planning or producing a sketch.</p> <p>Draw a figure in action – Paying attention to proportion, position and movement.</p> <p>Draw backgrounds that complement a piece of multiple media art. Be able to draw a still life in preparation for a painting.</p>	<p>draft stages. Use a drawn image as a still life or figure.</p> <p>Use paint skills to create a piece of work from the imagination.</p> <p>To be able to use a colour wheel to create different tones and contrasting colours.</p> <p>Use a flat brush to apply tones of paint in order to create a shaded effect.</p>	<p>how repetition, rotation and symmetry are used.</p> <p>Plan and explore several alternatives before arriving at a final design. Use drawings as a starting point for a printed image.</p> <p>Make a printing block from a drawn design.</p>	<p>swatches and combinations of textiles.</p> <p>Engage in opportunities to increase awareness of colour, pattern, shape and texture by manipulating and combining textiles – soft sculpture in a range of matching tones to convey an abstract image of the sea.</p> <p>Extend skills of changing fabric through dyeing, rolling, twisting and appliqué.</p>	<p>a moving figure and sculpting around it.</p> <p>Control the use of tools and their suitability for different tasks – care and safe use of tools and materials.</p>	<p>scanners and other tools – photos from books and magazines as exemplars.</p> <p>Extend knowledge of how to combine digital and paint processes with layers of original painted or drawn elements – create a character board of a person, or period, in history.</p>
--	---	--	--	---	---	--

