



All Saints CE Primary School & Nursery

Subject: ART & DESIGN

Foundation Subject Overview

HOW DOES THIS UNIT FIT IN?

EYFS: Expressive Arts and Design

- continuous opportunities to experiment with inspiring and accessible media and tools
- the freedom to make a mess and mix materials
- space to create individually and collaboratively
- places for display/labelling or opportunities for taking work home (take photographs of items that children choose to take home)
- opportunities to make choices
- support to develop mastery in a range of skills, techniques and safety rules
- the vocabulary of feelings and opportunities to take part in activities that allow them to express their own feelings and emotions
- opportunities to talk about and evaluate their own achievements

KS1 National Curriculum:

Pupils should be taught:

- 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
- 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.

KS2 National Curriculum:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history

Characteristics of Art (from National Curriculum):

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

What this looks like

The national curriculum for art and design aims to ensure that all pupils:

produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

When is Art Taught?

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---------------------|-----------------|---------------------|--|-------------------|
| EYFS | Developing independence, using media safely | | Combining media | | Junk Modelling, Painting, Chalk, & pencils | |
| Year 1 | | Collage Painting | Printing | | Drawing | |
| Year 2 | Drawing | | Sculpture | | Painting | |
| Year 3 | | Drawing | | Collage Printing | | Painting |
| Year 4 | Drawing | Sculpture | | | Painting | |
| Year 5 | | Print | | Painting | | Drawing |
| Year 6 | Painting | | | Drawing | | Sculpture Collage |

| | |
|---|---|
| <p>EYFS Objectives (taken from ELG 2021)</p> | <p>Children have opportunities to create with materials: they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share what they have made and can explain the process used in age-appropriate language.</p> |
| <p>Year 1 Objectives</p> | <p><u>Art process:</u></p> <ul style="list-style-type: none"> • I can respond to ideas and starting points (stories, rhymes, objects, the natural world). • I am beginning to use a sketchbook with support to explore ideas, materials, techniques and collect visual information. • I am beginning to talk about my work, my ideas and those of others. <p><u>To take inspiration from the greats:</u></p> <ul style="list-style-type: none"> • I am beginning to describe the work of notable artists, artisans and designers. • I am beginning to use some of the ideas of artists to create works <p><u>Drawing (Miro, Kandinsky):</u></p> <ul style="list-style-type: none"> • I am able to work from direct observation (man-made/ natural objects) as well as from imagination. • I can experiment in my sketchbook with a range of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, and begin to annotate my drawings and ideas. • I can control a pencil to draw lines of different shapes, sizes and thicknesses. <p><u>Painting (Kandinsky, Mondrian) :</u></p> <ul style="list-style-type: none"> • I can use thick and thin brushes. • I can mix primary colours to make secondary. <p><u>Collage (Matisse, Klee):</u></p> <ul style="list-style-type: none"> • I can use a combination of materials that are cut, torn and glued. • I can sort and arrange materials. • I can mix materials to create texture. • I continue to experience working in different ways on a range of paper (scale/ texture). <p><u>Print (Buck Brothers, Goldsworthy, Klee):</u></p> <ul style="list-style-type: none"> • I continue to explore relief printing using hard & soft materials such as string, cork, sponge, fruit, vegetables and card. • I am starting to experiment creating patterns and pictures by repeating or overlaying shapes. • I can mimic print from the environment (e.g. wallpapers). • I can press, roll, rub and stamp to make prints. <p><u>Digital media (linked with Computing):</u> I can use a wide range of tools to create different textures, lines, tones, colours and shapes.</p> |
| <p>Year 2 Objectives</p> | <p><u>Art process:</u></p> <ul style="list-style-type: none"> • I can respond to ideas and starting points (stories, rhymes, objects, the natural world). • I am beginning to use a sketchbook with support to explore ideas, materials, techniques and collect visual information. <p>I am beginning to talk about my work, my ideas and those of others.</p> <p><u>To take inspiration from the greats:</u></p> |

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> • I am beginning to describe the work of notable artists, artisans and designers. I am beginning to use some of the ideas of artists to create works <p><u>Drawing (Van Gogh, Picasso):</u></p> <ul style="list-style-type: none"> • I am able to work from direct observation (man-made/ natural objects) as well as from imagination. • I can experiment in my sketchbook with a range of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, and begin to annotate my drawings and ideas. • I am beginning to show different tones by drawing light/dark lines, patterns, shapes and by using coloured pencils. • I can show pattern and texture by adding dots and lines. <p><u>Painting (Van Gogh, Hockney, Lowry) :</u></p> <ul style="list-style-type: none"> • I can mix primary colours to make secondary. • I can add white to colours to make tints and black to colours to make tones. • I can create colour wheels. <p><u>Sculpture (Henry Moore, Rob Juszak, Goldsworthy):</u></p> <ul style="list-style-type: none"> • I can use a combination of shapes. • My work sometimes includes lines and texture. • I can use rolled up paper, straws, paper, card and clay as materials. • I can use techniques such as rolling, cutting, moulding and carving. <p><u>Textiles (linked with DT curriculum):</u></p> <ul style="list-style-type: none"> • I can use weaving to create a pattern. • I can join materials use glue and/or a stitch. • I can use plaiting. • I can use dip-dye techniques. <p><u>Digital media (linked with Computing):</u> I can use a wide range of tools to create different textures, lines, tones, colours and shapes.</p> |
| <p>Year 3 Objectives</p> | <p><u>Art process:</u></p> <ul style="list-style-type: none"> • I can develop ideas from starting points throughout the curriculum. • I can use a sketchbook to collect information, sketches and resources. • I can use a sketchbook to explore, adapt and refine ideas as they progress in a variety of ways. <p>I am beginning to reflect upon my own work and ideas as well as critically evaluate that of others</p> <p><u>To take inspiration from the greats:</u></p> <ul style="list-style-type: none"> • I can replicate some of the techniques used by notable artists, artisans and designers. <p>I can use some of the ideas of artists that I have studied to create original work.</p> <p><u>Drawing (Historic Paleolithic Cave Paintings):</u></p> <ul style="list-style-type: none"> • I am able to draw with increasing confidence from direct observation as well as from imagination. • I can use a sketchbook to practise my drawing skills as well as explore and develop ideas. I am beginning to annotate my drawings and ideas. • I can use different hardnesses of pencils to show line, tone and texture alongside other media. • I can use shading to show light and shadow. <p><u>Painting (Picasso, Cezanne) :</u></p> |

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> • I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • I can mix colours effectively. <p><u>Collage (Historical Roman Mosaic, Guadi - values):</u></p> <ul style="list-style-type: none"> • I can select and arrange materials for a striking effect. • I ensure that work is precise. • I can use coiling, overlapping, tessellation, mosaic and montage. <p><u>Print (William Morris, Mono-print, Historical Roman Shields):</u></p> <ul style="list-style-type: none"> • I can use layers of two or more colour. • I can replicate patterns observed in natural or built environments. • I can make printing blocks (e.g. from coiled string glued to a block). • I can make precise repeating patterns. <p><u>Digital media (linked with Computing):</u> I can create images, video and sound recordings and explain why they are created.</p> |
| <p>Year 4 Objectives</p> | <p><u>Art process:</u></p> <ul style="list-style-type: none"> • I can develop ideas from starting points throughout the curriculum. • I can use a sketchbook to collect information, sketches and resources. • I can use a sketchbook to explore, adapt and refine ideas as they progress in a variety of ways. I am beginning to annotate my drawings and ideas. • I am beginning to reflect upon my own work and ideas as well as critically evaluate that of others <p><u>To take inspiration from the greats:</u></p> <ul style="list-style-type: none"> • I can replicate some of the techniques used by notable artists, artisans and designers. • I can use some of the ideas of artists that I have studied to create original work. <p><u>Drawing (Historical Study Greek God Draco or others):</u></p> <ul style="list-style-type: none"> • I am able to draw with increasing confidence from direct observation as well as from imagination. • I can use shading to show light and shadow. • I can sketch lightly (no need to use a rubber to correct mistakes). • I continue to experiment with techniques and can use techniques such as hatching and cross-hatching to show tone and texture. <p><u>Painting (Constable, Matisse):</u></p> <ul style="list-style-type: none"> • I can use watercolour paint to produce washes for backgrounds then add detail. • I can experiment with creating mood with colour. <p><u>Sculpture (Henry Moore, Greek Pots):</u></p> <ul style="list-style-type: none"> • I can manipulate clay and other malleable materials in a variety of ways (kneading & rolling) to create form. • I am able to change the surface of clay for example to create texture/interesting detail. • I can include texture that conveys feelings, expression or movement. • I can use techniques such as rolling, cutting, moulding and carving to create forms. • I can use a combination of shapes to create 3D forms (e.g. shapes made from nets or solid materials). <p><u>Textiles (link with DT):</u></p> <ul style="list-style-type: none"> • I can shape and stitch materials. |

| | |
|---------------------------------|--|
| | <ul style="list-style-type: none"> • I can use basic cross stitch. • I can colour fabric. • I can create weavings. • I can quilt, pad and gather fabric. <p><u>Digital media (linked with Computing):</u></p> <ul style="list-style-type: none"> • I can create images, video and sound recordings and explain why they are created. |
| <p>Year 5 Objectives</p> | <p><u>Art process:</u></p> <ul style="list-style-type: none"> • I continue to use a sketchbook to practise my drawing skills as well as explore and develop ideas. I am able to annotate my drawings and ideas. • I can use the qualities of materials to further develop ideas. • I can use a sketchbook to explore, adapt and refine ideas as they progress in a variety of ways. • I can develop ideas from unexpected results as work progresses. • I can reflect upon my own work and ideas as well as critically evaluate that of others. <p><u>To take inspiration from the greats:</u></p> <ul style="list-style-type: none"> • I can include details (alongside my own sketches) about the work of artists, artisans and designers who are important to me when developing ideas in my sketchbook for example. • I can show how the work of artists studied were influential to society and other artists. • I can create original/personal pieces that have built upon the ideas of others <p><u>Drawing (Metzinger, Local Artists chosen by teacher linked to sketches of local buildings):</u></p> <ul style="list-style-type: none"> • I can use a choice of techniques to depict movement, perspective, shadows and reflection. • I can choose a style of drawing to match my ideas (e.g. realistic or impressionistic). <p><u>Painting (Seago, Hokusai, Georges Seurat):</u></p> <ul style="list-style-type: none"> • I can sketch (lightly) before painting to combine line and colour. • I can create a colour palette based upon colours observed in the natural or built world. • I can use the qualities of watercolour to create visually interesting pieces. • I can use brush techniques and the qualities of paint to create texture. <p><u>Print (Mayan/Egyptian examples, Stephen Alcorn):</u></p> <ul style="list-style-type: none"> • I can build up layers of colours. • I can create an accurate pattern, showing fine detail. <p>I can use a range of visual elements to reflect the purpose of the work.</p> <p><u>Textiles link with DT:</u></p> <ul style="list-style-type: none"> • I can show precision in techniques. • I can choose from a range of stitching techniques. • I can combine previously learned techniques to create pieces. <p><u>Digital media (linked with Computing):</u></p> <p>I can enhance digital media by editing (including sound, video, animation, still images and installations).</p> |
| <p>Year 6 Objectives</p> | <p><u>Art process:</u></p> <ul style="list-style-type: none"> • I continue to use a sketchbook to practise my drawing skills as well as explore and develop ideas. I am able to annotate my drawings and ideas. |

- I can use the qualities of materials to further develop ideas.
 - I can use a sketchbook to explore, adapt and refine ideas as they progress in a variety of ways.
 - I can develop ideas from unexpected results as work progresses.
- I can reflect upon my own work and ideas as well as critically evaluate that of others.

To take inspiration from the greats:

- I can include details (alongside my own sketches) about the work of artists, artisans and designers who are important to me when developing ideas in my sketchbook for example.
 - I can show how the work of artists studied were influential to society and other artists.
- I can create original/personal pieces that have built upon the ideas of others

Drawing (Degas, Hank Ketchem):

- I can use a choice of techniques to depict movement, perspective, shadows and reflection.
- I can choose a style of drawing to match my ideas (e.g. realistic or impressionistic).
- I can use lines to represent movement.
- I can use a variety of techniques to interesting effects (e.g. reflections, shadows, direction of sunlight).
- I can draw confidently and adventurously from observation, memory and imagination.

Painting (Banksy, Roy Lichtenstein, (Ipad linked to digital media):

- I can sketch (lightly) before painting to combine line and colour.
- I can use the qualities of acrylic paints to create visually interesting pieces.
- I can combine colours, tones and tints to enhance the mood of the piece.
- I can use brush techniques and the qualities of paint to create texture.

Collage (Henri Rousseau, David Hockney):

- I can select and arrange materials to create ideas and for a striking effect.
- I ensure my work is precise.
- I can use coiling, overlapping, tessellation, mosaic and montage.

Sculpture (Jack Giacometti, Degas):

- I can show life-like qualities and real-life proportions or thoughtful abstract forms.
- I can use tools to carve and add shapes, texture and pattern.
- I can combine visual and tactile qualities.
- I can use frameworks (such as wire or moulds) to provide stability and form.

Digital media (linked with Computing):

I can enhance digital media by editing (including sound, video, animation, still images and installations).