

Art Overview 2021-2022

Foundation Stage

Exploring and creating with various collage materials and paint. Encourage colour mixing and exploring. Start to limit available colours to allow children to mix paint.

Nursery

| Activities | 0-3 and 3-4 years olds will be learning to: |
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| <p>Continuous provision in the setting allows exploration with paint and different collage materials.</p> <p>Activities linked to children's interests and enhancements added to areas.</p> | <p>0-3</p> <ul style="list-style-type: none"> ➤ Start to make marks intentionally ➤ Explore paint, using fingers and other parts of their bodies as well as brushes and other tools ➤ Express ideas and feelings through making marks and sometimes giving meaning to the marks we make. <p>3-4</p> <ul style="list-style-type: none"> ➤ Create closed shapes with continuous lines and begin to use these shapes to represent objects ➤ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ➤ Use drawing to represent ideas like movement and loud noises ➤ Show different emotions in their drawings and paintings like happiness, sadness, fear ➤ Explore colour and colour mixing |

Reception

| Term | Focus / Activities / Resources | Knowledge, Skills, Understanding | Key Vocab |
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| 1 | <p><u>Drawing and Painting:</u></p> <ul style="list-style-type: none"> ➤ Self portraits – looking in a mirror to find matching colours / shapes. ➤ Discuss how paint needs to dry before painting features of face eg nose, lips. ➤ Autumn art – make autumn leaves for tree in class and explore various different media | <ul style="list-style-type: none"> ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings ➤ Develop colour mixing techniques ➤ Return to and build on previous learning, refining ideas and developing their ability to represent them ➤ Create collaboratively by sharing ideas, resources and skills | Reflection Colours |
| 2 | <p><u>Painting:</u></p> <ul style="list-style-type: none"> ➤ Introduce colour mixing to support firework colours. | | |

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| | ➤ Conker rolling in paint and bonfire collage | | |
| 3 | Clay: <ul style="list-style-type: none"> ➤ Make clay winter animals – adding sticks / feather to clay for effect. ➤ Vincent Van Gogh – Starry Night – recreate own piece of art work | | |
| 4 | Drawing and Painting: <ul style="list-style-type: none"> ➤ African art- Batik ➤ Tape art – use masking tape / paint to create own pictures ➤ Daffodil painting- draw outline first and then paint. Chn continue to explore colour mixing. | | |
| 5 | ➤ Andrew Goldsworthy – Large art outside using natural resources | | |
| 6 | Painting: Symmetrical art – discuss how to do and let children explore and make butterflies. Matisse – The Snail, create own artwork by tearing paper pieces. | | |

Art Overview 2021-2022

Year 1

| Term | Focus / Activities / Resources | Knowledge, Skills, Understanding | Key Vocab |
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| 1 | <u>Drawing and Painting:</u> <ul style="list-style-type: none"> ➤ Self-portraits- focus on colour mixing. Encourage children to draw outlines before painting. ➤ Picasso- faces ➤ Black History Month focus ➤ Drawings of moving people- lines | <ul style="list-style-type: none"> ➤ Create mood in their drawings. ➤ Draw lines of different shape and thickness. ➤ Mix a variety of primary colours in order to make secondary colours. ➤ Develop control with brushes. ➤ Know when to use a thick and when to use a thin brush. | Colour mixing, primary colours, secondary colours, control |
| 2 | <u>Clay, Drawing and Printing:</u> <ul style="list-style-type: none"> ➤ Bonfire night artwork ➤ Use clay to make Diawli lamps ➤ Explore Rangoli patterns and draw your own, focussing on creating a repeated pattern ➤ Printing on paper | <ul style="list-style-type: none"> ➤ Cut and roll clay materials. ➤ Add texture using tools. ➤ Create a repeating pattern. ➤ Mix a variety of greens, oranges and purples from primary colours (for fireworks). ➤ Develop control with brushes. ➤ Know when to use a thick and when to use a thin brush. | Cut, roll, texture, repeating pattern, primary colours, secondary colours |
| 3 | <u>Painting:</u> <ul style="list-style-type: none"> ➤ Explore 'stormy scene'- Thomas Brooks. Children share opinions- what they like, do not like, what is the picture showing etc. ➤ Link to Grace Darling ➤ Children create their own 'stormy scene' ➤ Focus on colour mixing to create desired colours ➤ Children consider how paint can add texture to a piece of artwork | <ul style="list-style-type: none"> ➤ Identify primary and secondary colours. ➤ Experiment with colour mixing. ➤ Create mood in their paintings through the use of colour. ➤ Explore famous artists. ➤ Develop control with brushes. ➤ Know when to use a thick and when to use a thin brush. | Primary colours, secondary colours, colour mixing |
| 4 | <u>Digital Art:</u> <ul style="list-style-type: none"> ➤ Children explore how art can be produced using 'Paint' software. ➤ Children create repeating pattern using software. ➤ Children re-create their version of 'stormy scene' using technology. | <ul style="list-style-type: none"> ➤ Use technology in order to create an image. ➤ Design and create their own repeating pattern using technology. ➤ In 'paint' software, use the fill tool. ➤ Change the brush size 'paint' software. ➤ Draw lines and shapes in 'paint' software. | Fill, paint, lines |

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| 5 | <u>Drawing:</u> <ul style="list-style-type: none"> ➤ Focus on Paul Klee- 'castle and sun'. Children share their opinions on the artwork. ➤ Children re-create Rochester Castle in the style of Paul Klee's work. ➤ Focus on line, space, shape and colour. ➤ Children explore what is easiest to infill an outline shape- pencil, oil pastels, chalk, pen, crayons and consider the pigmentation within each. | <ul style="list-style-type: none"> ➤ Describe and recreate what they see and like in an artist's work. ➤ Question art and their use of colour, shape, form etc. ➤ Identify artists from different periods of time ➤ Experiment with line and shape. ➤ Use colouring pencils and crayons to solidly infill outline shapes in appropriate colours. ➤ Use felt tip pens; specifically, black as an outline. | Line, shape, colour, space, solidly infill, outline. |
| 6 | <u>Collage:</u> <ul style="list-style-type: none"> ➤ Create collages of seaside. ➤ Consider the texture different materials produce in the collage. | <ul style="list-style-type: none"> ➤ Describe and recreate what they see and like in artist's work – link with weather. ➤ Collage materials to create weather inspired Art. ➤ Question about a piece of Art. ➤ Carefully cut & tear shapes from paper. ➤ Carefully glue or paste shapes onto background. | texture |

Art Overview 2021-2022

Year 2

| Term | Focus / Activities / Resources | Knowledge, Skills, Understanding | Key Vocab |
|------|---|---|---|
| 1 | <p><u>Drawing and Painting:</u></p> <ul style="list-style-type: none"> ➤ Archimboldo- Linked to 'Healthy Me' topic. Children create their own artwork using fruit and vegetables. <p><u>Digital:</u></p> <ul style="list-style-type: none"> ➤ Use PurpleMash to create Archimboldo inspired artwork. <p><u>Clay:</u></p> <ul style="list-style-type: none"> ➤ Create clay fruit using DT skills. Planning stages and colour mixing shown through sketch book. ➤ Children use the 3D fruit in order create their own Archimboldo photos. | <ul style="list-style-type: none"> ➤ Use a sketch book. ➤ Continue to develop colour mixing skills. ➤ Learn about a famous artist and make piece of art in response. ➤ Describe and recreate what they see and like in an artist's work. ➤ Create 3D clay art. ➤ Take photographs on the iPad, beginning to think about composing their shots. ➤ Use pinch, coil and slab techniques to produce a clay object. | Colour mixing, pinch, coil, slab |
| 2 | <p><u>Drawing and Painting:</u></p> <ul style="list-style-type: none"> ➤ Explore the work of Lieve Verschuier and Joseph Turner ➤ Create silhouettes of London using Verschuier as inspiration. ➤ Consider the effect of overlaying a silhouette. ➤ Children explore the effect when using pencil, paint, oil pastels, water colours to infill an outline shape. Children choose which medium would be most effective to represent the Great Fire of London in their artwork. | <ul style="list-style-type: none"> ➤ Continue to develop colour mixing skills. ➤ Create different shades of paint. ➤ Understand that tint is adding white and tone is adding black. ➤ Develop design techniques involving colour, pattern, texture and line. ➤ Understand the terms landscape and portrait. | Shades, tint, tone, texture, line, colour, pattern, portrait, landscape |
| 3 | <p><u>Drawing:</u></p> <ul style="list-style-type: none"> ➤ Children explore Andy Warhol Queen portrait. ➤ Children create a piece of artwork in response using oil pastels. ➤ Children consider why oil pastels are more appropriate than other art equipment e.g. water colour paint. | <ul style="list-style-type: none"> ➤ Create art in response to learning about artists and styles. ➤ Understand the terms landscape and portrait. ➤ Select and control materials. | Portrait, landscape |
| 4 | <p><u>Digital:</u></p> <ul style="list-style-type: none"> ➤ Use PurpleMash to create artwork. (IT unit of work) <p><u>Drawing:</u></p> | <ul style="list-style-type: none"> ➤ Focus on drawing, pattern, colour and space techniques. ➤ Use IT to create their own artwork ➤ Review and edit their artwork. | Drawing, pattern, colour, space, textures, tones, hatching, scribble, stippling, blending |

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| | <ul style="list-style-type: none"> ➤ Children develop an understanding of how different patterns, textures and tones can be made with a single pencil. | <ul style="list-style-type: none"> ➤ Produce a growing range of patterns and textures and tones with a single pencil. ➤ Use a range of drawing media in different ways: hatching, scribble, stippling, blending. | |
| 5 | <p><u>Painting:</u></p> <ul style="list-style-type: none"> ➤ Explore Aboriginal cave paintings ➤ Create a whole class display in response to cave prints explored in class using stippling techniques as seen in Aboriginal artwork | <ul style="list-style-type: none"> ➤ Mix colours. ➤ Create a piece of work in response to a style. ➤ Understand that tint is adding white and tone is adding black. ➤ Mix thick and thin paint and begin to understand how texture affects the final product. ➤ Control paint using small brushes delicately, use spatula or blowing to create texture. ➤ Know to start at the top of the page and paint in the same direction. | Stippling, tint, tone, thick, thin, texture |
| 6 | <p><u>Drawing:</u></p> <ul style="list-style-type: none"> ➤ Explore Jessica Shepherd- inky leaves Leafscapes. ➤ Children re-create Jessica Shepherd's artwork, using magnifying glasses to explore the detail in leaves. | <ul style="list-style-type: none"> ➤ Explore how to make tones ➤ Experiment using charcoal and white chalk. ➤ Use a range of drawing media in different ways: hatching, scribble, stippling, blending. ➤ Produce a growing range of patterns and textures and tones with a single pencil. | Tones, hatching, scribble, stippling, blending, patterns, textures, tones |

Art Overview 2021-2022

Year 3

| Term | Focus / Activities / Resources | Knowledge, Skills, Understanding | Key Vocab |
|------|---|--|--|
| 1 | <p><u>Painting:</u></p> <ul style="list-style-type: none"> ➤ Create backwash for cave paintings using watercolours ➤ Paint cave paintings over the top using different brush techniques. <p><u>Clay:</u></p> <ul style="list-style-type: none"> ➤ Create stone age jewellery or coil technique pot using clay. | <ul style="list-style-type: none"> ➤ Explore work from other time periods - Cave paintings ➤ Predict colour mixing and tinting and toning results with increasing accuracy. ➤ Create a wash with watercolour paints, starting at the top, painting in the same direction. ➤ Use a range of brushes to create different effects. ➤ Learn the coil pot technique with clay. ➤ Use tools appropriately. ➤ Decorate using impressions printed on surface. | Colour mixing, tinting, tones, coil pot |
| 2 | <p><u>Painting:</u></p> <ul style="list-style-type: none"> ➤ Explore work on Gakonga. Children share what they like/dislike etc. ➤ Predict with accuracy colours mixing. ➤ Understand where primary and secondary colour sit on a colour wheel. ➤ Explore Kandinsky circles and Anthony Gormley sculpture. | <ul style="list-style-type: none"> ➤ Improve mastery of art and design techniques, including drawing, painting and sculpture using clay. ➤ Show facial expressions in their drawings. ➤ Use different grades of pencil shade to show different tones and texture. ➤ Add finer detail using a small brush | Tones, texture, primary colours, secondary colours |
| 3 | | | |
| 4 | <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> ➤ Create volcanoes using papier maché. | <ul style="list-style-type: none"> ➤ Use papier maché on top of chicken wire/ balloon in order to create the desired shape. | Papier mache |
| 5 | <p><u>Painting:</u></p> <ul style="list-style-type: none"> ➤ Look at the work of Henri Rousseau. Discuss his use of colour, shapes and space. ➤ Create jungle pictures inspired by Henri Rousseau. ➤ Create a sketch of outlines first before paintings. <p><u>Printing:</u></p> <ul style="list-style-type: none"> ➤ Look at the patterns used in Roman tiles ➤ Create a 3D Roman tile using cardboard and use this in order to create a repeating print. | <ul style="list-style-type: none"> ➤ Make a printing block. ➤ Make a 2 colour print. ➤ Use tools appropriately. ➤ Add finer detail with small brushes. ➤ Make observation drawing of an object to show shape & pattern. | Print, shape, pattern |

Art Overview 2021-2022

Year 4

| Term | Focus / Activities / Resources | Knowledge, Skills, Understanding | Key Vocab |
|------|---|--|---|
| 1 | Painting: <ul style="list-style-type: none"> ➤ Explore the work of Frank Bowling ➤ Using oils/ acrylics, mixing colours, create a piece of artwork based on Frank Bowling. ➤ Create colour wheels within sketch book. | <ul style="list-style-type: none"> ➤ Experiment with different styles which artists have used ➤ Explain art from other periods of history ➤ Create mood in their paintings ➤ Experience using the colour wheel. ➤ Mix colours to a theme (e.g. autumn, plants, sand). ➤ use thin watery paint as a base to create atmosphere. | Colour wheel |
| 2 | | | |
| 3 | Drawing: <ul style="list-style-type: none"> ➤ Create Viking patterns using drawing techniques- shading, hatching, composition. | <ul style="list-style-type: none"> ➤ Explain why they have chosen specific materials to draw with ➤ Use drawing pencils & chalk to create contrasting effects of line, texture & tone. ➤ Select different techniques for different purposes: shading, hatching, etc. | Shading, hatching, composition, line, texture, tone |
| 4 | Painting: <ul style="list-style-type: none"> ➤ Create river art inspired by Monet ➤ Sketch outline first before using watercolours to paint. ➤ Discuss and evaluate work. | <ul style="list-style-type: none"> ➤ Identify and draw simple objects, and use marks and lines to produce texture ➤ Organise line, tone, shape and colour to represent figures and forms in movement ➤ Show reflections ➤ Explain why they have chosen specific materials to draw with ➤ Create all the colours they need ➤ Create mood in their paintings ➤ Successfully use shading to create mood and feeling ➤ Experiment with different styles which artists have used ➤ Explain art from other periods of history | Lines, tone, shape |
| 5 | Painting: <ul style="list-style-type: none"> ➤ Consider the patterns used in Ancient Greek pottery and tiles. ➤ Practise producing these patterns using Sgraffito technique | <ul style="list-style-type: none"> ➤ Sgraffito technique (wax crayon block of colour, paint over with black paint, etch paint off with cocktail stick). ➤ Begin to sculpt clay and other mouldable materials | Sgraffito |

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| | <ul style="list-style-type: none"> ➤ Children draw a vase which they then decorate using Scrafitto technique. <p><u>Clay:</u></p> <ul style="list-style-type: none"> ➤ Explore Ancient Greek architecture looking specifically at their pillars. ➤ Explore the three styles: Doric, Ionic, and Corinthian. ➤ Sketch designs of these different pillars and create out of clay. | <ul style="list-style-type: none"> ➤ Explain architecture from other periods of history ➤ Use their sketch books to adapt and improve their original ideas ➤ Make a clay object using pinch/thumb pot technique, blending attached pieces for strength. | |
| 6 | <p><u>Printing:</u></p> <ul style="list-style-type: none"> ➤ Look at the artwork of John Dyer 'the Rainforest'. Discuss the colours he has used and the impact of these. ➤ Compare John Dyer's work to the work of William Morris, Phillip Webb and John Henry Dearle- 'The Forest' Tapestry. What different effects do the artwork and tapestry have? Which do they prefer. ➤ Create a whole class piece by printing onto fabric. Each child produce a different print, taking inspiration from both pieces of artwork. | <ul style="list-style-type: none"> ➤ Print using at least four colours ➤ Create an accurate print design ➤ Print onto different materials ➤ Use their sketch books to adapt and improve their original ideas ➤ Make symmetrical shapes by drawing & cutting ➤ Mix colours to a theme (e.g. autumn, plants, sand). ➤ Consider composition – back-, mid-, and foreground ➤ Use very simple perspective. | Symmetrical, background, mid-ground, foreground, perspective |

Art Overview 2021-2022

Year 5

| Term | Focus / Activities / Resources | Knowledge, Skills, Understanding | Key Vocab |
|------|--|--|--------------------------|
| 1 | <p>Digital Art: and Architecture</p> <ul style="list-style-type: none"> ➤ Using digital cameras and photoscape. ➤ Banksy inspired art- convey messages <p>Architecture:</p> <ul style="list-style-type: none"> ➤ Explore architecture of London, specifically Renzo Piano-Shard. Consider how architecture vs the pillars explored in Ancient Greece year 4 unit. | <ul style="list-style-type: none"> ➤ Use digital video cameras to record observations. ➤ Use digital images as a starting point for creative work in different areas of art. ➤ Begin to experiment editing photographs in photo editing software (photoscape). ➤ Convey messages through your image. ➤ Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning ➤ Create digital images with animation, video and sound to communicate their ideas | Edit, alter, adapt |
| 3 | <p>Drawing:</p> <ul style="list-style-type: none"> ➤ Create images of Henry VIII continuing to develop previously taught drawing skills. ➤ Use drawing pencils to create contrasting effect of line, texture and tone. | <ul style="list-style-type: none"> ➤ Successfully use shading to create mood and feeling ➤ Create a range of moods in their paintings ➤ Express emotions accurately through their painting and sketches ➤ Use drawing pencils, charcoal & chalk to create contrasting effects of line, texture & tone. ➤ Develop blending skills with charcoal and chalk to show line, texture and tone in observational drawings. | Line, texture, tone |
| 5 | <p>Clay:</p> <ul style="list-style-type: none"> ➤ Create Canopic jars. ➤ Children consider what previous clay skills they will need to use within this unit. | <ul style="list-style-type: none"> ➤ Design 3D objects ➤ Form curved and straight sided blocks out of clay ➤ Blend shaped of clay carefully and effectively to make a larger object. ➤ Cut and model clay to required shape and texture. | Shape, texture, coil pot |
| 6 | <p>Painting:</p> <ul style="list-style-type: none"> ➤ Explore the work of Beatriz Milhazes ➤ Create a piece inspired by Beatriz Milhazes | <ul style="list-style-type: none"> ➤ Use drawing pencils to create contrasting effects of line, texture and tone. ➤ Mix paints to match the colours in real object. ➤ Replicate patterns, colours and texture from the style of a well-known artist. ➤ Combine mixture of materials to create a collage based on painting/ drawing. | Line, texture, tone |

Art Overview 2021-2022

Year 6

| Term | Focus / Activities / Resources | Knowledge, Skills, Understanding | Key Vocab |
|------|---|---|-----------------------------------|
| 1 | Drawing: <ul style="list-style-type: none"> ➤ Explore 'Harvest- fruit bowls' by Paul Cezanne. ➤ Consider the tone, shades etc used by Paul Cezanne. ➤ Create own harvest pieces inspired by artwork explored. | <ul style="list-style-type: none"> ➤ sketches communicate emotions and imagination ➤ explain why they have combined different tools to create their drawings ➤ line, tone, pattern and texture. | Line, tone, pattern, texture |
| 2 | Drawing: <ul style="list-style-type: none"> ➤ Linked to Corey's Rock (POR book). ➤ Listen to a description and create own pieces of art based on description. | <ul style="list-style-type: none"> ➤ Use techniques to add texture and shading to drawings. ➤ explain why they have combined different tools to create their drawings. ➤ Use multi-point perspective. | Multi-point perspective |
| 3 | Sculptures and Painting <ul style="list-style-type: none"> ➤ 3D Clay Monkeys (inspired by Frida Kahlo) ➤ Portrait of Frida. | <ul style="list-style-type: none"> ➤ Create models on a range of scales. ➤ Create work which is open to interpretation by the audience. ➤ Include both visual and tactile elements in their work. ➤ Mix paint colours to match subtle colour of someone/ something ➤ Replicate patterns, colours and textures in the style of a well-known artist. | Scale, patter, texture |
| 4/5 | Collaging: <ul style="list-style-type: none"> ➤ WW11- explore the work of Lowry ➤ Explore collaging by Robert Rauschenberg | <ul style="list-style-type: none"> ➤ use a wide range of techniques in their work ➤ explain why they have chosen specific drawing / painting technique ➤ adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books ➤ Mixed media- charcoal and pencil. | Collaging, foreground, background |
| 6 | Painting (production) | | |