



Subject Overview : Art
 Intent (Skills/ knowledge)
 Implementation (How/ When)

	FS	Year 1	Year 2
INTENT	<p>Early Learning Goal: Expressive Arts and Design</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 design and technology, art, music, dance, role-play and stories</p> <ul style="list-style-type: none"> • Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. • Use drawings to tell a story from retelling or from imagination. • Investigate different lines - thick, thin, wavy, straight. • Explore different textures and experiment with mark making to illustrate these. • Ensure sensitivity and visual awareness. • Encourage accurate drawings of people that include all the visible parts of the body (head, hands, fingers - where are they?) 	<p>Ar1/1.1 To use a range of materials creatively to design and make products</p> <p>Drawing</p> <ul style="list-style-type: none"> • Extend the variety of drawings tools to include charcoal and felt tips. • Explore different textures and experiment with mark - building on previous experience. <p>Texture</p> <ul style="list-style-type: none"> • Simple paper and/or material weaving using a card loom. • Mix colours and paint strips of paper to weave with. • Add objects to the weaving - buttons, twigs, dried flowers. • Explore colour in weaving. • Build on skills of using various materials to make collages –using some smaller items. • Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc. • Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc. • Discuss how textiles create things – curtains, clothing, decoration <p>Form</p> <ul style="list-style-type: none"> • Use both hands and tools to build • Construct to represent personal ideas. <p>Printing</p> <ul style="list-style-type: none"> • Create patterns and pictures by printing from objects using more than one colour. <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Drawing</p> <ul style="list-style-type: none"> • Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. • Observe patterns in the natural and man-made world. • Ensure sensitivity and visual awareness. • Observe anatomy - encourage accurate drawings of people. • Sketch objects in both the natural and man-made world. <p>Form</p> <ul style="list-style-type: none"> • Use materials to make known objects for a purpose, i.e. puppet. • Cut shapes using scissors. • Carve into media using tools. • Pinch and roll coils and slabs using a modelling media. • Make simple joins by manipulating modelling material or pasting carefully. • Discussion of weight and texture. <p>Printing</p> <ul style="list-style-type: none"> • Develop impressed images with some added pencil or decorative detail. • Relief printing - string, card, etc. • Use equipment and media correctly, to produce clean image. • Use appropriate language to describe tools, process, etc. 	<p>Ar1/1.1 To use a range of materials creatively to design and make products</p> <p>Drawing</p> <ul style="list-style-type: none"> • Continue as Year 1 to experiment with tools and surfaces. • Continue to draw as a way of recording experiences and feelings. • Sketch to make quick records of something. • Work out ideas through drawing. <p>Texture</p> <ul style="list-style-type: none"> • Develop skills of overlapping and overlaying to create effects. • Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. • Simple appliqué work attaching material shapes to fabric with running stitches. • Start to explore other simple stitches - backstitch, cross-stitch. • Use various collage materials to make a specific picture. <p>Form</p> <ul style="list-style-type: none"> • Awareness of natural and man-made forms and environments. • Expression of personal experiences and ideas in work. • Also able to shape and form from direct observation. <p>Printing</p> <ul style="list-style-type: none"> • Use printmaking as a means of drawing. • Create order, symmetry, irregularity. <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Drawing</p> <ul style="list-style-type: none"> • Continue to draw as a way of recording experiences and feelings. • Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. • Sketch to make quick records of something. • Work out ideas through drawing. <p>Form</p> <ul style="list-style-type: none"> • Use a range of decorative techniques: applied, impressed, painted, etc. • Use a range of tools for shaping, mark making, etc. • Construct from found junk materials. • Replicate patterns and textures in a 3-D form. <p>Printing</p> <ul style="list-style-type: none"> • Extends repeating patterns - overlapping, using two contrasting colours etc. • Print with a growing range of objects, including manmade and natural printing tools • Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.

		<p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Colour</p> <ul style="list-style-type: none"> • Ensure they know the names of all the colours. • Begin to introduce mixing of colours to make new colours. • Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark • Continues to explore applying colour with a range of tools for enjoyment. <p>Pattern</p> <ul style="list-style-type: none"> • Awareness and discussion of patterns around them – pattern hunt. • Experiment creating repeating patterns on paper using drawing or printing of own design. <p>Ar1/1.4 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.</p> <p>Drawing</p> <ul style="list-style-type: none"> • Andy Warhol – popular art portraiture • Pablo Picasso – collage portraiture <p>Colour/Printing</p> <ul style="list-style-type: none"> • Paul Klee 	<p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Colour</p> <ul style="list-style-type: none"> • Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ • Make as many tones of one colour as possible using primary colours and white. • Darken colours without using black • Mix colours to match those of the natural world – colours that might have a less defined name • Experience using colour on a large scale, A3/A2 playground. <p>Pattern</p> <ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. • Look at natural and manmade patterns and discuss. • Discuss regular and irregular – what does it mean? <p>Ar1/1.4 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.</p> <p>Drawing</p> <ul style="list-style-type: none"> • Van Gogh – Sunflowers <p>Colour</p> <ul style="list-style-type: none"> • Jackson Pollock – Drip painting <p>Form</p> <ul style="list-style-type: none"> • Clarice Cliff – Pottery <p>Printing</p> <ul style="list-style-type: none"> • Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)
Vocabulary	<p>Drawing</p> <p>mark making, lines, finger, stick, pencil, pastels, chalk, thick, thin, wavy, straight, heads, hands, fingers</p>	<p>All EYFS vocabulary and:</p> <p>Drawing</p> <p>charcoal, felt tips, faint, dark, hatching, cross hatching, scumbling, stippling, proportion, accuracy, sketch, pattern, landscape, abstract, realistic</p> <p>Colour</p> <p>red, yellow, blue, orange, purple, green, brown, black, white, primary, secondary, collections, colour mixing</p> <p>Texture</p> <p>card loom, weaving, collage, manmade, natural, warm, cold, shiny, smooth, textiles</p> <p>Form</p> <p>carve, pinch, roll, join, paste, weight, texture</p> <p>Printing</p> <p>printing tile, patterns, repeated patterns, relief printing</p>	<p>All EYFS/Y1 vocabulary and:</p> <p>Drawing</p> <p>light, dark, shadow</p> <p>Colour</p> <p>shades, tints, tones</p> <p>Texture</p> <p>overlapping, overlaying, running stitch, backstitch, cross stitch, applique</p> <p>Form</p> <p>direct observation, applied, impressed, texture</p> <p>Printing</p> <p>overlapping, contrasting, order, symmetry, irregularity</p>

	Topic 1	Topic 2	Topic 3
Year 1	<p>Drawing How do you feel in this picture? Concept - Investigate and build on mark making leading to self-portraiture, and making links to well-known artists</p> <p>WOW: Emotion Detectives/ Exhibition</p> <p>Key questions – Can we take photos of ourselves showing emotion? What can we use to draw with and what effects can we produce? What tips can we learn about drawing human faces? Can we draw a self-portrait showing a given emotion? Can we make a self-portrait collage in the style of Picasso? Can we make a self-portrait in the style of Andy Warhol?</p> <p>Key Teaching Points:</p> <ul style="list-style-type: none"> • Children to retrieve prior learning for mark making and develop this with the use of faint and dark lines, hatching, cross hatching, scumbling and stippling • Begin to label emotions and learn how this affects portrait art • Begin to apply accuracy within proportions within the face • Look at a range of work from Pablo Picasso and Andy Warhol based around portraiture • Begin to discuss likes and dislikes of works produced by other artists • Create art in the style of Pablo Picasso and Andy Warhol 	<p>Printing/Colour Can I make a recognisable print? Concept - Investigate printing through using natural objects and manmade tiles, exploring colour and pattern.</p> <p>WOW: Exhibition</p> <p>Key questions – Can we identify the primary and secondary colours? Can I find collections of colour? Can I print using an object? Can I make a relief printing tile? Can I make a recognisable print?</p> <p>Key Teaching Points:</p> <ul style="list-style-type: none"> • Identify and explore the primary colours • Identify and explore the secondary colours • Mix primary colours to create the secondary colours • Explore colour collections using a variety of tools • Explore colour and pattern through the technique of printing • Print using a natural object • Create a relief printing tile using card and string • Print using self-made relief printing tile 	<p>Form Can I make a clay animal? Concept – Investigate form using the media of clay</p> <p>WOW: Exhibition</p> <p>Key questions – Can I explore a malleable media? Can I manipulate and join clay? Can I make a clay animal? Can I decorate my clay animal?</p> <p>Key Teaching Points:</p> <ul style="list-style-type: none"> • Explore the manipulation of a malleable media such as plasticine • Develop techniques for joining malleable media • Develop techniques for manipulating a malleable media e.g. making coils and slabs • Explore the manipulation and joining techniques of clay • Create a clay animal based using the techniques and processes learnt throughout the unit • Carve into and paint clay animals
Year 2	<p>Drawing Can I work in the style of Van Gogh? Concept – Investigate and build on mark making leading to developing work in the style of a well-known artist</p> <p>Key questions – How can I create different shapes and lines? Can I draw a sunflower? Who is Van Gogh? Can I draw a sunflower in the style of Van Gogh? Can I create a sunflower piece in the style of Van Gogh?</p> <p>Key Teaching Points:</p> <ul style="list-style-type: none"> • Experiment with tools and surfaces for drawing • Developing mark making by using shape and direction of lines e.g. curved • Children introduced to Vincent Van Gogh and a body of his work • Discuss likes and dislikes of works produced by other artists • Children are introduced to the piece 'Sunflowers'. • Begin to use shadow, light and dark within own works • Creating art in the style of Vincent Van Gogh • Observational drawing • Creating art in the style of Van Gogh using mixed media 	<p>Printing Africa – linked into Geography unit of work Concept – Investigate art from another culture and use this to create a manmade printing tile</p> <p>Key questions – Can I recreate African art?</p> <p>Key Teaching Points:</p> <ul style="list-style-type: none"> • Exploring traditional African patterns • Creating an impressed polystyrene printing tile • Print using self-made impressed printing tile • Creating repeating, overlapping and overlaying patterns 	<p>Colour/Painting Can I convey emotion using colour? Concept – Investigate conveying emotion through colour leading to working in the style of a well-known artist</p> <p>Key questions – Who is Jackson Pollock? How does colour affect emotion? Can I make a colour wheel? Can I mix colours to represent specific objects? Can I convey a given emotion through a painting in the style of Jackson Pollock?</p> <p>Key Teaching Points:</p> <ul style="list-style-type: none"> • Children retrieve prior learning on colour and develop this by mixing a range of colours to represent specific objects • Developing an understanding of colour and how it can be used to affect emotion – painting to emotive music • Children introduced to Jackson Pollock • Discuss likes and dislikes of works produced by other artists • Creating art in the style of Jackson Pollock

	<p><u>Form</u> <u>Can I make a clay pot in the style of Clarice Cliff?</u> <u>Concept –</u> Investigate clay in a different context, leading to creating work in the style of a well-known artist</p> <p>WOW: Educational visit to Gladstone Pottery Museum</p> <p>Key questions – Can I explore a malleable media? Who is Clarice Cliff? Can I make a clay pot in the style of Clarice Cliff? How can I decorate my clay pot?</p> <p><u>Key Teaching Points:</u></p> <ul style="list-style-type: none"> • Children to retrieve prior learning for form and further explore clay as a medium by looking closer at decorative techniques such as applied, impressed, painted • Children to view a range of works by Clarice Cliff • Talk more competently about likes and dislikes of the works produced by other artists – Clarice Cliff and each other • Create a clay pot • Decorate the clay pot in the style of Clarice Cliff 	<p><u>Texture</u> <u>Can I</u> <u>Concept -</u></p> <p>Key questions -</p> <p><u>Key Teaching Points:</u></p> <ul style="list-style-type: none"> • Create effect through overlapping and overlaying • Experimenting with textiles and sewing, including a running stitch, backstitch and cross stitch • Using simple applique work to attach materials to fabric 	
--	---	--	--