



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

	FS	Year 1	Year 2
INTENT	<p><b>Early Learning Goal: Expressive Arts and Design</b></p> <p><b>Exploring and using media and materials</b>          - Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative</b>          - 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"> <li>• Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> <li>• Use drawings to tell a story from retelling or from imagination.</li> <li>• Investigate different lines - thick, thin, wavy, straight.</li> <li>• Explore different textures and experiment with mark making to illustrate these.</li> <li>• Ensure sensitivity and visual awareness.</li> <li>• Encourage accurate drawings of people that include all the visible parts of the body (head, hands, fingers - where are they?)</li> </ul>	<p><b>Ar1/1.1 To use a range of materials creatively to design and make products</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Explore different textures and experiment with mark - building on previous experience.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Simple paper and/or material weaving using a card loom.</li> <li>• Mix colours and paint strips of paper to weave with.</li> <li>• Add objects to the weaving - buttons, twigs, dried flowers.</li> <li>• Explore colour in weaving.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Use both hands and tools to build</li> <li>• Construct to represent personal ideas.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Create patterns and pictures by printing from objects using more than one colour.</li> </ul> <p><b>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Ensure sensitivity and visual awareness.</li> <li>• Observe anatomy - encourage accurate drawings of people.</li> <li>• Sketch objects in both the natural and man-made world.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Use materials to make known objects for a purpose.</li> <li>• Cut shapes using scissors.</li> <li>• Carve into media using tools.</li> <li>• Pinch and roll coils and slabs using a modelling media.</li> <li>• Make simple joins by manipulating modelling material or pasting carefully.</li> <li>• Discussion of weight and texture.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Develop impressed images with some added pencil or decorative detail.</li> <li>• Use equipment and media correctly, to produce clean image.</li> <li>• Use appropriate language to describe tools, process, etc.</li> </ul> <p><b>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Ensure they know the names of all the colours.</li> <li>• Begin to introduce mixing of colours to make new colours.</li> <li>• Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</li> <li>• Continues to explore applying colour with a range of tools for enjoyment.</li> </ul> <p><b>Pattern</b></p>	<p><b>Ar1/1.1 To use a range of materials creatively to design and make products</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Continue as Year 1 to experiment with tools and surfaces.</li> <li>• Continue to draw as a way of recording experiences and feelings.</li> <li>• Sketch to make quick records of something.</li> <li>• Work out ideas through drawing.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Discuss how textiles create things – curtains, clothing, decoration</li> <li>• Develop skills of overlapping and overlaying to create effects.</li> <li>• Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</li> <li>• Simple appliqué work attaching material shapes to fabric with running stitches.</li> <li>• Start to explore other simple stitches - backstitch, cross-stitch.</li> <li>• Use various collage materials to make a specific picture.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms and environments.</li> <li>• Expression of personal experiences and ideas in work.</li> <li>• Also able to shape and form from direct observation.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Use printmaking as a means of drawing.</li> <li>• Create order, symmetry, irregularity.</li> </ul> <p><b>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Continue to draw a way of recording experiences and feelings.</li> <li>• Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</li> <li>• Sketch to make quick records of something.</li> <li>• Work out ideas through drawing.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Use a range of tools for shaping, mark making, etc.</li> <li>• Replicate patterns and textures in a 3-D form.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Extends repeating patterns - overlapping, using two contrasting colours etc.</li> <li>• Print with a growing range of objects, including manmade and natural printing tools</li> <li>• Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</li> <li>• Relief printing - string, card, etc.</li> </ul>

		<ul style="list-style-type: none"> <li>Experiment creating repeating patterns on paper using drawing or printing of own design.</li> </ul> <p><b>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.</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Pablo Picasso – collage portraiture</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>William Morris</li> </ul>	<p><b>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</li> <li>Make as many tones of one colour as possible using primary colours and white.</li> <li>Darken colours without using black</li> <li>Experience using colour on a large scale, A3/A2 playground.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</li> <li>Look at natural and manmade patterns and discuss.</li> </ul> <p><b>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.</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Georgia O’Keefe</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Van Gogh</li> </ul>
Vocabulary	<p><b>Drawing</b></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><b>Drawing</b></p> <p>faint, dark, hatching, cross hatching, scumbling, stippling, proportion, accuracy, sketch, pattern, abstract, realistic</p> <p><b>Colour</b></p> <p>red, yellow, blue, orange, purple, green, brown, black, white, primary, secondary, collections, colour mixing</p> <p><b>Texture</b></p> <p>card loom, weaving, collage, manmade, natural, warm, cold, shiny, smooth, textiles</p> <p><b>Form</b></p> <p>carve, pinch, roll, join, paste, weight, texture</p> <p><b>Printing</b></p> <p>printing tile, patterns, repeated patterns, relief printing</p>	<p>All EYFS/Y1 vocabulary and:</p> <p><b>Drawing</b></p> <p>light, dark, shadow</p> <p><b>Colour</b></p> <p>shades, tints, tones</p> <p><b>Texture</b></p> <p>overlapping, overlaying, running stitch, backstitch, cross stitch, applique</p> <p><b>Form</b></p> <p>direct observation, applied, impressed, texture</p> <p><b>Printing</b></p> <p>overlapping, contrasting, order, symmetry, irregularity</p>

<p>Year 1</p>	<p>Topic 1</p> <p><b>Drawing</b> <b>How do you feel in this picture?</b> Investigate and build on mark making leading to self-portraiture, and making links to well-known artists</p> <p><b>WOW: Emotion Detectives/ Exhibition (Alex Promise)</b></p> <p><b>Key questions</b> – 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? Who is Pablo Picasso? Can we make a self-portrait collage in the style of Picasso?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Begin to label emotions and learn how this affects portrait art</li> <li>• Begin to apply accuracy within proportions within the face</li> <li>• Look at a range of work from Pablo Picasso around portraiture</li> <li>• Begin to discuss likes and dislikes of works produced by other artists</li> <li>• Create art in the style of Pablo Picasso</li> </ul>	<p>Topic 2</p> <p><b>Printing/Colour/Pattern</b> <b>Can I make a recognisable print?</b> Investigate printing through using natural objects and manmade tiles, exploring colour and pattern whilst making links to well-known artists</p> <p><b>WOW: Exhibition (Alex Promise)</b></p> <p><b>Key questions</b> – Can we identify the primary and secondary colours? Can I find collections of colour? Can I print using an object? Can I make a printing tile? Who is William Morris? Can I print in the style of William Morris?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Identify and explore the primary colours</li> <li>• Identify and explore the secondary colours</li> <li>• Mix primary colours to create the secondary colours</li> <li>• Explore colour collections using a variety of tools</li> <li>• Explore colour and pattern through the technique of printing</li> <li>• Print using a natural object</li> <li>• Begin to discuss likes and dislikes of works produced by other artists</li> <li>• Create art in the style of William Morris</li> <li>• Create a printing tile using a polystyrene square</li> <li>• Print using self-made printing tile</li> <li>• Make repeated patterns through printing</li> </ul>	<p>Topic 3</p> <p><b>Texture/Colour/Pattern</b> <b>Can I weave using a card loom?</b> Investigate weaving using a card loom</p> <p><b>WOW: Exhibition (Alex Promise)</b></p> <p><b>Key questions</b> – Can I identify the primary colours? Can I mix tints by adding white? Can I weave using a card loom? Can I explore colour in weaving? Can I explore patterns in weaving? Can I add objects to my weaving?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Revisit the primary and secondary colours</li> <li>• Mix tints using primary colours and white</li> <li>• Weave using card and a card loom</li> <li>• Make repeated patterns through weaving</li> <li>• Adorn card loom using separate objects</li> </ul>
	<p>Topic 4</p> <p><b>Form</b> <b>Can I make a clay animal?</b> Investigate forming using the malleable media of clay</p> <p><b>WOW: Exhibition (Alex Promise)</b></p> <p><b>Key questions</b> – Can I explore a malleable media? Can I manipulate and join clay? Can I create a clay tile? Can I make a clay animal? Can I decorate my clay animal?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Explore the manipulation of a malleable media</li> <li>• Develop techniques for joining malleable media</li> <li>• Develop techniques for manipulating a malleable media e.g. making coils and slabs</li> <li>• Create a clay animal based using the techniques and processes learnt throughout the unit</li> <li>• Carve into and paint clay animals</li> </ul>		

Year 2	<p><u>Topic 1</u>  <b>Texture</b>  <b>Can I make a hand sewn cushion?</b>  Explore and develop skills in textiles</p> <p><b>Key questions</b> – Can I sew using a range of stitches? Can I explore a range of hand sewn items? Can I make a hand sewn cushion?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Use a large eyed needle to explore a running stitch, backstitch and cross stitch</li> <li>• Create effects through overlapping and overlaying</li> <li>• Use simple applique work to attach materials to fabric</li> </ul>	<p><u>Topic 2</u>  <b>Colour</b>  <b>Can I work in the style of Van Gogh?</b>  Investigate and build on mark making leading to developing work in the style of a well-known artist</p> <p><b>Key questions</b> – Can I make different tones of primary colours? Can I darken a colour without using black? Who is Vincent Van Gogh? Can I create a nightscape in the style of Van Gogh?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Mix tones using white</li> <li>• Mix shades without using black</li> <li>• Discuss likes and dislikes of works produced by other artists</li> <li>• Creating a nightscape of the Great Fire in the style of Van Gogh</li> </ul>	<p><u>Topic 3</u>  <b>Form</b>  <b>What will go inside and outside our pots?</b>  Investigate clay in a different context, leading to creating work in the style of a well-known artist</p> <p><b>WOW: Educational visit to Gladstone Pottery Museum</b></p> <p><b>Key questions</b> – 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><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Children to view a range of works by Clarice Cliff</li> <li>• Talk more competently about likes and dislikes of the works produced by other artists – Clarice Cliff and each other</li> <li>• Create a clay pot</li> <li>• Decorate the clay pot in the style of Clarice Cliff</li> <li>•</li> </ul>
	<p><u>Topic 4</u>  <b>Drawing</b>  <b>Can I draw from observation like Georgia O’Keefe?</b>  Investigate and build on mark making leading to developing work in the style of a well-known artist</p> <p><b>Key questions</b> – Who is Georgia O’Keefe? Can I use a range of mark making to draw shells? Can I use printmaking as a means of drawing? Can I make a relief printing tile?</p> <p><b>Key Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Discuss likes and dislikes of works produced by other artists</li> <li>• Use mark making to create observational drawings</li> <li>• Use of light and dark in sketching</li> <li>• Create a relief printing tile using cardboard, double sided tape and string</li> <li>• Use printing as a means of drawing</li> <li>• Creating repeating, overlapping and overlaying patterns</li> </ul>		