

Christopher Reeves Art and design overview

	EYFS	Year 1 (Year A)	Year 2 (Year B)	Year 3 (Year A)	Year 4 (Year B)	Year 5 (Year A)	Year 6 (Year B)
Exploring and developing ideas	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 		<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 		<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 	
	<p>Mark-making, junk modelling and construction opportunities in continuous provision both indoor and outdoors.</p>					<p>Consistently use sketchbooks to record, review and revisit ideas. Experiment with colour, texture, tone, shape and shade. Comment and evaluate, annotating ideas using subject specific vocabulary: tone, line, texture, refine, form, pattern.</p>	
Painting	<p>Explore colour and colour-mixing.</p> <p>To experiment with lines using different size paint brushes and sponges.</p> <p>To paint within an outline and/or shape.</p>	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 		<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour 		<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. 	
	<p>Painting easel in outdoor area. Using different sized brushed, sponges, natural resources etc. Experimenting with size of brush strokes, painting within the lines.</p> <p>Colour' Topic. Colour mixing looking at shades of colour, light and dark.</p>	<p>Develop colour wheels in paint.</p> <p>Summer: Portraits using paint mixing techniques.</p>	<p>Autumn: Self portraits using paint - colour mixing.</p> <p>Summer term: Use Monet as an example of an Impressionist painter. Recreate Monet's Garden using paint, colour mixing, choosing different sized paintbrushes.</p>		<p>Children to create wash backgrounds to build more intricate brush strokes for foreground items.</p> <p>Children to replicate real life colours and use mixing on the palettes with water colours.</p> <p>Children to mix colours separate to palette to create colours with variations for shadow and light.</p> <p>Children to maintain a colour and develop texture of colour through overlaying in pencil and using a contrasting colour of paint to stand out.</p>	<p>Spring - watercolour landscapes focus on brushstrokes, mood, colour, perspective and reflection.</p>	<p>Summer - Rainforest Art (animals/birds) Bright colour palette, shapes and patterns. Use of acrylic paints to create texture.</p>
Collage	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 		<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Use ceramic mosaic materials and techniques. 		<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. 	

	Free-flow junk model station in classroom. Topic - 3 bears, animals		Van Gogh inspired sunflower pictures. Tearing paper to make petals. Rolling tissue paper to make seeds.	Children will produce Roman mosaics and experiments with different materials such as paper during the design process before committing to tile. Children will use materials and overlap to create texture - selecting and arranging materials for effect.			Autumn - collage of space scene use different textures, patterns and colours.
Sculpture	Develop their own ideas and then decide which materials to use to express them.	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 		<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other moldable materials. • Add materials to provide interesting detail. 		<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	
	Manipulation of clay, playdough and other malleable materials. Junk modelling. Topic- Hibernating animals using clay	Create simple animal forms in play dough. Adding simple details (lines and textures) in clay. With the clay simple techniques such as rolling, cutting, moulding and carving,	Create simple animal forms in clay with detail added using appropriate tools and equipment.	Create and combine shapes to create recognisable forms using both art straws and recycled items. Include texture that conveys feelings, expression or movement, including cellophane and for example wool for hair.	Egyptians: Children will create the head forms of canopic jars in clay.	Autumn - Create a Greek amphora from clay using different tools to create patterns and using slip to mould and join pieces together. Make a lid. Use appropriate tools to create texture and pattern.	Summer - use wire as a basis for a sculpture of a bird, insect or animal. Enhance sculpture with beading, paper, pipe cleaners to add colour linked to science.
Drawing	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • 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 or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 		<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 		<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	
	Mark making resources available in both indoor and outdoor areas. Topic- Traditional story characters. My Family - people who live in my house. Self-portraits.		Children create pictures from their own pencil sketches that are completed in oil pastel and paints. Children to shade simple 3d picture using lighter pressure to make lightly shaded area and applying greater pressure and coverage for darker.		Children should practice drawing faces accurately and begin using mannequins to draw human bodies. Children should complete observational tasks once a term to develop sketching skills. Children to self-assess and peer assess and notice improvements in their own work. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow	Autumn - create a drawing of an athlete from the Olympic Games. Sketch shapes and add tone to depict body shape and lines to show movement. Spring - linked to the Highwayman - use charcoal and pencil to draw landscapes, thinking about mood, perspective, shade and texture. Summer - link to maths - pencil sketching of 3D objects. Add shadow and light to create a 4D	Autumn - Use chalk and pastels to combine colours to depict a space picture on a black ground. Combine different brush techniques, colour and detail including perspective. Spring - use a variety of different mark making in sketching including cross hatching to draw objects (axe, sword, helmet etc.)

						effect. Includes creating a coloured tornado cone drawing.	
Print	Use natural and man-made objects to print patterns and shapes.	<ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. 		<ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. 		<ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. 	
	Free-flow access to different shaped sponges and stamps and shapes to experiment with paint and printing onto paper, card and other materials.	Children to use printing to make simple repeating patterns for simple designs using everyday objects e.g cotton reels, potatoes cut into shapes.	Spring Create a polystyrene printing tile. Draw a simple toy design on paper. Transfer onto polystyrene. Use two different coloured printing inks and rollers to create repeating pattern picture in the style of Andy Warhol's toy pictures.	Make printing blocks (e.g. from coiled string glued to a block). Replicate patterns observed in natural or built environments		Summer - creation of a seascape based on Hokusai's overlapping print blocking of The Wave. Use different colours and patterns to build a final picture.	
Textiles	Join materials.	<ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 		<ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. 		<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. 	
	Cutting and glueing a range of materials - felt, card, paper. Threading using objects such as beads and string/shoelaces through pre-cut holes in different materials.	Children to weave coloured paper. Children to create simple puppets using PVA glue. Children can plait wool together to create handles for D&T projects.			Children to complete book mark or wristband with decorations: <ul style="list-style-type: none"> Create weavings using a variety of different materials. Create an Easter basket 	Autumn - olympic themed that includes attaching different materials; different stitching techniques. Include some padded patterns and stuff cushion. Linked to DT.	Summer - Poison dart frog cushion.
Digital Media	Create images using a simple programme.	<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. 		<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. 		<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). 	
	IWB paint programme for mark making, Colour-fill Rainbow Fish		Look at Computing plan for available programs.	Photo editing Spring term year A computing.			Look at computing plan for available programs.
Artist studies			Andy Warhol - Toy prints Georgia O'Keefe, Claude Monet, Van Gogh - Garden and flower pictures		Leonardo Da Vinci for movement Antonio Gaudi for mosaic Monet, Van Gogh, Manet, Constable and Charles Keeping for landscapes. Hokusai - the great wave. Seascapes - Alfred Wallis Textile designer - William Morris	Alexander Calder and David Oliveira for wire sculptures. Peter Thorpe - space/rockets Henri Rousseau - Rainforest	

Sticky Knowledge

Early Years	Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> Know how to safely use and explore a variety of tools and techniques Know how to experiment with colour, design, texture, form and function Know how to explain how they have created a piece of artwork 	<ul style="list-style-type: none"> Know how and when to use paint brushes and pencil to create lines of different thickness in drawings / paintings. Know how to join different materials by glueing, taping and sewing. Know how to mix paint to create all the secondary colours 	<ul style="list-style-type: none"> Know how to create animal sculpture shapes in art. Know how to use a range of brushes to create different effects in painting. Know which pencil to use to create different tones Know how to identify the techniques used by Henry Moore through sketching people 	<ul style="list-style-type: none"> Know the style of art used and how it has been influenced by a famous artist. Know why art can be very abstract and what message the artist is trying to convey. Know how to use a full range of pencils, charcoal or chalk/pastels when drawing. Know how to overprint to create different patterns.

	<ul style="list-style-type: none">• Know how to create brown with paint• Know how to create tints with paint by adding white and know how to create tones with paint by adding black• Know how to create a repeated pattern.• Know how to make a clay animals and know how to join legs to my animal• Know how artists create different styles of art such as Georgia O'Keefe's and Monet's flowers• Suggest how artists have used colour, pattern and shape• Know how to create a piece of art in response to the work of another artist• Know how to use charcoal, pencil and pastel to create art	<ul style="list-style-type: none">• know how to choose different sized brushes to show texture.• Know how to use a pencil to shade• Know why they use watercolours to create a wash for a background.• Know how to weave with different materials.• know what hatching and cross hatching is and that it is used to show texture and tone in a drawing.• Know when it is appropriate to use a back stitch and a cross stitch• Know how to use artists' work as inspiration for their own.	<ul style="list-style-type: none">• Know how to add detail by stitching.• Know how to make a seam in textiles.• Know how to create different effects (including mood, perspective, movement and reflection)• Know how to create a collage.• Know how to create light and shadow.• Be skilled in creating a variety of different marks that combine to make a finished drawing.• Know how to utilise a variety of skills when modelling with clay.• Know how to manipulate wire to create different shapes and link together.
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