ART OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS EAD Creating with Materials	• Tell others what artwork is. Eg Self portraits • Explore colour and colour mixing • Autumn printing.	• **Nursery**: Use different art materials and refining work. • **Reception:** Use various tools for artwork and design. • Select own materials. • Tell others what artwork is. .	• **Nursery**: Use different art materials and refining work. • **Reception:** Use various tools for artwork and design. • Select own materials. • Tell others what artwork is. .	• **Nursery:** Uses 2d or 3d structures to explore materials and/or express ideas • **Reception:** Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects	• **Nursery:** Enjoys and responds to playing with colour in a variety of ways, eg combining colours. • **Reception:** ELG safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the processes they have used.	• **Nursery:** • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • **Reception:** Develops their own ideas through experimentation with diverse materials • ELG safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the processes they have used.
KS1 CYCLE A	Painting (pastels)	Paint (primary and secondary colours)		Using Materials (Printing)	Drawing (observational)	Using materials (sculpture)
	Exploring and Developing Ideas	Exploring and Developing Ideas		Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas
	• Children can start to understand how ideas are developed through processes. • Children can build up resilience to getting things wrong and trying again. • Children practise and share their learning and	• Children can explore using a variety of different brushes to see what happens. • Children begin to learn the primary colours and experiment with mixing paints to understand tone		• Children can begin to explore different techniques used in printing, pressing, rubbing and stamping. • Children are exposed to different materials to print with such as foam, rollers, ink,	• Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. • Children are	• Children have the opportunity to select and use a variety of materials for sculpting and experiment with joining and constructing. • Children begin to use the correct

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	skills with others, receive and offer feedback to improve. • Children can experiment with shape and pattern, looking at repeated patterns and different materials to make texture. • Create their own repeating pattern in print.	and secondary colours. • Children can create their own painted image of a hot/cold landscape, mixing colours to create desired effect.		polystyrene, wax, paint, dye. • Children can experiment with shape and pattern, looking at repeated patterns and different materials to make texture. • Children can create a printed piece.	exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Children can make their own observational drawing of plants or fossils.	vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. • Children can make a clay pot.
	Skills and progression	Skills and progression		Skills and progression	Skills and progression	Skills and progression
	• Can copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	• name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		• copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; rollers, polystyrene shapes • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects.	• draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; • use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land

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						art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.
KS1 CYCLE B	Using materials (sculpture)	Using materials (sculpture)	Paint (using colour)	Drawing (Natural Art)	Using Materials (Mixed Media)	Painting (skills)
	Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas
	"Artists Portrait Project" • Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. • Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. • Children describe what is seen and give an opinion about the work of an artist and ask questions about it.		• Children can explore using a variety of different brushes to see what happens. • Children begin to know the primary colours and can mix paint to create secondary colours. • Children can mix their own colours to create an "in the style of" Titanic painting.	• Children explore different techniques involved in drawing, focusing on using pencils to create thick and thin lines. • Children are exposed to different "line" drawing and can talk about what they can see. • Children can make their own observational drawing of natural objects.	• Children will develop a wide range of art and design techniques in using texture, line, shape, form and space. • use a variety of materials, e.g. sponges, fruit, blocks; rollers, polystyrene shapes, art knives. • Children will demonstrate the ability to cut, coil and coil materials.	• Children will observe a wide range of paintings which represent how people feel. • Children will be able to talk about feelings and justify their choices using evidence from the artwork shown. • Children will produce a piece of work to show how people feel in paintings.
	Skills and progression	Skills and progression	Skills and progression	Skills and progression	Skills and progression	Skills and progression
	• Children can use an ICT programme in order to create a picture based on those observed. • Children can talk about painting observed and say what they like/don't like and why.		• Children can create tints with paint by adding white. • Children can create tones by adding black.	• Children can draw pencil lines of varying thickness; • Children can select tools needed to create line drawings of different thickness.	• Children will use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, relief printing, objects.	• Children use colour, patterns, texture, form, line, space and shape. • Children use colour to show tints and tones to create an effect • Children can talk about theirs and a peers' painting and

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					• Children will be able to use a range of materials safely and with control to achieve a desired result.	discussed feelings portrayed.
LKS2 CYCLE A	Painting (texture)	Drawing and Sculpture	Sketching (body language)	Photography		Sculpture (clay)
	Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas		Exploring and Developing Ideas
	• Children can explore using a variety of different brushes to see what happens. • Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. • Children will be able to explain the deatures of artwork from different periods; • Children will know how specific artists developed their specific techniques; • Children will produce landscape artwork, showing tone and secondary colours.	• Children are introduced to new ways of making effect through tone, texture, light and shadow. • Children have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. • Children experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' • Children begin to understand more about decorating sculptures and adding expression through texture. • They use a variety of tools to support the learning of techniques and to add detail. • Children will create sculpture using wire	• Children will be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art. • To create sketchbooks to record their observations and use them to review and revisit ideas. • Children will study different pieces of artwork showing a range of facial expressions. • Children will produce sketch work and paintings to show expression and body language.	• Children will use their observation of photographs to study reflections. • Children will be taught what a reflection is and how this can be used in art to create particular art pieces. • Children will discuss why reflections are an integral part of certain types of art. • Chlildren will use photographs to create reflections, integrating digital images into artwork.		• Children will begin to understand more about decorating sculptures and adding expression through texture. • Children will use a variety of tools to support the learning of techniques and to add detail • Through practice, children will become proficient in sculpting techniques. • Chldren will be given the opportunity to improve their mastery of art and design techniques, including sculpting with a range of materials. • Children will look at art from different cultures and will be able to talk about art from different historical periods.

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		and plaster to represent scenes from The Pied Piper.				• Children will use clay to represent a Greek God.
	Skills and progression	Skills and progression	Skills and progression	Skills and progression		Skills and progression
	• Children can use varied brush techniques to create shapes, textures, patterns and lines; • Children can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • Children can create different textures and effects with paint; • Children can use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	• Children will experiment with showing line, tone and texture with different hardness of pencils; • Children will use shading to show light and shadow effects; • Children will use different materials to draw, e.g. pastels, chalk, felt tips; • Children will show an awareness of space when drawing; • Children will use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. • Children will cut, make and combine shapes to create recognisable forms; • Children will use clay and other malleable materials and practise	• Children will use sketchbooks to refine work and to help to create progression of facial expressions. • Children will use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions; • adapt and refine ideas;	• Children will use computer programs to integrate digital images into artwork. • Children will explore ideas from first-hand observations; •		• Children will cut, make and combine shapes to create recognisable forms; • Children will use clay and other malleable materials and practise joining techniques; • Children will add materials to the sculpture to create detail; • Children will use key vocabulary to demonstrate knowledge and understanding in this strand. • Children will identify and use different techniques used by different artists.

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		joining techniques; • Children will add materials to the sculpture to create detail; • Children will use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light.				
LKS2 CYCLE B	Sketching (pastels)		Printing (Roman Print)		Painting (paint wash & mixed media)	Painting (art from historical periods)
	Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas		Exploring and Developing Ideas	Exploring and Developing Ideas
	• Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. • They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately. • Children will be taught sketching and shading techniques for basic animal shapes. Children will produce a cave picture in stone age style.		• Children will use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. • Children be taught how to print on to different materials. • Children will explore Roman pattern, commenting on styles and features.		• Children continue exploring using a variety of different brushes to see what happens. • They use the language of colour accurately when mixing, e.g. shade, primary and tint. • Children begin to experiment with colour for effect and mood. • Children will be taught how to create a	• Children begin to experiment with colour for effect and mood. • Children will study various artists to explore technique such as paint washing for backgrounds. • Children will be taught how to improve their mastery of art and design techniques, including painting with a range of materials. • Children will compare

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				• Children will study "Volcano" artwork for themes and techniques used.	work of different artists and different historical periods.
	Skills and progression Skills and progression	Skills and progression		Skills and progression	Skills and progression
	• Children will use sketchbooks to refine work and to help to create progression of skills. • Children will use shading to show light and shadow effects; • Children will use pastels to draw; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline Children will know how to use sketches to produce a final piece of art.	• Children will know how to print onto different materials using at least 4 different colours. • They will use more than one colour to layer in a print; • Children will replicate patterns from observations; • Children will make printing blocks; • Children will make repeated patterns with precision; • They will use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.		• Children will work using patterns and lines; • Children will mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • Children will create different textures and effects with paint; • Children will use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. • Children will experiment with other media in conjunction with their own work.	• Children will use varied brush techniques to create shapes, textures, patterns and lines; • They will mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • Children will create different textures and effects with paint; • They will use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. • Children will learn how to use digital images and combine them with different media. • Children will know how to us ICT to create art

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						which includes their own work.
UKS2 CYCLE A	Painting	Sketching			Sculpture	Sculpture
	Exploring and Developing Ideas	Exploring and Developing Ideas			Exploring and Developing Ideas	Exploring and Developing Ideas
	• Children continue exploring a variety of different brushes to see what happens. • They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. • Children are more expressive with colour, associating colours with moods.	• Children start collecting more information and resources to present in sketchbooks. • They continue to build their knowledge of techniques by experimenting and predicting what might happen. • Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.			• Children still use a variety of materials for sculpting and experiment with joining and constructing. • They begin to understand more about clay modelling and using different tools with clay. • They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. • Research the work of an artist (look at rusty nails in Radcliffe)	• Children still use a variety of materials for sculpting and experiment with joining and constructing. • They begin to understand more about clay modelling and using different tools with clay. • They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. • Research the work of an artist (people in action)
	Skills and progression	Skills and progression			Skills and progression	Skills and progression
	• Children can create a colour palette, demonstrating mixing techniques • They can use a range of paint (acrylic, oil paints, water colours)	• review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design			• Children will use the work of a chosen artist to replicate a style. • Children will use a range of junk materials to create a	• Children will use the work of a chosen artist to replicate a style. • Children will use a range of junk materials to create a sculpture to symbolise people in

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	to create visually interesting pieces; • Children can use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	work; • use digital technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. • Children will sketch a Saxon helmet.		sculpture to symbolise Radcliffe.	action and the message it conveys.
				Linked artists	Linked artists
				Antony Gormley	Antony Gormley
UKS2 CYCLE B	Pastels and Pencils		Mixed media (including e resources)	Mixed media (artist research)	Painting
	Exploring and Developing Ideas		Exploring and Developing Ideas	Exploring and Developing Ideas	Exploring and Developing Ideas
	• Children will create sketchbooks to record their observations and use them to review and revisit ideas. • Children will have the opportunity to use digital technology as sources for developing ideas • Children will be taught how to use shadow and shading to create mood and feeling.		• Children will study different types of art, including abstract art and will consider what a specific artist is trying to achieve in any given situation. • Children will understand why art can be abstract and what message the artist is trying to convey. • Children will explore multi media resources and e resources, including how they can be used to create a maximum effect	• Children continue to learn from the works of famous artists. • They now expand their knowledge by looking at the range of more famous artists. • Children comment on the work of famous artists and name their pieces of work. • Children will have the opportunity to use digital technology as sources for developing ideas	• Children continue to learn from the works of famous artists. • They now expand their knowledge by looking at the range of more famous artists. • Children comment on the work of famous artists and name their pieces of work. • Children will have the opportunity to use digital technology as sources for developing ideas • Children can give detailed

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				• Children can give detailed observations about notable artists', artisans' and designers' work; • Children can offer facts about notable artists', artisans' and designers' lives;	observations about notable artists', artisans' and designers' work; • Children can offer facts about notable artists', artisans' and designers' lives;
	Skills and progression		Skills and progression	Skills and progression	Skills and progression
	• Children will improve their mastery of art & design techniques, including drawing, with a range of materials. • Children will show shadows, reflection, hatching and cross-hatching; • Children will depict movement and perspective in drawings; • Children will use a variety of tools and select the most appropriate		• Children will know how to over print in order to create different patterns. • select colours and materials to create effect, giving reasons for their choices; • refine work as they go to ensure precision; • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks;	• Children will use the style of a chosen artist to replicate their work; • review and revisit ideas in their sketchbooks; • offer feedback using technical vocabulary; • think critically about their art and design work; • use digital technology as sources for developing ideas; • use a variety of tools and select the most appropriate • create a colour palette, demonstrating mixing techniques;	• create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

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				• use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;	
	Linked artists		Linked artists	Linked artists	Linked artists
	• L.S. Lowry		Shamsia Hassani Abu Malek al-Shami Lubna Agha	Freida Karlo	Henri Rousseau