

## Intent

Art is a creative skill that children instinctively use as a means of expression, to communicate ideas and feelings. The teaching of art stimulates and encourages creativity and imagination through visual, tactile and sensory experiences. It provides a unique way of understanding and responding to the world and can be used to shape our environment.

- To foster an understanding and enjoyment of art, craft and design that should engage, inspire and challenge
- To stimulate each child's creativity and imagination
- To develop each child's understanding of colour, form, texture and pattern
- To develop each child's ability to use materials and processes to communicate ideas and feelings
- To enable each child to record from first-hand experience and from imagination
- To explore with each child the ideas and meanings in the work of artists, craftspeople and designers
- To help each child to learn about the functions of art, craft and design in their own lives and in different times and cultures
- To help each child to learn how to make thoughtful judgements and aesthetic and practical decisions
- To extend and enrich other curriculum areas through art and design



## Topic and Skills Overview KS1

EYFS Topics	Subject Rationale:	Skills:
<p><b>Autumn:</b> Senses materials collages, making instruments, making glasses, feely feet etc.</p> <p>Our world – close observational drawings</p>	<p>The topics chosen are in line with the statutory requirement of the EYFS curriculum.</p> <p>Within EYFS the foundations are set for key Art and Design skills to develop, such as, developing motor skills, mark making, making choices about colours, textures and shapes, selecting materials, manipulating materials and giving opinions. Pupils develop knowledge of materials through sensory experiences. They explore different textures while handling, manipulating and investigating a wide range of materials.</p> <p><b>The pupils experiment with different colours and explore how these can be changed to prepare them for mixing colours to paint gardens in the Impressionist style in Year One.</b></p>	<p><b>Skills:</b></p> <p><b>Early Learning Goals:</b></p> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools</li> <li>• Use drawings to tell a story Investigate different lines</li> <li>• Explore different textures Encourage accurate drawings of people.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Experimenting with and using primary colours</li> <li>• Naming</li> <li>• Mixing (not formal)</li> <li>• Learn the names of different tools that bring colour</li> <li>• Use a range of tools to make coloured marks on paper</li> </ul>
<p><b>Spring:</b> People who help us - large construction of vehicles</p> <p>Growing/Being healthy</p> <p>ARTIST: Van Gough – painting with flowers</p>	<p>Within the topic ‘People Who Help Us’ pupils identify different people within vehicle construction. They investigate and acquire knowledge of building and destroying and the tools that are needed in preparation for the topic ‘Vehicle for Teddy’ in the following year.</p> <p>Pupils begin to explore their own creative ideas and develop an understanding of different media through mark making (investigating different lines). This relates to Year One where the children use a range of media and lines to study winter trees.</p> <p><b>Pupils identify famous artist Van Gough through painting with flowers. This helps to prepare children for observing and drawing landscapes in Year One.</b></p>	<p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>• Handling, manipulating and enjoying using materials</li> <li>• Sensory experience</li> <li>• Simple collages</li> <li>• simple weaving</li> </ul> <p><b>Form:</b></p> <ul style="list-style-type: none"> <li>• Handling, feeling, enjoying and manipulating materials</li> <li>• Constructing</li> <li>• Building and destroying</li> <li>• Shape and model</li> </ul>
<p><b>Summer:</b> Under the Sea</p> <p>Fantasy/Knights and castles</p>	<p>Pupils will develop a range of repeating patterns which prepares them for observing patterns and their features in Year One.</p> <p><b>Experimenting with and mixing colour and exploring how colours can be changed prepares the children for mixing primary colours to develop secondary colours in Year One.</b></p>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Rubbings</li> <li>• Print with variety of objects</li> <li>• Print with block colours</li> </ul>
Year One Topics:		Skills:
<p><b>Autumn:</b></p> <p>Self portraits Christmas art/stained glass windows Using clay for Christmas decorations</p>	<p>Pupils will observe anatomy (faces) and further explore mark making. They will explore colour by using chalk pastels for Autumn leaves/berries after observing patterns and features.</p> <p>The pupils will use materials to make known objects for a purpose.</p> <p>Pupils will manipulate clay for modelling purposes through clay etching.</p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Name all the colours</li> <li>• Mixing of colours</li> <li>• Find collections of colour</li> <li>• Applying colour with a range of tools</li> </ul>

	<p>This will prepare the children for exploring Artist's work in Year 2 as well as allowing them to be familiar with the process of using clay in order to develop their skills in textiles for further years.</p>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Weaving</li> <li>Collage</li> <li>Sort according to specific qualities</li> <li>How textiles create things</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Construct</li> <li>Use materials to make known objects for a purpose</li> <li>Carve</li> <li>Pinch and roll coils and slabs using a modelling media.</li> <li>Make simple joins</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Awareness and discussion of patterns</li> <li>Repeating patterns</li> <li>Symmetry</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Create patterns</li> <li>Develop impressed images</li> <li>Relief printing</li> </ul>
<p><b>Spring:</b></p> <p>Looking at the <a href="#">ARTIST: Pieter Breugal</a>  Winter art-snow pictures/oil pastels  Close study of winter trees using charcoal  Hot and cold colours  Close observation of daffodils using chalk pastels</p>	<p>Pupils will develop awareness and take part in discussion of patterns. They will explore and create original patterns and designs.  Pupils will observe patterns and features and use this knowledge to experiment with line.  They will begin using and expressing line to represent landscape and water and develop an understanding of patterns in nature from observation.</p> <p>They will research and find collections of colour through first-hand and second hand experience as well as observe and draw landscapes.  Pupils will learn that tone refers to the lightness or darkness of something.</p> <p>They will begin to develop an understanding of use of different tints and shades to create simple tone in their work.</p> <p><b>This builds on existing mark making skills and allows the children to prepare for Year 2 where they will have to express their views on artwork and begin to draw from still life. They will also be prepared for tonal studies in Year 2.</b></p>	
<p><b>Summer:</b></p> <p>Linking art with DT (vehicle for teddy)  Impressionism  Artist: Monet  Mixing colours to paint gardens in the Impressionist style  Using powder paint  Butterfly art-symmetrical painting  Making butterflies from tissue paper</p>	<p>Pupils will extend the variety of drawings tools for future use.  They will begin mixing primary colours to create secondary colours and choose and justify appropriate colours to reflect a theme and purpose.  This prepares the children for Exploring colour in Year 2 where they will have to mix, refine and apply more sophisticated colours.</p> <p>Through exploring the artist the children will have the opportunity to develop a broadened view on art and how work is developed. This will allow the children to further observe and reflect on future artists in order to strengthen their own visual impact.</p> <p><b>Cross curricular links with DT and maths allows the children to be further prepared for these areas in the next year group.</b></p>	
<p><b>Year Two Topics:</b></p>		
<p><b>Autumn:</b></p> <p>Exploring Colour  Form and Texture  Drawing</p>	<p>The children are being prepared for developing more detailed and accurate self-portraits using different mediums in Year 3. They are also preparing for the introduction of different paintbrushes to develop their ability to control tonal aspects using paint.</p> <p><b>They will create work with texture in preparation for discussion of artist texture in Year 3.</b></p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Begin to describe colours by objects</li> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black</li> </ul>

<p>Pattern and colour Sewing</p>		<ul style="list-style-type: none"> <li>Using colour on a large scale</li> </ul>
<p><b>Spring:</b> Exploring colour and pattern Famous Artists Pop Art Drawing, colour Sketching Form and Texture</p>	<p>Through recording ideas and planning in sketch books the children are being prepared for initial recording of ideas before beginning to produce a piece of work. The children will explore artists work to develop an understanding of different techniques i.e. mixing colour through overlapping prints.</p> <p><b>This will prepare them for expressing their own artist reflections using different forms of media.</b></p>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Overlapping and overlaying to create effects</li> <li>Use large eyed needles – running stitches</li> <li>Simple appliqué work</li> <li>Start to explore other simple stitches</li> <li>Collage</li> </ul>
<p><b>Summer:</b></p> <p>Sewing – design, pattern, texture, form Drawing, colour Water colour paint Sketching Impressionism – famous artists</p>	<p><b>The use of watercolour will allow the children to prepare for watercolour painting in Year 4 where they will have to control and apply their colours accurately. Additionally the children will be prepared for controlling materials to achieve a desired effect in Year 3.</b></p>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>Awareness of natural and man-made forms</li> <li>Expression of personal experiences and ideas to shape and form from direct observation (malleable and rigid materials)</li> <li>decorative techniques</li> <li>Replicate patterns and textures in a 3-D form work and that of other sculptors</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade patterns</li> <li>Discuss regular and irregular</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Print with a growing range of objects</li> <li>Identify the different forms printing takes</li> </ul>
<p><b>Year Three</b></p>		
<p><b>Autumn:</b> Primary/secondary colour wheels Portraits/self-portraits-using pastels Stone Age buildings constructed from different materials Textiles/sewing Madonna and child-oil pastels</p>	<p>Pupils will continue to develop initial sketches before starting artwork which will prepare them for the development of ideas in Year 4.</p> <p><b>The use of different materials means the children will have handled familiar resources they will use in Year 4 and develop their understanding of how these are used.</b></p>	<p><b>Skills:</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Colour mixing</li> <li>Make colour wheels</li> <li>Introduce different types of brushes</li> <li>techniques- apply colour using dotting, scratching, splashing</li> </ul>
<p><b>Spring:</b> Kandinsky-circles in squares where children create own version of picture</p>	<p>Through reflection on artist work the children will be prepared to discuss confidently their own ideas and opinions in future Years. They will also be able to adapt techniques and ideas from previous artists to influence their work within each year.</p>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Use smaller eyed needles and finer threads</li> <li>weaving</li> <li>Tie dying, batik</li> </ul>

<p>Close observational work (William Morris)-draw a selection of Spring flowers and develop this work using water colours Looking at ARTSIT: William Morris designs (linked to Humanities project) Imprint a design onto a polybloc and print</p>	<p>Developing the use of watercolour further will allow the children to have a better understanding of control when trying to achieve detail and tone.</p>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Shape, form, model and construct ( malleable and rigid materials)</li> <li>• Plan and develop</li> <li>• understanding of different adhesives and methods of construction</li> <li>• Aesthetics</li> </ul>
<p><b>Summer:</b> Hieroglyphic bookmarks Making Canopic jars and Egyptian jewellery</p>	<p>The children will shape, form, model and construct using malleable and rigid materials. This will prepare the children for creating clay Roman coins in Year 4.</p> <p><b>The children will develop techniques- apply colour using dotting, scratching, splashing. This will prepare the children for experiencing surface patterns and textures in Year 4.</b></p>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Pattern in the environment</li> <li>• Design</li> <li>• Using ICT</li> <li>• Make patterns on a range of surfaces</li> <li>• Symmetry</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• relief and impressed printing</li> <li>• recording textures/patterns</li> <li>• Monoprinting</li> <li>• colour mixing through overlapping colour prints</li> </ul>
<p><b>Year Four</b></p>		
<p><b>Autumn:</b> Roman shields, clay coins, Gladiatorial mosaic Sewing for Christmas calendar</p>	<p>The pupils shape, form, model and construct (malleable and rigid materials) when making Roman coins.</p> <p><b>This will prepare the children for constructing 3D models in Year 5 in addition to explore texture in colour within 3D artist's work.</b></p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Colour mixing and matching: tint, tone, shade</li> <li>• Observe colours</li> <li>• Suitable equipment for the task</li> <li>• Colour to reflect mood</li> </ul>
<p><b>Spring:</b> Examine themes within Mayan artwork, Maya Stelae using foam/oasis, Mayan masks using mod rock.</p>	<p>Discussion of sculptor's works within Mayan topic will help the children prepare for creating work from perspective in Year 5, particularly when developing 2D and 3D artwork. <b>It will aid them in drawing from different perspectives and help to creating detailed drawings.</b></p>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Use a wider variety of stitches</li> <li>• Observation and design of textural art</li> <li>• Experimenting with creating mood, feeling, movement</li> <li>• Compare different fabrics</li> </ul>
<p><b>Summer:</b></p>	<p>The children will explore colour to create feeling, mood and movement in Year 4.</p>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Plan and develop</li> <li>• Experience surface patterns / textures</li> </ul>

<p>River colour tints using watercolours, famous river artists, gallery visit, explore different methods of art using water (bubble, marbling, flick, blow) to explore different materials and weaving methods to create an illusion of water</p>	<p><b>This will prepare the children for when they explore the use of texture in colour and colour for purposes during their topic of Anglo Saxons in Year 5.</b></p>	<ul style="list-style-type: none"> <li>• Discuss own work and work of other sculptors</li> <li>• analyse and interpret natural and manmade forms of construction</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Explore environmental and manmade patterns</li> <li>• Tessellation</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Use sketchbook for recording textures/patterns</li> <li>• Interpret environmental and manmade patterns</li> <li>• modify and adapt print</li> </ul>
<p><b>Year Five</b></p>		
<p><b>Autumn:</b> Anglo Saxon jewellery in watercolour Titanic models Sowing applique for Christmas calendars</p>	<p>In Year 5 the pupils will further develop the concept of drawing from perspective and develop their ability to create detailed drawings. This prepares them for producing increasingly accurate drawings of people and drawing for expression.</p> <p><b>The children will also explore texture on colour and colour for a purpose. This allows them to use colour for feeling, including hue, tint, tone, shades and mood in Year 6.</b></p>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Experimenting with hue, tint, tone, shades and mood</li> <li>• Explore the use of texture in colour</li> <li>• Colour for purposes</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• use stories, music, poems as stimuli</li> <li>• Select and use materials</li> <li>• embellish work</li> <li>• fabric making</li> <li>• artists using textiles</li> </ul>
<p><b>Spring:</b> Ancient Greek art looking at perspective</p>	<p>This topic will develop the pupil's concept of perspective.</p> <p>This prepares them for deliberately manipulating tone to portray emotions during the spring term in Year 6.</p>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>• plan and develop ideas</li> <li>• Shape, form, model and join</li> <li>• observation or imagination</li> <li>• properties of media</li> <li>• Discuss and evaluate own work and that of other sculptors</li> </ul>
<p><b>Summer:</b> Optical illusion art looking at <a href="#">ARTSIT: Bridget Riley</a>, explore ideas for patterns Focus on repeated patterns/dots/lines Composition and colour Cubism <a href="#">ARTSIT: Picasso's Weeping Woman</a></p> <p>Abstract Use of digital film techniques, photos and magazines to create own abstract faces</p>	<p>Focusing on further improving skill and control when painting and drawing will prepare the children for building up drawings and images of whole or parts of items using various techniques.</p> <p><b>Creating own abstract pattern to reflect personal experiences and expression and using the work of artists' to explore own ideas will allow the pupils to become more confident in making observations and using their own imagination in Year 6.</b></p>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Create own abstract pattern to reflect personal experiences and expression</li> <li>• Create pattern for purposes</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Combining prints</li> <li>• Design prints</li> <li>• Make connections</li> <li>• Discuss and evaluate own work and that of others</li> </ul>

<b>Year Six</b>		<b>Skills</b>
<b>Autumn:</b> Sewing to start the year Art linked to The Boy in the Striped Perspective piece of the fence Blitz scene Art linked to DT (sewing skills/creating patterns/using a variety of stitches) ARTIST: Magic Lantern Company – eg Leonard Henry Rosoman, Clive Branson, Henry Moore	The children will use their sketch books to record detailed drawings using different techniques. This will prepare the pupils for KS3 where they are asked to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.  <b>The pupils will develop experience in embellishing which will help them to increase their proficiency in the handling of different materials in KS3.</b>	<b>Colour</b> <ul style="list-style-type: none"> <li>Using hue, tint, tone, shades and mood</li> <li>Explore the use of texture in colour</li> <li>Colour for purposes</li> <li>Colour to express feelings</li> </ul> <b>Texture</b> <ul style="list-style-type: none"> <li>Develops experience in embellishing</li> <li>Applies knowledge of different techniques to express feelings</li> <li>Work collaboratively on a larger scale</li> </ul>
<b>Spring:</b> Sketching linked to the Landlady Making gadgets using mod rock for Stormbreaker, building up detail, painting and glazing	In Year 6 the pupils will build an increasing awareness of how to use tone to describe light, shade, contrast and shadow and deliberately manipulating tone to portray emotions.  <b>This prepares the children for developing creativity when drawing and increasing their proficiency in their execution in KS3.</b>	<b>Form</b> <ul style="list-style-type: none"> <li>plan and develop ideas</li> <li>Shape, form, model and join</li> <li>observation or imagination</li> <li>properties of media</li> <li>Discuss and evaluate own work and that of other sculptors</li> </ul>
<b>Summer:</b> Designing Longship Viking boats using marbling, various painting techniques and sketching Rainforest animal images using black glue	Pupils will make observations and use their imagination in order to strengthen their visual impact and applications of their work.  <b>This will prepare them to effectively analyse and evaluate their own work and that of others in KS3.</b>	<b>Pattern</b> <ul style="list-style-type: none"> <li>Create own abstract pattern to reflect personal experiences and expression</li> <li>Create pattern for purposes</li> </ul> <b>Printing</b> <ul style="list-style-type: none"> <li>Builds up drawings and images of whole or parts of items using various techniques</li> <li>Screen printing</li> <li>Explore printing techniques used by various artists</li> </ul>