



Long Term Curriculum Overview 2020-21

Subject: Art and Design

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS – FS1	<p>16-26 Explores and experiments with a range of media through sensory exploration, and using whole body / Notices and is interested in the effects of making movements which leave marks.</p> <p>22-36 Experiments with blocks, colours and marks.</p> <p>30-50 Explores colour and how colour can be changed / Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects / Beginning to be interested in and describe the texture of things / Uses various construction materials / Realises tools can be used for a purpose.</p> <p>40-60+ Explores what happens when they mix colours / Experiments with different textures / Understands that different media can be combined to create new effects / Manipulates materials to achieve a planned effect / Constructs with a purpose in mind, using a variety of resources / Uses simple tools and techniques competently and appropriately / Selects appropriate resources and adapts work where necessary / Selects tools and techniques needed to shape, assemble and join materials they are using.</p>					
	<p>Who am I? Sensory exploration of a range of media. Understanding what different tools are used for. Understanding how to make marks. Independently accessing and using creative (ART) equipment. Paper plate collage faces Box modelling homes</p>	<p>Celebrations Choosing colours and material for a purpose. Learning to use tools correctly – scissors/painting brushes ,glue spreaders, fingers, pastels and chalks. Understand and use printing technique. Naming colours Printing Cards Decorations using a range of tools and joining techniques Diwali candle holders - clay Ipad firework images</p>	<p>Heroes Learning how to paint sequence – water/sponge/paint/pallet/ paper. Representing people. Using imagination. Choosing materials for a purpose. Painting superheros Making 3d heroes (Supertato from potatoes) Making masks Discuss artist of the week</p>	<p>Growing Observational drawings. Control of tools Develop preference for materials and media within mark making. Mixing shades of the same colours Drawing of flowers. Printing leaves Colour walks Matching colours – greens for leaves Van Gogh - Sunflowers Discuss artist of the week</p>	<p>Storybook Characters Mixing a range of colours Predicting colours. Talk about their own pictures. Use pictures as a means of communication ideas about stories. Paintings of characters Creating settings Story maps Discuss artist of the week</p>	<p>Minibeasts Plan what they are making. Collage techniques - refined cutting and joining skills. Refine printing skills. Choose colours for a purpose 3d minibeasts Painting of minibeasts Stone ladybirds Handprint spiders Collage caterpillar life-cycles Folded butterflies Discuss artist of the week</p>
EYFS – FS2	<p>30-50 Explores colour and how colour can be changed / Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects / Beginning to be interested in and describe the texture of things / Uses various construction materials / Realises tools can be used for a purpose.</p> <p>40-60+ Explores what happens when they mix colours / Experiments with different textures / Understands that different media can be combined to create new effects / Manipulates materials to achieve a planned effect / Constructs with a purpose in mind, using a variety of resources / Uses simple tools and techniques competently and appropriately / Selects appropriate resources and adapts work where necessary / Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>ELG They safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG+ Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</p>					

	<p>Who am I?</p> <ul style="list-style-type: none"> • Art classroom etiquette (eg cleaning brushes, aprons, moving around the room etc). • Explore art and craft area • Safe use of tools and materials. • Self portrait • Drawing family members • Cutting and joining focus • Playdough and mouldable materials (ongoing) <p>Explore Artist of the Week</p>	<p>Celebrations</p> <ul style="list-style-type: none"> • Crafts for a purpose (Christmas decorations). • Design a celebration card. • Joining techniques. Using embellishments (buttons, sequins, string, ribbons) – explore how to attach them. • Rubbings: money and leaves. • Temporary artworks: Mandalas (Using the outdoors). <p>Explore Artist of the Week</p>	<p>Heroes</p> <ul style="list-style-type: none"> • Explore colours – name colours accurately and begin to mix secondary colours independently. • Creating and adapting own designs (superheros) • Follow instructions to create an item (eg Chinese New Year Lamp) • Junk modelling – join junk together using tape and glue – experiment further with adhesion. <p>Explore Artist of the Week</p>	<p>Growing</p> <ul style="list-style-type: none"> • Explore and describe the textures of different media – create beanstalk collage. • Repeated pattern printing, using vegetables • Observational drawing. Describe what I see. • Refine and improve cutting skills • Explore texture and effect of multiple media used together (eg paint over bubble wrap) - Mixed-media flower pictures. • Make own paste glue to decorate an Easter egg (3D). <p>Explore Artist of the Week</p>	<p>Storybook Characters</p> <ul style="list-style-type: none"> • Use of natural / found objects in art. (in-the-moment, temporary artwork, using natural and found objects, also flowers and petals) – outdoors. • Cutting and joining fabrics – pirate flags. • Tell a story with artwork. • Choose colours to represent mood. <p>Explore Artist of the Week</p>	<p>Minibeasts</p> <ul style="list-style-type: none"> • Rock painting with acrylic paint (minibeasts. Hide around the school, for others to find) • Folded paper printing – refine techniques (butterflies and other insects – also tie into doubling for maths) • Refine and improve cutting skills • Overlapping colours to create new ones (cellophane wings) <p>Explore Artist of the Week</p>
Year 1	<p>Design Technology focus</p>	<p>Textiles Woven Flying Carpets</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Weaving technique and process • Plan a design from imagination or real life • Thread a needle • Trim fabric <p>Focus Artist: Michael Crompton</p>	<p>Design Technology focus</p>	<p>Collage The Three Little Pigs Houses</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Find out about an artist • Describe texture • Colour blocking • Cutting and tearing • Evaluation – how they feel and what they might change. <p>Focus Artist: Jeannie Baker</p>	<p>Design Technology focus</p>	<p>Printing Printing Woodland</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Comment on artist's work. • Make informed decisions, regarding resources • Sourcing printable materials • Printing techniques • Giving feedback <p>Focus Artist: Cathy Taylor Lynda Goldberg:</p>
Year 2	<p>Design Technology focus</p>	<p>3D Form African Clay Pots</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Comment on source materials • Smoothing clay, using water • Make a simple thumb pot • Create a sausage/coil by rolling between fingers • Make a coil pot • Compare and evaluate a peer's work <p>No Focus Artist: look at a range of source materials.</p>	<p>Design Technology focus</p>	<p>Painting Portrait (cubism)</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Mix a range of secondary colours, shades and tones. • Name and test different types of paint and their properties. • Learn about the work of an artist and Cubism • Use drawing as the starting point for work in other media as well as in its own right. • Sketch out an initial idea. • Painting in the cubist style. • Evaluate own work. <p>Focus artist: Pablo Picasso</p>	<p>Design Technology focus</p>	<p>Drawing Still Life Fruit</p> <p>Skills Covered:</p> <ul style="list-style-type: none"> • Draw from imagination and real life • Basic pencil shading techniques. • Observe and record shapes, patterns and textures found in objects. • Begin to draw for a sustained period of time. • Experiment with different drawing different media: crayons, pastels, felt tips. <p>Focus Artist: Paul Cezanne</p>
Year 3	<p>Design Technology focus</p>	<p>Drawing Book Illustrations</p> <p>Skills Covered:</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil • Use of sketchbook and annotation. 	<p>Design Technology focus</p>	<p>Collage In the style of Eric Carle</p> <p>Skills Covered:</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople, designers 	<p>Design Technology focus</p>	<p>3D Form Mask Making</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Researching history of techniques. • Make thoughtful observations about source materials

		<ul style="list-style-type: none"> Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Compare ideas and methods with others. <p>Focus Artist: Quentin Blake</p>		<ul style="list-style-type: none"> Experiment with different textures, techniques and effects Use ICT Annotate work in sketchbooks <p>Focus Artist: Eric Carle</p>		<ul style="list-style-type: none"> Work with more independence when selecting materials and tools. Use familiar materials but with an increased sensitivity and control. Adapt and develop work as it progresses. Make a simple papier mache object.
Year 4	Design Technology focus	<p style="text-align: center;">Drawing Drawing Bodies</p> <p>Skills covered:</p> <ul style="list-style-type: none"> Comment on the work of an artist Explore using charcoal, pencil and ballpoint Draw a range of textures using line and tone Make informed choices about paper and media used Draw figures Suggest ways to improve work <p>Focus Artist: Leonardo Da Vinci</p>	Design Technology focus	<p style="text-align: center;">Photography/Painting Music Poster /Album Cover</p> <p>Skills covered:</p> <ul style="list-style-type: none"> Photography composition, cropping and printing Match colours with increasing accuracy Plan and create different effects and textures Combine two media for effect Work collaboratively Compare ideas and methods with others <p>Focus Artist: Aliza Razell</p>	Design Technology focus	<p style="text-align: center;">Printing River Scene</p> <p>Skills covered:</p> <ul style="list-style-type: none"> Make thoughtful observation about an artist's work Research different printmaking techniques Learn specific block printing techniques Select broadly the kinds of material to print with in order to get the desired effect Evaluate own work and that of others <p>Focus Artist: Katsushika Hokusai</p>
Year 5	Design Technology focus	<p style="text-align: center;">Painting Self-Portrait</p> <p>Skills covered:</p> <ul style="list-style-type: none"> Draw / sketch a face Facial proportions Knowledge about primary and secondary, warm and cold, complementary and contrasting colours Work on preliminary studies to test media and materials Show an awareness of how paintings are created (composition) <p>Focus Artist: Lucian Freud</p>	Design Technology focus	<p style="text-align: center;">Drawing Lincoln Skyline</p> <p>Skills Covered:</p> <ul style="list-style-type: none"> Work in a sustained and independent way from observation, experience and imagination. Depict shadows and reflections using light and shade. Combine different pressures and shading techniques. Develop a personal style. Choose appropriate techniques to convey meaning or atmosphere. Make constructive suggestions to peers <p>Focus Artist: L.S. Lowry</p>	Design Technology focus	<p style="text-align: center;">3D Form Plaster Casting Artefacts</p> <p>Skills Covered:</p> <ul style="list-style-type: none"> Produce sculptures or models that are well proportioned. Plan a sculpture or cast through drawing and other preparatory work Design and make a mould Use more advanced materials, such as plaster of Paris safely. Incorporate embellishments into casting processes. (eg beads, glitter, stones) Suggest improvements in technique. <p>No Focus Artist: Look at a range of source materials.</p>
Year 6	Design Technology focus	<p style="text-align: center;">Painting WW2 Posters</p> <p>Skills covered:</p> <ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. 	Design Technology focus	<p style="text-align: center;">Textiles Batik and embellished river scene</p> <p>Skills Covered:</p> <ul style="list-style-type: none"> Safe use of Batik pot, wax, iron Painting with dyes Use different grades and uses of threads and needles 	Design Technology focus	<p style="text-align: center;">Printing Light and Dark Monoprints</p> <p>Skills covered:</p> <ul style="list-style-type: none"> Choosing the appropriate materials on which to print to suit the purpose. Using drawings and designs to bring fine detail into my work.

		<ul style="list-style-type: none"> • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Create imaginative work from a variety of sources <p>No Focus Artist: look at a range of source materials.</p>		<ul style="list-style-type: none"> • Select and use a range of embellishments • Evaluate work <p>No Focus Artist: introduce the technique using a range of artists.</p>		<ul style="list-style-type: none"> • Explore a range of paint and ink textures and suggest suitability for print form. • Scrape paint away to create an image or pattern • Be able to describe techniques • Be familiar with layering prints • Alter and modify work • Work relatively independently <p>Focus Artist: Dominic Beattie <u>Photography</u> ***Additional post-SATS element: Painting with light (long exposure photography)***</p>
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