



## Long Term Curriculum Overview 2021-22

## 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.'*

The Early Years Curriculum			
	3 & 4-year-olds ( <b>Nursery</b> ) will be learning to:	In addition, children in <b>Reception</b> will be learning to:	ELG (Early Learning Goal) for the end of Reception
Expressive Art and Design	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Explore colour and colour mixing.</li> <li>Show different emotions in their drawings – happiness, sadness, fear etc.</li> <li>Know what an artist is.</li> <li>To look and comment on a piece of art work in simple terms.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>To know that being an artist is a potential job role.</li> <li>To know that art is a way of expressing what you feel, see or think.</li> <li>To comment on a piece of art work in terms of feelings, opinions and emotions.</li> <li>To respond to a piece of stimulus artwork.</li> </ul>	<b><u>Creating with Materials</u></b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<ul style="list-style-type: none"> <li>Exploring a range of materials</li> <li>Make a range of marks.</li> <li>Images of self and family.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring a range of materials</li> <li>Make a range of marks with a range of tools.</li> <li>Explore painting and colour.</li> <li>Clay divas</li> <li>Rangoli patterns</li> <li>Firework images</li> <li>Christmas characters</li> <li>Christmas cards using of media and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Developing own ideas and express using materials.</li> <li>Draw enclosed spaces and represent objects.</li> <li>Images of people with faces</li> <li>Using paint to mix colours</li> <li>Images of visitors</li> </ul>	<ul style="list-style-type: none"> <li>Developing own ideas and express using materials,</li> <li>Drawing represent movement.</li> <li>Using paint to mix colours and talk about what is happening.</li> <li>Different cultures around the world - artists</li> <li>Feely bags – describing objects.</li> </ul>	<ul style="list-style-type: none"> <li>Joining materials and explore textures.</li> <li>Use drawing to represent emotions.</li> <li>Use colours for a purpose</li> <li>Story Character images showing emotions</li> <li>Stories and props in play. Making own props for use in play</li> </ul>	<ul style="list-style-type: none"> <li>Joining materials and explore textures.</li> <li>Plan what they are doing.</li> <li>Create with a purpose.</li> <li>Use drawing to represent emotions.</li> <li>3D minibeasts</li> <li>Making instruments.</li> <li>Making minibeast outfits.</li> </ul>

FS2	<ul style="list-style-type: none"> <li>• Art classroom etiquette (eg cleaning brushes, aprons, moving around the room etc).</li> <li>• Explore art and craft area</li> <li>• Safe use of tools and materials.</li> <li>• Self portrait</li> <li>• Drawing family members</li> <li>• Cutting and joining focus</li> <li>• Playdough and mouldable materials (ongoing)</li> </ul> <p>Explore artist of the month</p>	<ul style="list-style-type: none"> <li>• Crafts for a purpose (Christmas decorations).</li> <li>• Design a celebration card.</li> <li>• Joining techniques. Using embellishments (buttons, sequins, string, ribbons) – explore how to attach them.</li> <li>• Rubbings: money and leaves.</li> <li>• Temporary artworks: Mandalas (Using the outdoors).</li> </ul> <p>Explore artist of the month</p>	<ul style="list-style-type: none"> <li>• Explore colours – name colours accurately and begin to mix secondary colours independently.</li> <li>• Creating and adapting own designs (superheros)</li> <li>• Follow instructions to create an item (eg Chinese New Year Lamp)</li> <li>• Junk modelling – join junk together using tape and glue – experiment further with adhesion.</li> </ul> <p>Explore artist of the month</p>	<ul style="list-style-type: none"> <li>• Explore and describe the textures of different media – create beanstalk collage.</li> <li>• Repeated pattern printing, using vegetables</li> <li>• Observational drawing. Describe what I see.</li> <li>• Refine and improve cutting skills</li> <li>• Explore texture and effect of multiple media used together (eg paint over bubble wrap) - Mixed-media flower pictures.</li> <li>• Make own paste glue to decorate an Easter egg (3D).</li> </ul> <p>Explore artist of the month</p>	<ul style="list-style-type: none"> <li>• Use of natural / found objects in art. (in-the-moment, temporary artwork, using natural and found objects, also flowers and petals) – outdoors.</li> <li>• Cutting and joining fabrics – pirate flags.</li> <li>• Tell a story with artwork.</li> <li>• Choose colours to represent mood.</li> </ul> <p>Explore artist of the month</p>	<ul style="list-style-type: none"> <li>• Rock painting with acrylic paint (minibeasts. Hide around the school, for others to find)</li> <li>• Folded paper printing – refine techniques (butterflies and other insects – also tie into doubling for maths)</li> <li>• Refine and improve cutting skills</li> <li>• Overlapping colours to create new ones (cellophane wings)</li> </ul> <p>Explore artist of the month</p>
Year 1	Design Technology focus	<u>Drawing</u> Pencil skills <ul style="list-style-type: none"> <li>• Hold a pencil comfortably.</li> <li>• Explore basic pencil shading techniques, including different pencil grips and pressure.</li> <li>• Draw from imagination and real life.</li> <li>• Use drawing as the starting point for work in other media as well as in its own right.</li> </ul>	Design Technology focus	<u>Textiles</u> Weaving <ul style="list-style-type: none"> <li>• Knowledge of weaving technique and process</li> <li>• Plan a design from imagination or real life</li> <li>• Thread a needle</li> <li>• Trim fabric</li> </ul> <p><b>Focus Artist: Michael Crompton</b></p>	Design Technology focus	<u>Printing</u> Found objects <ul style="list-style-type: none"> <li>• Comment on artist's work.</li> <li>• Use knowledge to make informed decisions</li> <li>• Source printable materials</li> <li>• Know about printing techniques</li> <li>• Give feedback</li> </ul> <p><b>Focus Artist: Cathy Taylor Lynda Goldberg:</b></p>
Year 2	Design Technology focus	<u>3D Form</u> African Clay Pots <ul style="list-style-type: none"> <li>• Comment on source materials</li> <li>• Know how to smooth clay, using water</li> <li>• Make a simple thumb pot</li> <li>• Create a sausage/coil by rolling between fingers</li> <li>• Make a coil pot</li> <li>• Compare and evaluate a peer's work</li> </ul> <p><b>No Focus Artist:</b> look at a range of source materials.</p>	Design Technology focus	<u>Painting</u> Portrait (cubism) <ul style="list-style-type: none"> <li>• Know and name primary, secondary and tertiary colours.</li> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Name and test different types of paint and their properties.</li> <li>• Know about Cubism</li> <li>• Sketch out an initial idea.</li> <li>• Paint in the cubist style.</li> <li>• Evaluate own work.</li> </ul> <p><b>Focus artist: Pablo Picasso</b></p>	Design Technology focus	<u>Drawing</u> Drawing objects (still life) <ul style="list-style-type: none"> <li>• Draw from imagination and real life</li> <li>• Know some basic pencil shading techniques.</li> <li>• Observe and record shapes, patterns and textures found in objects.</li> <li>• Begin to draw for a sustained period of time.</li> <li>• Experiment with different drawing different media: crayons, pastels, felt tips.</li> </ul> <p><b>Focus Artist: Paul Cezanne</b></p>
Year 3	Design Technology focus	<u>Drawing</u> Drawing from imagination (Illustration) <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil</li> <li>• Use of sketchbook and annotation.</li> <li>• Plan, refine and alter their drawings as necessary.</li> </ul>	Design Technology focus	<u>Collage</u> In the style of... <ul style="list-style-type: none"> <li>• Explore the roles and purposes of artists, craftspeople, designers</li> <li>• Experiment with different textures, techniques and effects</li> <li>• Use ICT</li> <li>• Annotate work in sketchbooks</li> </ul>	Design Technology focus	<u>3D Form</u> Mask Making <ul style="list-style-type: none"> <li>• Researching history of techniques.</li> <li>• Make thoughtful observations about source materials</li> <li>• Work with more independence when selecting materials and tools.</li> </ul>

		<ul style="list-style-type: none"> <li>• Draw for a sustained period of time at their own level.</li> <li>• Compare ideas and methods with others.</li> </ul> <b>Focus Artist: Quentin Blake</b>		<b>Focus Artist: Eric Carle</b>		<ul style="list-style-type: none"> <li>• Use familiar materials but with an increased sensitivity and control.</li> <li>• Adapt and develop work as it progresses.</li> <li>• Make a simple papier mache object.</li> </ul>
Year 4	Design Technology focus	<p><b>Drawing</b> Drawing Bodies</p> <ul style="list-style-type: none"> <li>• Know and name an artist and some of their work.</li> <li>• Comment on the work of an artist</li> <li>• Explore using charcoal, pencil and ballpoint</li> <li>• Draw a range of textures using line and tone</li> <li>• Make informed choices about paper and media used</li> <li>• Draw figures</li> <li>• Suggest ways to improve work</li> </ul> <b>Focus Artist: Leonardo Da Vinci</b>	Design Technology focus	<p><b>Printing</b> Block printing (polystyrene)</p> <ul style="list-style-type: none"> <li>• Make thoughtful observation about an artist's work</li> <li>• Research different printmaking techniques</li> <li>• Learn specific block printing techniques</li> <li>• Select broadly the kinds of material to print with in order to get the desired effect</li> <li>• Evaluate own work and that of others</li> </ul> <b>Focus Artist: Katsushika Hokusai</b>	Design Technology focus	<p><b>Mixed Media Painting</b> Poster /Album Cover</p> <ul style="list-style-type: none"> <li>• Know about photography composition, cropping and printing</li> <li>• Match colours with increasing accuracy</li> <li>• Plan and create different effects and textures</li> <li>• Combine two media for effect</li> <li>• Work collaboratively</li> <li>• Compare ideas and methods with others</li> </ul> <b>Focus Artist: Aliza Razell</b>
Year 5	Design Technology focus	<p><b>Painting</b> Self-Portrait</p> <ul style="list-style-type: none"> <li>• Draw / sketch a face</li> <li>• Facial proportions</li> <li>• Knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>• Work on preliminary studies to test media and materials</li> <li>• Know how paintings are created (composition)</li> </ul> <b>Focus Artist: Lucian Freud</b>	Design Technology focus	<p><b>Drawing</b> Landscape (Skyline)</p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Depict shadows and reflections using light and shade.</li> <li>• Combine different pressures and shading techniques.</li> <li>• Develop a personal style.</li> <li>• Know how to use appropriate techniques to convey meaning or atmosphere.</li> <li>• Make constructive suggestions to peers</li> </ul> <b>Focus Artist: L.S. Lowry</b>	Design Technology focus	<p><b>3D Form</b> Plaster Casting Artefacts</p> <ul style="list-style-type: none"> <li>• Produce sculptures or models that are well proportioned.</li> <li>• Plan a sculpture or cast through drawing and other preparatory work</li> <li>• Design and make a mould</li> <li>• Know how to use plaster of Paris safely.</li> <li>• Incorporate embellishments into casting processes. (eg beads, glitter, stones)</li> <li>• Suggest improvements in technique.</li> </ul> <b>No Focus Artist:</b> Look at a range of source materials.
Year 6	Design Technology focus	<p><b>Painting</b> Posters</p> <ul style="list-style-type: none"> <li>• Know how to create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> </ul>	Design Technology focus	<p><b>Textiles</b> Batik and embellishment</p> <ul style="list-style-type: none"> <li>• Know how to safely use Batik pot, wax, iron</li> <li>• Paint with dyes</li> <li>• Use different grades and uses of threads and needles</li> <li>• Select and use a range of embellishments</li> <li>• Evaluate work</li> </ul> <b>No Focus Artist:</b> introduce the technique using a range of artists.	Design Technology focus	<p><b>Drawing / Printing</b> Monoprints</p> <ul style="list-style-type: none"> <li>• Draw freely, in own style.</li> <li>• Develop approach to convey meaning, movement or style.</li> <li>• Choosing the appropriate materials</li> <li>• Using drawings and designs to bring fine detail into my work.</li> <li>• Explore a range of paint and ink textures and suggest suitability for print form.</li> </ul>

		<ul style="list-style-type: none"> <li>• Work from a variety of sources, inc. those researched independently.</li> <li>• Create imaginative work from a variety of sources</li> </ul> <p><b>No Focus Artist:</b> look at a range of source materials, including poster art of different styles/time periods.</p>				<ul style="list-style-type: none"> <li>• Scrape paint away to create an image or pattern</li> <li>• Know and describe techniques</li> <li>• Know how to layering prints</li> <li>• Alter and modify work</li> <li>• Work relatively independently</li> </ul> <p><b>Focus Artist: Dominic Beattie</b></p>
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