



Art Whole School Overview 2024 - 2025


Our goal for Art and Design education is that children are able to use their creativity to interpret and respond to the world around them, developing:

- proficiency with art and design skills and techniques;
- understanding of the history of art and design; and
- the ability to use their skills and imagination to create and express themselves through art and design.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school days/events linked to Art						
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skills Builder	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
Nursery	Drawing and collage <i>All About Me</i>	Colour mixing and Printing Exploring Autumn and Woodland Scenes	Shapes and colours People who help us	Patterns Wild Animals <i>Esther Mahlangu</i>	Drawing and Pastels In the Garden <i>Helen Frankenthaler</i>	Printing with natural resources Growth and Change Mondrian
Reception	Drawing and painting Starting School/Autumn Self Portraits	Pastels and Collage Celebrations Mehndi Patterns	Printing <i>Materials</i> Exploring artists who use light and dark <i>Miro, Matisse</i>	Observational drawings Sunshine and sunflowers <i>Van Gogh</i> <i>Anthony D Padgett Georgia O'Keefe</i>	Colours and collage Wriggle, Stomp and Crawl <i>Alma Woodsey</i>	Drawing and painting Marvellous machines <i>Julian Opie</i> <i>Kadinsky</i>

	<p>Drawing <i>WWI</i></p> <p><i>John Singer Sargent</i></p>	<p>Collage <i>PSHE</i> <i>WWII</i></p> <p><i>Hiroshi Sugimoto, Annie Leibovitz, Andy Warhol</i></p>	<p>Textiles and Printing <i>North America</i></p> <p><i>Anni Albers</i></p>	<p>Painting and Digital Media <i>Evolution</i></p> <p><i>David Oliveira</i></p>	<p>Sculpture <i>Sports People</i></p> <p><i>Haegue Yang</i></p>	<p>Global Routes Project Photography</p>
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Art and Design Knowledge & Skills Progression 2024 - 2025

EYFS Nursery	Expressive Arts and Design
<p><u>Skills: Nursery</u></p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	

- 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.

- Explore colour and colour mixing.



EYFS

Physical Development

Skills: Nursery

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.

- Use one-handed tools and equipment, for example, making snips in paper with scissors.

- Use a comfortable grip with good control when holding pens and pencils.

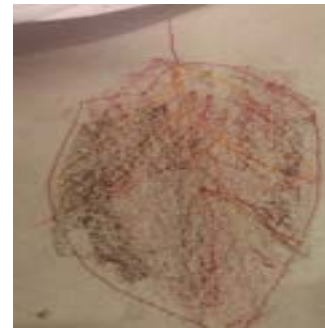
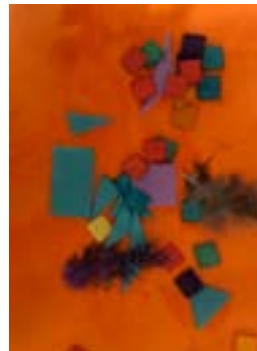


EYFS Reception

Expressive Art and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

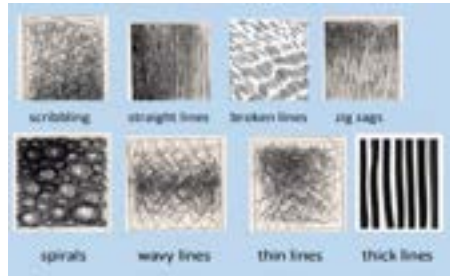
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.



- Create collaboratively, sharing ideas, resources and skills.

Year 1/Year 2 Drawing

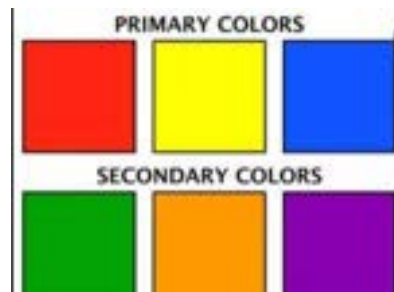
Skills:
 Draw lines of different sizes and thickness.
 Colour (own work) neatly following the lines.
 Create patterns by adding dots and lines.



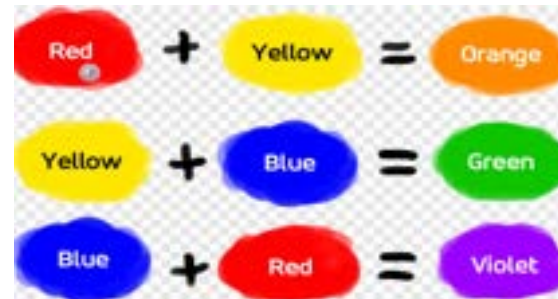
Create different tones by using coloured pencils.

Year 1/2 Painting

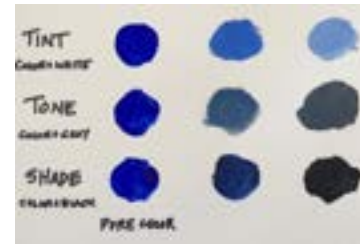
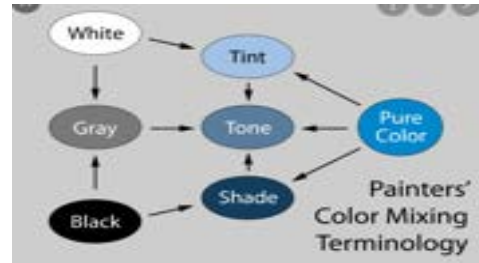
Skills:
 Use thick and thin brushes.
 Mix primary colours to make secondary.
 Name the primary colours and secondary colours



Mixing Primary Colours to make Secondary Colours



Add white to colours to make tints and black to colours to make tones.



Year 1/2

Printing

Skills:

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.



Year 1/2

Collage

Skills:

Use a combination of materials that are cut, torn and glued.

Sort and arrange materials.

Year 2
Mix materials to create texture.



Year 1/2

Sculpture

Skills:

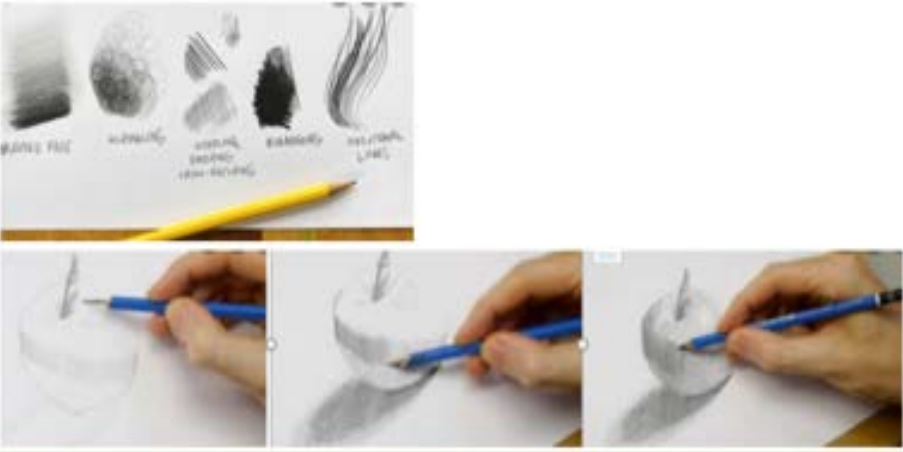
Make different kinds of shapes
Use rolled up paper, straws, paper, card and clay as materials.

Use techniques such as rolling, cutting and moulding

Year 2

Add texture to the sculpture by using tools (markings/lines)



Year 3/Year 4	Drawing
<p>Skills:</p> <p>Use different grades of pencil shade to show different tones and textures.</p> <p>Use sketches to annotate and produce a final piece of work.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>Use shading to show light and shadow.</p> <p>Year 4</p> <ul style="list-style-type: none"> • Use hatching and cross hatching to show tone and texture 	

Year 3/4	Painting
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Skills:

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

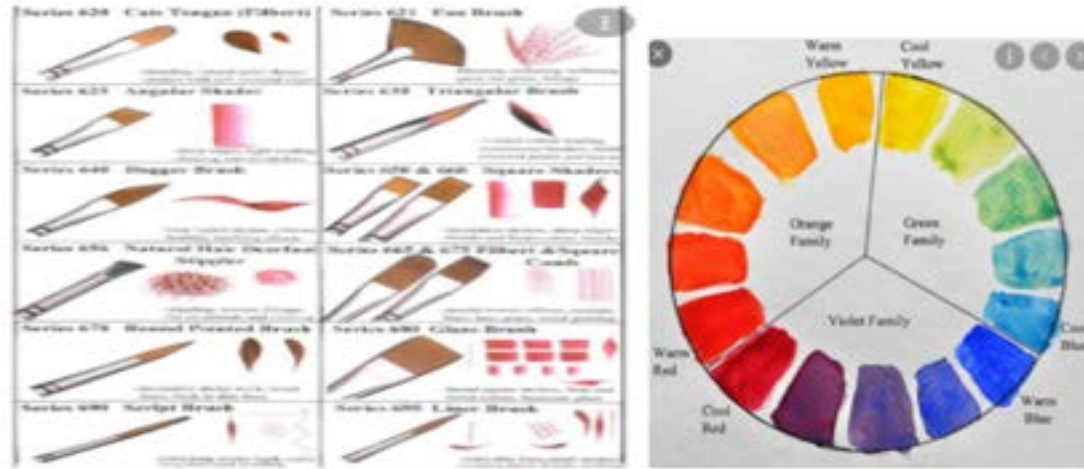
Mix colours effectively (predict with accuracy the colours I mix)

Use watercolour paint to produce washes for backgrounds then add detail.



Year 4

Experiment with creating mood with colour.



Year 3/4

Printing

Skills:




Use layers of two or more colours.

Replicate patterns observed in natural or built environments.

Year 4

Make precise repeating patterns.



<p>Year 3/4</p>	<p>Collage</p>
<p>Skills: Select and arrange materials for a striking effect. cut accurately and overlap materials. Create a mosaic Year 4 Create a montage</p>	  

<p>Year 3/4</p>	<p>Sculpture</p>
<p>Skills: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p>	

- Use clay and other mouldable materials

Year 4

Include texture that conveys feelings, expression or movement.

Add materials to provide interesting detail.



Making Sculpture with Modroc



Year 5/Year 6

Drawing

Skills:

Year 5/6

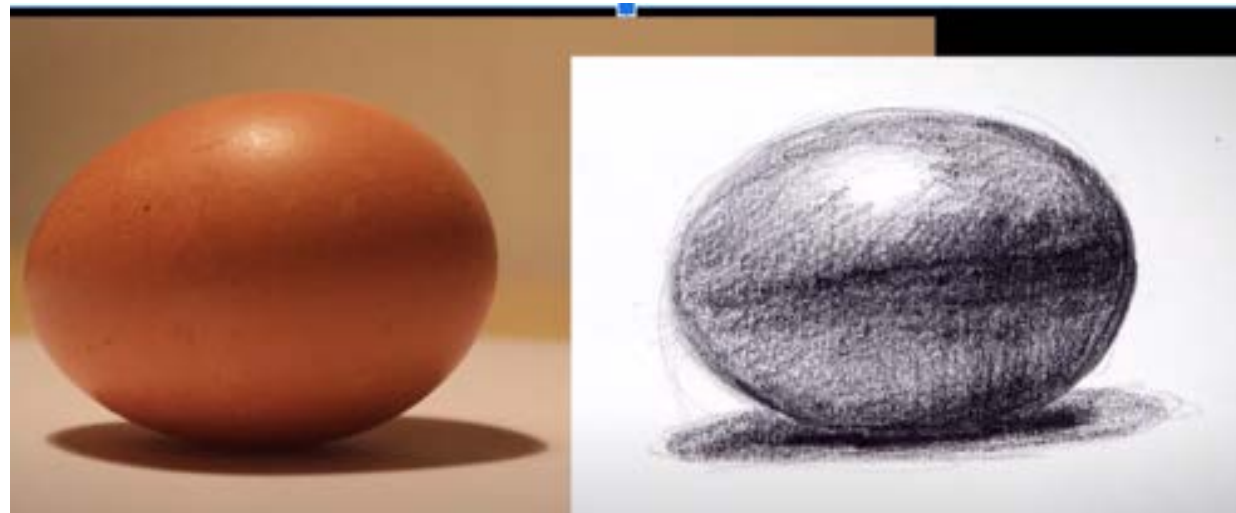
Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

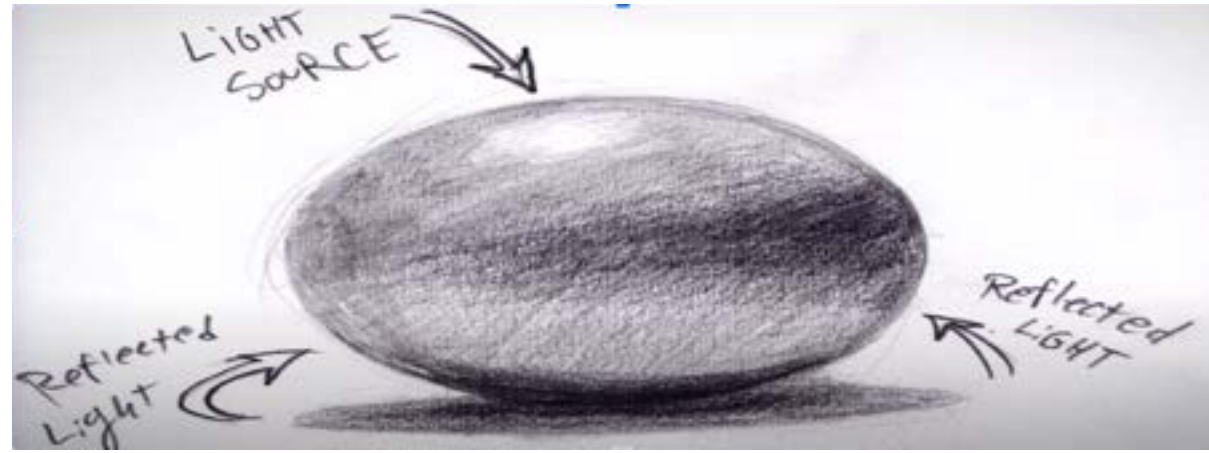
To draw simple objects and use marks and lines to produce texture

Use a choice of techniques to depict movement, perspective, shadows and reflection.

<https://prezi.com/dv3q4i78lvj/o/lines-can-show-movement/>

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Year 5/6

Painting

Skills:

Sketch (lightly) before painting to combine line and colour.

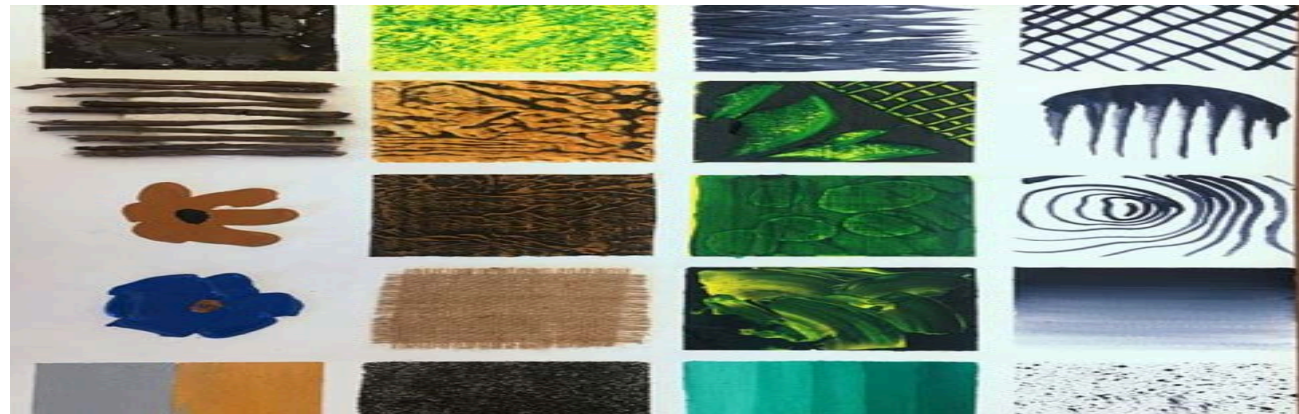
Create a colour palette based upon colours observed in the natural or built world.

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.

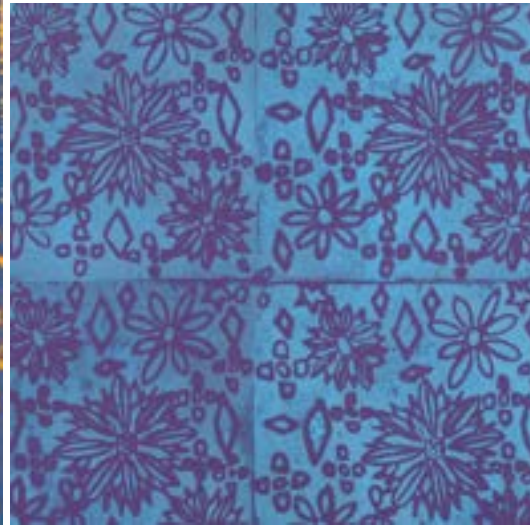
Develop a personal style of painting, drawing upon ideas from other artists.



Skills:

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.



Year 5/6

Collage

Skills:

Year 5/6

Mix textures (rough and smooth, plain and patterned).

- Combine visual and tactile qualities.



Year 5/6

Sculpture

Use tools to carve and add shapes, texture and pattern

Show life-like qualities and real-life proportions.

Use frameworks (such as wire or moulds) to provide stability and form.



KNOWLEDGE AND SKILLS PROGRESSION ART AND DESIGN VOCABULARY

Primary	Primary- primary colours are red, yellow and blue.
Secondary	secondary colours are made by mixing two primary colours. They make orange, green and purple.
Texture-	what artwork feels like or looks like it might feel like
Pattern-	- a design in which lines, shapes, forms or colours are repeated.
Perspective-	Perspective- depicting 3D objects on a 2D piece of paper.
Tint-	is a mixture of a colour with white, which reduces darkness.
Tone-	is produced either by mixing a colour with grey, or by both tinting and shading.
Complementary colours-	are opposite to each other on the colour wheel, so they create a strong contrast.
Focal Point-	is the area the viewer's eye is naturally drawn.
Horizon-	is a horizontal line that runs across the paper to represent where the sky meets the ground.
Background and foreground	what is perceived as furthest away and closest to the viewer.
Shade-	shade is a mixture with black, which increases darkness.
Atmosphere-	a feeling or mood created pictorially.
Geometric-	the use of straight lines and shapes.
Composition	the arrangement and placement of objects in a piece of art.

Scale	refers to the size of an object in relationship to another object.
Proportion	refers to the size of the parts of an object in relationship to other parts of the same object.
Tonal contrast	is created when light tones and dark tones lie alongside each other e.g. monochrome images
Mixed media	art form that combines a variety of media in a single artwork
Form	the shape in artwork.
Negative and positive space	positive space is the area taken up by objects in the picture and negative space is the area around.