



Curriculum Overview Art and Design

	Autumn Term	Spring Term	Summer Term
Reception Key Concepts	DRAWING Drawing like a Caveman and Portraits (All about me) COLLAGE AND TEXTILES: Wax Resist Leaves (seasons) PAINTING Colour Wheel (colour)	DRAWING Drawing Spiral Snails (minibeasts) PAINTING: Exploring the Natural World (nature) PRINTING: Ducklings (chicks) COLLAGE: Minibeast Artwork (minibeasts)	SCULPTURE Newspaper Heads (fairy tales/characters) PAINTING Painting the Savanna (fairy tales/settings) DRAWING Sketchbooks (outdoor learning environment)
<p>Connection- Is the child able to make a connection between the world, materials and ideas (whatever form that connection takes)?</p> <p>Enthusiasm-Has the activity engaged the child? Is it relevant and enabling?</p> <p>Dexterity-Is the child able to practise and progress dexterity skills to help them connect head, heart, hand?</p> <p>Materials-Is the child able to explore materials in a playful, explorative way?</p> <p>Articulation-Is the child able to articulate, at a level appropriate for that particular child, their likes/dislike/hopes both during and after a session?</p>			
Year 1 Key Concepts	Drawing: <u>Spirals (AA)</u> That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast	Drawing and Painting: <u>Exploring Watercolour (AA)</u> That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see, and	Drawing and Working in Three Dimensions: <u>Making Birds (AA)</u> That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. That we can work from similar



	<p>or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.</p>	<p>adding new lines and shapes to help develop imagery.</p>	<p>starting point but end up with very different individual results. That sometimes work can be brought together to make a whole artwork.</p>
<p>Year 2 Key Concepts</p>	<p>Drawing and Printing: <u>(Unit 3 AE)</u> When we make mono prints we use mark making to create one off prints. When we make mono prints we create an impression of a drawing. That we can generate playful narratives and inventions through drawing. That we understand that using a range of marks will generate different effects. That we can create creative responses to different stimuli.</p>	<p>Drawing and Painting: <u>(Unit 2 AE)</u> That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract. Artists use techniques to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.</p>	<p>Drawing and Working in Three Dimensions: <u>(Unit 5 AE)</u> That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. That making art can be playful and fun. That we can create things for other people to enjoy/use. That we can use our imagination to help us shape the world.</p>
<p>Year 3 Key Concepts</p>	<p>Drawing: <u>(Unit 1 AE)</u> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material</p>	<p>Printing: <u>(Unit 3 AE)</u> That we can be inspired by key artworks and make our own work in response. That we can use shape and colour as a way to simplify elements of the world. That shapes have both a positive and negative element. That we can arrange shapes to</p>	<p>Drawing and Working in Three Dimensions: <u>Telling Stories Through Drawing and Making (AA)</u> That we can take inspiration from other artforms such as literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and</p>



	(charcoal) to capture the drama.	create exciting compositions. That we can build up imagery through layering shapes. That we can use collage to inspire prints.	re-inventing. That we can explore character and narrative to create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.
Year 4 Key Concepts	Drawing: (Unit 1 AE) That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.	Drawing and Painting: (Unit 2 AE) That landscape has been a genre for many hundreds of years, and is it still relevant today. That we can make a landscape in many ways: drawing, painting, collage, relief. That we explore the properties of different consistencies of paint and develop watercolour techniques. That we can use line, shape, colour, texture, and form to help us explore composition, foreground, background, mid-ground and horizon line.	Drawing and Printing: (Unit 3 AE) That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes.
Year 5 Key Concepts	Printmaking (Unit 3 AE) That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. That we can use the “distance” that monotype gives us between mark making and outcome to	Working in Three Dimensions: <u>Architecture Dream Big or Small (AA)</u> That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. That we can make creative choices	London Shakespeare Company provide art planning alongside drama project. The art discipline and activity change each year.



	<p>make images with texture and a sense of history/process. That we can combine monotype with other disciplines such as painting and collage. That we can make art by expressing our own personal response to literature or film.</p>	<p>which both serves ourselves as individuals and the communities we belong to. That we can use form, structure, materials, and scale to design innovative buildings. That we can build architectural models to test out our ideas and share our vision.</p>	
<p>Year 6 Key Concepts</p>	<p>Drawing: (Unit 1 AE) That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences, and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects our identity. That as viewers we can then “read” imagery made by other people, unpicking imagery.</p>	<p>Printing: (Unit 3 AE) That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art we can come together.</p>	<p>Working in Three Dimensions: <u>People in Action (AE)</u> That as artists, we can use a variety of materials to design and make our own models. The choices we make can reflect different actions. There are certain requirements for a armature person but we can be as imaginative as we like, inspired by a theme for example, Olympics, World War 2. We can think about the form, structure, material and texture, as well as the way the model is constructed.</p>



Please note:

- AA-AccessArt, AE-Art Express books.
- Reception outlines Access Art learning opportunities that will enrich the Expressive, Art and Design area of the Early Years Foundation Stage that is already provided. It enables exploration across a range of disciplines and links with reception termly themes.

SPRING TERM WHOLE SCHOOL ART WEEK- LINKED TO MIGRATION and ENGLISH

