

East Worlington Primary School

Art Overview – Year A/B/C

	Term 1	Term 2	Term 3
EYFS	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>		
	Developing ideas		
	<ul style="list-style-type: none"> Respond to ideas and starting points, Explore ideas and collect visual information, Explore different methods and materials as ideas develop. 		
Acorns Reception and Year 1 and 2 Year A	Textiles <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. <ul style="list-style-type: none"> Use plaiting. Use dip dye techniques. 	Print <ul style="list-style-type: none"> 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. 	Painting <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. <ul style="list-style-type: none"> Create colour wheels. Combine colours, tones and tints to enhance the mood of a piece. Sketch (lightly) before painting to combine line and colour.
Acorns Reception and Year 1 and 2 Year B	Drawing <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <ul style="list-style-type: none"> Use lines to represent movement. Sketch lightly (no need to use a rubber to correct mistakes). 	Sculpture <ul style="list-style-type: none"> Use a combination of shapes. <ul style="list-style-type: none"> Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. <ul style="list-style-type: none"> Use techniques such as rolling, cutting, moulding and carving. 	Collage <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. <ul style="list-style-type: none"> Sort and arrange materials. Mix materials to create texture. Mix textures (rough and smooth, plain and patterned). Use tools to carve and add shapes, texture and pattern.
Acorns Reception and Year 1 and 2 Year C	Textiles <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. <ul style="list-style-type: none"> Use plaiting. Use dip dye techniques. 	Collage <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. <ul style="list-style-type: none"> Sort and arrange materials. Mix materials to create texture. Mix textures (rough and smooth, plain and patterned). Use tools to carve and add shapes, texture and 	Painting <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. <ul style="list-style-type: none"> Create colour wheels. Combine colours, tones and tints to enhance the mood of a piece.

		pattern.	• Sketch (lightly) before painting to combine line and colour.
	<p>Taking inspiration from great artists</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 		
	<p>Developing ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch-book. <ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 		
<p>Oaks Years 3, 4 and 5</p> <p>Year A</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	<p>Print</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. <ul style="list-style-type: none"> • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
<p>Oaks Years 3, 4 and 5</p> <p>Year B</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. <ul style="list-style-type: none"> • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
<p>Oaks Years 3, 4 and 5</p> <p>Year C</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict 	<p>Collage – Ceramic Mosaic</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. 	<p>Painting</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	<ul style="list-style-type: none"> Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> Develop a personal style of painting, drawing upon ideas from other artists
	<p style="text-align: center;">Taking inspiration from great artists</p> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. <ul style="list-style-type: none"> Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. 		
Year 6	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). <ul style="list-style-type: none"> Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. <ul style="list-style-type: none"> Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<p style="text-align: center;">Print</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). <ul style="list-style-type: none"> Make precise repeating patterns. 	<p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). <ul style="list-style-type: none"> Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.
	<p style="text-align: center;">Developing ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch-book. <ul style="list-style-type: none"> Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 		