

St Lawrence Art and design overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> 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. 	<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. Create colour wheels. 		<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 		Sketch (lightly) before painting to combine line and colour. <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. 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.	
	Available daily through continuous provision.	Autumn 2 - Reach for the stars. - chn to recreate their version of Van Gough's Starry Night Spring 1 - Around the world - African art silhouette (light/dark) Develop colour wheels in paint. Light and dark pictures. Summer 2 - use prior knowledge to make the correct choice of paint brush to paint clay Penguin.			Autumn 2 - Stone age - chn to create stone age art (wall paintings) - Children create wash backgrounds to build more intricate brush strokes for foreground items. Autumn 1 - Volcanoes - use pencil and pen to create their own images of vesuvius in Andy Warhol style. then use water colours for effect.	Autumn 1 - using water colours and a variety of brush strokes to create an image of a river, blending colours and tones to enhance the mood of the piece. Use line drawings to draw a variety of boats (connected to out English book 'Floodland')	
Collage	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 		<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 		<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic techniques. 	
	Available daily through continuous provision.		Term 1 - It's great to be me Art study Picasso - Make self-portraits including skills above - Building portrait pictures from given shapes i.e. different size circles for eye details, triangles for noses. Include suitable materials for hair	Will be covered in both Spring 1 and Summer 1 terms. Spring 1 - above and below - chn will be producing a contrasting collage using scrap material as well as tissue paper etc. Overlapping the tissue paper will help develop depth into their final piece. Summer 2 - Romans - Chn to create a mosaic piece using tiles - they will use paper pieces to	Volcano - Autumn 1 linked with artist Katsuhika Hokusai - overlapping and arranging materials for effect , using colours to create a volcano collage using a variety of different coloured card.	Summer 1 - North America - Create a landmark using a variety of resources to create texture for visual and tactile means	

				help build up their final piece and arranging these for effect.			
Sculpture	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. 	<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 moldable materials. Add materials to provide interesting detail. 	<ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. 			
	Available daily through continuous provision.	Summer 2 - Wonderful Water - chn will experiment with different sculpting techniques - shape the different parts of a penguin and mould them together.	Summer 1 - Go wild Children will make an animal from clay including skills covered above.	Autumn 1 - Ancient Egypt - chn will research death masks. They will then make the frame of their masks using recycled newspaper and art straws to make 3D and show definition on the face. Using Modroc to cover - building up any areas of interest such as chin, cheek bones etc Other materials can be added for texture		Spring 1 - China - design and make chinese dragons from salt dough using tools to carve shapes and pattern	
Drawing	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<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 different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<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). Use lines to represent movement. 			
		Autumn 2 - Reach for the stars. - chn to recreate their version of Van Gough's Starry Night	Term 4 - Marvellous medicines - Children create pictures of a daffodil - based on the work of George Seurat - different flowers. Daffodil - link to Marie Curie.		Summer 2 - Our local area - Chn to use sketch pencils to show line, tone and texture. Use a variety of hardness - using a variety of techniques to show texture. Children will be given a black and white image to sketch and show texture using learnt skills. Autumn 1 - Volcanoes - use pencil and pen to create their own images of vesuvius in Andy Warhol style. then use water colours for effect.	Autumn 2 - WW1 Children will create Propaganda Posters from WW1, linking to the history curriculum as a cross-curricula link. They will use research to study Propaganda posters created at the time to design their own versions, incorporating a variety of techniques.	Autumn 1 - Code Breakers - children will research and look at different pieces of artwork by Kandinsky. They will then copy the style of Kandinsky and create a Blitz scene. Spring 1 - Terrible Tudors - look at Tudor portraits and create your own self-portrait using the Tudor style.
Print	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<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. 	<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. 	<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"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 					
	Available daily through continuous provision.	Summer 1 - Gardner's world - chn to make repeated patterns using potatoes		Autumn 1 - Africa - chn to make printing blocks using a natural theme (leaves) these to be made from cardboard and string or from foam printing blocks		Summer 2 - Victorians - look at examples of William Morris' work. Children carve William Morris style patterns into polystyrene blocks and make a repeated pattern.
Textiles	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 		<ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Create weavings. 		<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.
	Available daily through continuous provision.	Autumn 1 - Superhero - chn to make fabric faces by joining materials using glue/stitches.			Spring 2 - Aztecs - chn will be creating their own bookmark by weaving using Aztec designs	Endurance - Autumn 2 - making mittens and fixing fabric using a sewing machine with a basic stitch
Digital Media		<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. 		<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. 		<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations).
Artist		Van Gogh	George Seuraf Picasso	Henri Matisse - linked with collage -Spring 1 Banke Kuku - linked with print - autumn 2	Katsuhika Hokusai - linked with volcanoes Autumn 1 Andy Warhol - pop art - linked with volcanoes Autumn 1	WW1 Artists to study. Looking at Paul Nash and other artists from WW1 Levina Teerlinc - female Tudor artist - linked with drawing - Autumn 1.

			Janet Ward - Linked with collage - Summer 1			William Morris - linked with printing - Summer 2
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Sticky Knowledge

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To develop knowledge of different materials and mediums and explore their uses.. To develop the ability to use tools to produce and refine their ideas. 	<ul style="list-style-type: none"> know how and when to use paint brushes and pencil to create lines of different thickness in drawings / paintings. know how to join different materials by glueing, taping and sewing. know how to mix paint to create all the secondary colours know how to create brown with paint know how to create tints with paint by adding white and know how to create tones with paint by adding black To know how to create a repeated pattern. 	<ul style="list-style-type: none"> know how to make a clay animals and know how to join legs to my animal To know how Picasso created portraits. suggest how artists have used colour, pattern and shape know how to create a piece of art in response to the work of another artist know how to use charcoal, pencil and pastel to create art 	<ul style="list-style-type: none"> know how to show facial expressions in art (sculpture). know how to use a range of brushes to create different effects in painting. to know which pencil to use to create different tones know how to identify the techniques used by Matisse through collage using organic shapes and complimentary colours 	<ul style="list-style-type: none"> know how to choose different sized brushes to show texture. know why they use watercolours to create a wash for a background. know how to weave with different materials. know what hatching and cross hatching is and that it is used to show texture and tone in a drawing. 	<ul style="list-style-type: none"> know how to use different sized brushes to show texture and different shades of colour to represent mood. know which tools which tools to use when working with clay/dough to create texture and patterns Know which material to use to create rough and smooth textures to create tactile and visual representations 	<ul style="list-style-type: none"> know the style of art used and how it has been influenced by a famous artist know why art can be very abstract and what message the artist is trying to convey know how to use a full range of pencils, charcoal or pastels when drawing know how to overprint to create different patterns know how to use a sewing machine using a basic stitch