 St Bede’s Art Overview

As one, we learn together, play together, pray together, as one.

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|  | **EYFS** | | | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| Expressive Arts and Design:  As part of the Early Years Curriculum, children will be encouraged to explore media and materials whilst extending their thoughts, ideas, imagination and creativity.  Opportunities are provided to ensure creativity is consistent and extended through a variety of art activities. Part of the curriculum is about enabling children to experiment with media and materials, finding out about their properties and modifying and manipulating them. | | | Pupils should be taught:  -To use a range of materials creatively to design and make products  -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  -To develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space.  -About the work of a range of artists, craft makers, and designers, describing the differences and similarities between practices and disciplines, and making links o their own work. | | | | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:  -To create sketch books to record their observations and use them to review and revisit ideas.  -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay)  - About great artists, architects and designers in history.  Begin to use simple perspective in their work using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings are created ie. Composition | | | | | | | |
| **Drawing** | Hold a pencil or drawing implement (chalks, crayons, pastels, pencils – chunky to aid grip)  Draw self portraits  Draw special memories | | | Hold a pencil correctly  Explore line, and shape with a range of drawing tools | | Explore shades and the use of texture  Solidly infill shapes by shading in a range of directions | | Complete observational drawings using shading techniques- hatching, cross hatching, smudging  Begin to scale drawings correctly  Draw people with a focus on faces | | Develop detail in observational drawings and use of shading techniques  Complete accurate drawings of a whole person including correct proportion and placement  Understand the effects of light on objects and people | | Work from a range of sources e.g. observations, existing artwork and photographs  Work in a sustained and independent way to create detailed drawings  Use simple perspective using a single focal point and horizon  Develop awareness of composition, scale and proportion e.g. foreground, middle ground and background  Interpret the texture of a surface | | Work from a range of sources e.g. observations, existing artwork and photographs  Work in a sustained and independent way to create increasingly detailed drawings  Use simple perspective confidently in their work  Develop awareness of composition, scale and proportion e.g. foreground, middle ground and background  Interpret the texture of a surface | |
| Possible activities. |  | | | Animal line drawings.  Self portraits  Seaside creatures | | Design own great fire of London monument.  Observational drawing – fruit  Observational drawing – flowers/plants | | Mountain sketches  Van Gogh style observational drawing | |  | |  | |  | |
| Suggested artists |  | | | Picasso – line drawings – portraits  Molly Hasland | | Georgia O Keefe – observational plants and flowers  Guiseppe Arcimboldo | | Van Gogh  Bridget Riley | | Eric Joyner  Georges Braque | | Claude Monet  Frida Kahlo | | William Morris | |
| Resources | Chunky drawing tools – chalks, wax crayons, pastels, pencils | | | Pencils, coloured pencils, wax crayons, oil pastels, chalk, chalk pastels, charcoal, shading pencils, watercolour pencils | | | | | | | | | | | |
| Vocabulary – **formal elements - colour, pattern, texture, line, shape, form and space** |  | | | Curved, straight, wavy, zigzag, outline, thick, thin, light, dark | | Shade, line, shape, colour, texture | | Observational drawing, scale, hatching cross hatching and smudging | | Proportion, placement, light, dark | | Depth, texture, light, perspective, focal point, horizon, foreground, middle ground and background | | | |
|  | **EYFS** | | | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| **Painting** | Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment.  Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. | | | They know different types of paint such as poster paint, powdered paint, block paint. Develop skills in mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish. | | Develop brush control & learn to use different types of paint and painting surfaces and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to mix the paint needed & apply paint sensitively with control.  Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. | | Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes.  They have used different types of paint, painting surfaces and painting equipment.  Pupils study how other artists’ paint, applying elements of this to their work**.** | | Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example.  Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting. | | Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.  To know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc. | | Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required.Pupil’s painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.  Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling.Pupils should be introduced to a range of different artists’ work and painting styles. They are more confident at articulating which styles they prefer and why they like them. | |
| Possible artists and activities |  | | | Edward Tinga Tinga – African sunsets | | Lieve Verschuie – Great fire of London | | Katsushika Hokusai & Nick Rowland – Natural disasters | | Hundertwasser – primary colours  Jim Edwards – warm and cool colours | | Claude Monet – Impressionism  Berthe Morisot – Impressionism  Paul Klee – warm and cool colours | | Henri Rosseau | |
|  | | **EYFS** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| **Printing** | | Print with a range of hard and soft objects e.g. sponges, corks, hands, leaves, natural objects  Leaf rubbings | Print with a range of hard and soft materials e.g. sponges, corks, pens, blocks, bottle tops hands, bubble wrap.  Take rubbings of a range of textures and patterns.  Create simple pictures by printing. | | Print with a wider range of objects e.g. fruit and vegetables to create a desired shape.  Use rubbings to compare textures and patterns.  Create pictures with increasing detail by printing with a range of objects. | | Create printing blocks using impressed printing method.  Create repeating patterns.  Print with two colour overlays. | | Create printing blocks using the relief method.  Choose material for the desired effect.  Create repeating patterns.  Print with two colour overlays. | | Create printing blocks by simplifying an initial sketch book idea.  Use relief or impressed method to create prints with three colour overlays.  Work into prints with a range of media e.g. pens, colour pens and paints. | | Create printing blocks by simplifying an initial sketch book idea.  Use relief or impressed method to create prints with three colour overlays.  Work into prints with a range of media e.g. pens, colour pens and paints. | |
| Possible activities | |  | Seaside pictures | | Printing with nature/fruit | |  | |  | |  | |  | |
| Suggested artists | |  | Andy Warhol – Queen pictures  Edward Tinga Tinga – African animals | | Guiseppe Acrimboldo  Claude Monet | | Claude Monet  Bridget Riley | | Eric Joyner | | Vincent Van Gogh  Frida Kahlo | | Antoni Gaudi  William Morris | |
| Resources | |  | Wax crayons, coloured pencils, chalk, sponges, corks, pens bottle tops, fruit and vegetables, natural objects, sandpaper, corrugated card, textured wallpaper | | | | Potatoes, clay polystyrene, printing ink and rollers | | Card, string | | As in previous years | | | |
| Vocabulary  Vocabulary – **formal elements - colour, pattern, texture, line, shape, form and space** | |  | Print, rubbing, texture | | Shape, pattern | | Impressed method, overlays | | Relief method | | As in previous years | | | |

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| **Sculpture** | | Create items from playdough, plasticine, salt dough and clay  Manipulate malleable materials (playdough and plasticine) in a variety of ways including rolling, twisting, squashing and kneading | | Manipulate malleable materials (dough and plasticine) in a variety of ways including rolling, twisting, squashing and kneading.  Create items from dough e.g. animals, pinch pots.  Use tools to add texture and add details.  Create items from one piece of clay – e.g. animals and pinch pots. | | | | | Plan, design and make models from observation or imagination.  Join clay and construct a simple base for extending and modelling other shapes e.g. figures or animals.  Creates more intricate details and patterns using tools.  Use rolling to create a coil pot. | | | | Plan a sculpture through drawing and evaluating existing work.  Produce intricate patterns and textures.  Shape, form, model and construct from observation or imagination.  Develop skills in using clay inc. slabs, coils and joins. | | | |
| Possible activities | | Autumn – make clay hedgehogs | | Year 1  Animal Sculptures – Nick Mackman  Year 2  Textured owls  Micro gardens  Seaside Creatures | | | | | Year 3  Iron age tools  Lion man – clay sculptures  Year 4  Roman coil pots – Grayson Perry | | | | Year 5  Clay Viking heads  Dragon eyes  Year 6  Clay war medals | | | |
| Resources | | Dough, plasticine, clay, tools | | | | | | | | | | | | | | |
| Vocabulary  Vocabulary – **formal elements - colour, pattern, texture, line, shape, form and space** | | Shape, roll, squash, squeeze | | Shape, mould, sculpture, texture | | | | | Joins, pattern, coil | | | | Slab | | | |
|  | **EYFS** | | **Year 1** | | **Year 2** | | | **Year 3** | | **Year 4** | | | **Year 5** | **Year 6** | | |
| **Collage** | EYFS  Scissor handling – use of different types of scissors  Create a picture using a variety of different materials and textures, including material materials | | Year 1 and 2  Use scissors correctly.  Cut a range of materials in different sizes and shapes.  Understand the different textures on a range of materials.  Create a picture with increasing detail and use textures in my picture. | | | | | Year 3 and 4  Accurately cut a range of shapes and sizes.  Create a background.  Experiment with techniques such as tearing, overlapping and scrunching to create texture.    Use a range of colours to create the desired effect/ mood. | | | | | Year 5 and 6  Add collage to a painted, printed or drawn background.  Use a range of media to create a collage.  Use different techniques, colours and textures etc when designing and making pieces of art. | | | |
| Possible activities |  | | Year 1  Autumn leaf collages.  Year 2  Collage – nocturnal animals in their environment  Great fire of London scenes  Seaside collage pictures | | | | | Year 3  Mosaics in the style of Gaudi | | | | |  | | | |
| Suggested artists |  | | Picasso – line drawings | | | Guiseppe Acrimboldo | | Bridget Riley  Gaudi | | | | Henri Rousseau  Gwen John | Vincent Van Gogh  William Morris | | | Frida Kahlo  Antoni Gaudi |
| Resources |  | | Paper, fabric, magazines, newspaper, nature | | | | | | | | | | | | | |
| Vocabulary  Vocabulary – **formal elements - colour, pattern, texture, line, shape, form and space** |  | | Collage, shape, size, texture | | | | | Background, tearing, overlapping, scrunching, colour, mood | | | | | Background | | | |