



Art and Design 2023-2024

Year Group	Autumn term	Spring term	Summer term
EYFS	<p>Autumn Focus – Painting</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Introduction to colours • Recognising shapes in pictures • Explores what happens when they mix colours • Chooses particular colours to use for a purpose <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. <ol style="list-style-type: none"> a. Explore different types of paint such as ready mixed and powder. 2. Paint flat and upright. 3. Explore working with paint on different surfaces and in different ways. 4. Recognise and name the primary colours being used. <ol style="list-style-type: none"> a. Name the colours of different objects b. Explore what happens when we mix colours together. <p>Children will focus on the art work of Kandinsky which will link to their Maths topic 2D shapes. There will be opportunities for children to meet objectives within continuous provision areas.</p>	<p>Spring Focus – Sculpting</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently and appropriately • Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. 2. Have fun experimenting with a range of materials such as recycled, natural and malleable to make models and structures 3. Begin to explore the use of shape and form. 4. Begin to apply simple decoration techniques <p>Children will use playdough for modelling and there will be opportunities for children to meet objectives within continuous provision areas.</p>	<p>Summer Focus – Drawing</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Selects appropriate resources and adapts work where necessary. • Creates simple representations of events, people and objects. • Experiments to create different textures. <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. <ol style="list-style-type: none"> a. Draw on different surfaces such as in sand, chalk on the playground etc. b. Draw upright and flat, holding their pencil in a tripod grip in almost all cases. 2. Use drawings to tell a story. 3. Experiment with the use of line, shape and colour. 4. Begin to create simple representations of objects, events and people through the use of mark-making <p>Children will focus on the art work of LS Lowry which will link to their sea side topic. There will be opportunities for children to meet objectives within continuous provision areas.</p>

<p>Y1</p>	<p>Autumn Focus- Painting</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Use thick and thin brushes, rollers and pads • Mix primary colours to make secondary <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Experiment with paint media using a range of tools, e.g. different brush sizes, hands, rollers and pads. 2. Begin to show control over the types of marks made. 3. Work on a range of scales and surfaces with a range of media. 4. Mix secondary colours and shades using different types of paint. <ol style="list-style-type: none"> a. Begin to reproduce the colours of different objects <p>Children will focus on the artwork of Piet Mondrian (Link back to Kandinsky from EYFS – colour and shape)</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces 	<p>Spring Focus- Drawing</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Show pattern and texture by adding dots and lines. • Draw by using digital media <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Experiment with a variety of tools, such as: pencils, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media. <ol style="list-style-type: none"> a. Draw on different surfaces 2. Communicate something about themselves in their drawing. 3. Begin to explore the use of line, shape, pattern and colour. 4. Explore drawing techniques such as: hatching and scribbling. <p>Children will focus on the artwork of George Seurat – pointillism</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces 	<p>Summer Focus- Sculpting</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Explore sculpture with a range of malleable media, especially clay. • Manipulate clay in a variety of ways (rolling, kneading and shaping) and for a variety of purposes • Use and learn about the safety of tools <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques. 2. Experiment with a range of materials such as recycled, natural and malleable to make models and structures. 3. Continue to explore the use of shape and form. 4. Begin to apply simple decoration techniques introducing patterns <p>Ray Lonsdale – Tommy sculpture</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces
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<p>Y2</p>	<p>Autumn 1 Focus- Painting</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Use thick and thin brushes and different brush strokes • Add white to colours to make tints and black to colours to make tones. • Create colour charts. <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Experiment with tools and techniques, such as layering and mixing media 2. Continue to control the types of marks made. 3. Gain confidence when working on different scales and surfaces 4. Confidently mix a range of secondary colours and shades. <ol style="list-style-type: none"> a. Reproduce the colours of different objects with increasing accuracy. <p>Children will focus on the artwork of Van Gogh (Link back to Mondrian and Kandinsky EYFS and Y1– use of colour) (Link back to Seurat Y1 – brush strokes and methods of applying paint)</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces 	<p>Spring 1 Focus- Drawing</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show different tones by using coloured pencils <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Begin to control the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen, chalk. <ol style="list-style-type: none"> a. Draw on different surfaces and experiment with layering media. 2. Draw for a sustained period of time from the figure and real objects, including single and group objects. 3. Experiment with line, shape, pattern and colour. 4. Continue to explore drawing techniques such as hatching, scribbling and blending. <p>Children will focus on the artwork of Pablo Picasso – links to line drawing (Link back to Lowry from EYFS – different ways to draw figures)</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces 	<p>Summer 1- Sculpting</p> <p><u>Learning Intentions</u></p> <ul style="list-style-type: none"> • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Understand the safety and basic care of materials and tools, working with increasing confidence. 2. Explore the use of materials such as recycled, natural and malleable to make models and structures. 3. Experiment with shape and form. 4. Apply simple decoration techniques including the use of pattern <p>Children will focus on the artwork of Andy Goldsworthy (Link back to Ray Lonsdale Y1 – abstract vs figurative)</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces
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<p>Y3</p>	<p>Autumn 1 Focus- Painting</p> <p>Learning intentions</p> <ul style="list-style-type: none"> • Create different thicknesses of paint and use for different purposes. • Mix colours effectively. • Create colour wheels. • Use watercolour paint to produce washes for backgrounds then add detail. • To use sketchbooks to record and review observations and ideas <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Experiment with different effects and textures such as blocking in colour, washes, thickened paint 2. Become increasingly confident using paint brushes to create different effects and textures. 3. Work confidently, beginning to make appropriate choices re paper and scale. 4. Mix a variety of colours and know which primary colours make which secondary colours. <ol style="list-style-type: none"> a. Start to explore colour wheel. b. Begin to develop colour vocabulary. <p>Children will focus on the artwork of J.M.W.Turner – Eruption of Vesuvius</p> <ul style="list-style-type: none"> • To replicate techniques and create original pieces influenced by artists. 	<p>Spring 1 Focus- Drawing</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> • Use pencils of different hardness 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. • To show tone and texture. • To use sketchbooks to record and review observations and ideas <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Demonstrate control over the types of marks made with a range of media <ol style="list-style-type: none"> a. Begin to use their sketchbook to collect and record visual information from different sources b. Experiment with different grades of pencil and other implements. 2. Draw for a sustained period of time at their own level. 3. Use different media to develop line, shape, pattern, colour and tone. 4. Use a range of drawing techniques within their work with growing confidence. <p>Artist - Bridget Riley</p> <ul style="list-style-type: none"> • To replicate techniques and create original pieces influenced by artists. 	<p>Summer 1- Sculpting</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> • Plan, design, make and adapt models. • Join clay adequately. • Construct a simple clay base for extending and modelling other shapes. • Make informed choices about the sculpting technique chosen. • Show an understanding of shape, space and form. • Use a variety of materials. <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Work in a safe and organised way using the equipment responsibly and with increasing confidence <ol style="list-style-type: none"> a. Plan, collect and develop ideas to help design and make models. 2. Use of a range of materials with increasing confidence, joining two parts safely and correctly. <ol style="list-style-type: none"> a. Learn to secure work to continue later 3. Use different media to develop shape and form. 4. Produce more intricate patterns and begin to explore use of texture. 5. Begin to use language appropriate to skill and technique <p>Pottery – Denise Wren</p> <ul style="list-style-type: none"> • To replicate techniques and create original pieces influenced by artists.
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<p>Y4</p>	<p>Autumn 1 Focus- Painting</p> <p>Learning intentions</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. • Mix colours effectively to match colours accurately • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment-creating mood with colour. • To use sketchbooks to record and review observations and ideas <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Choose paints and implements appropriately. 2. Become increasingly confident using paint brushes to create different effects and textures. 3. Work confidently, with ability to justify their choices regarding paper & scale. 4. Mix and match colours with increasing accuracy. <ol style="list-style-type: none"> a. Continue to explore the colour wheel introducing warm and cold, complementary and contrasting. b. Use more specific colour vocabulary. 5. Start to develop a painting from a drawing <p>Children will focus on the artwork of Monet idea for art work to study -</p> <ul style="list-style-type: none"> • To replicate techniques and create original pieces influenced by artists. 	<p>Spring 1 Focus- Drawing</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> • Use pencils of different hardness 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. • To use sketchbooks to record and review observations and ideas <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Demonstrate increasing control over the types of marks made with a range of media <ol style="list-style-type: none"> a. Begin to use their sketchbook to inform and influence their artwork b. Demonstrate experience in different grades of pencil and other implements 2. Draw for an increasing period of time at their own level 3. Use different media, with increasing control, to achieve line, shape, pattern, colour and tone. 4. Confidently use a range of drawing techniques within their work. <p>Children will focus on the artwork of Frida Kahlo</p> <ul style="list-style-type: none"> • To replicate techniques and create original pieces influenced by artists. 	<p>Summer 1- Sculpting</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> • Plan, design, make and adapt models. • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Make informed choices about the sculpting technique chosen. • Show an understanding of shape, space and form. • Use a variety of materials. <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Work in a safe and organised way using the equipment responsibly and with confidence <ol style="list-style-type: none"> a. Plan, collect and develop ideas and make adaptations where necessary 2. Confidently use of a range of materials joining parts safely and correctly. <ol style="list-style-type: none"> a. Secure work to continue later. 3. Use different media, with increasing control, to achieve shape and form. 4. Produce more intricate patterns and continue to explore use of texture. 5. Use language appropriate to skill and technique. <p>Children will focus on the artwork of Anthony Gormley- recycled materials</p> <ul style="list-style-type: none"> • To replicate techniques and create original pieces influenced by artists.
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<p>Y5</p>	<p>Autumn 1 Focus- Painting</p> <p>Learning intentions</p> <ul style="list-style-type: none"> • Observe and recreate effects and textures with control • Mix colours effectively. • Use mixed media in one piece. • Experiment with creating mood with colour. • To use sketchbooks to record, review and develop observations and ideas <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Plan and create different effects and textures with paint according to what they need for the task. <ol style="list-style-type: none"> a. Work on preliminary studies to test media and materials. 2. Control the types of marks made and the effects and textures produced. <ol style="list-style-type: none"> a. Start to develop their own style using mixed media. 3. Experiment with choice of paper and with scale of work 4. Demonstrate an understanding of colours including primary and secondary, warm and cold, complementary and contrasting. 5. Develop a painting from a lightly sketched drawing <p>Children will focus on the artwork of Henri Rousseau – idea for art work to study Tiger in a Tropical Storm</p> <ul style="list-style-type: none"> • To replicate techniques and create original pieces influenced by artists. 	<p>Spring 1 Focus- Drawing</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> • Use pencils of different hardness 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. • To use sketchbooks to record and review observations and ideas <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Begin to demonstrate a wide variety of ways to make different marks with dry and wet media. <ol style="list-style-type: none"> a. Actively to use their sketchbook to inform and influence their artwork 2. Draw over a number of sessions working on one piece. 3. Demonstrate a secure understanding of line, shape, pattern, colour, tone and space. 4. Use different techniques for different purposes within their own work. 5. Have opportunities to explore simple perspective in their work using a single focal point and horizon. 6. Begin to develop an awareness of composition, scale and proportion in their work <p>Children will focus on the artwork of Leonardo Da Vinci- Hatching and Cross Hatching</p> <ul style="list-style-type: none"> • To replicate techniques and create original pieces influenced by artists. 	<p>Summer 1- Sculpting</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> • Plan, design, make and adapt models. • Join materials adequately and work reasonably independently. • Make informed choices about the sculpting/ design technique chosen. • Show an understanding of shape, space and form. • Use a variety of materials. <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Work with a wider range of tools in a safe and organised way, caring for the equipment. <ol style="list-style-type: none"> a. Plan a sculpture through drawing and other preparatory work. 2. Confidently use of a range of materials with careful consideration for joining techniques. <ol style="list-style-type: none"> a. Secure work to continue later. 3. Demonstrate a secure understanding of shape and form. 4. Creatively use pattern and texture within their work. <ol style="list-style-type: none"> a. Develop understanding of different ways of finishing eg. glaze, paint and polish. 5. Increasingly use language appropriate to skill and technique. <p>Children will focus on Wire sculpture – inspired by The Brothers – Brian Brown</p> <ul style="list-style-type: none"> • To give detailed responses about the style and to show how influential the work of studied artists are/were to society.
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<p>Y6</p>	<p>Autumn 1 Focus- Painting</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> • 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. • Develop a personal style of painting, drawing upon ideas from other artists. • Use sketchbooks to record, review, develop & perfect observations & ideas <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Choose appropriate paint, paper and implements to adapt and extend their work. <ol style="list-style-type: none"> a. Carry out preliminary studies, test media and materials and mix appropriate colours. 2. Purposefully control the types of marks made and the effects/ textures produced. <ol style="list-style-type: none"> a. Work in a sustained and independent way to develop an individual style. 3. Be adventurous with choice of paper and with scale of work 4. Make artistic choices re. use of colour 5. Work more confidently from an initial pencil sketch to a finished painting <p>Children will focus on the artwork of Gustav Klimt</p> <ul style="list-style-type: none"> • To give detailed responses about the style and to show how influential the work of studied artists are/were to society. 	<p>Spring 1 Focus- Drawing</p> <p>Learning Intentions</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). • Use lines to represent movement. • To use sketchbooks to record and review observations and ideas <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Demonstrate a wide variety of ways to make different marks with dry and wet media. <ol style="list-style-type: none"> a. Sketchbooks demonstrate the artistic style of the user. 2. Draw for a sustained period of time over a number of sessions working on one piece. <ol style="list-style-type: none"> a. Work in a sustained and independent way to develop an individual style of drawing. 3. Make artistic choices regarding the use of line, shape, pattern, colour, tone and space 4. Use different techniques for different purposes within their own work, understanding which works best and why. 5. Develop further simple perspective in their work using a single focal point and horizon. 6. Develop an awareness of composition, scale and proportion in their work <p>Children will focus on the artwork of Banksy</p> <ul style="list-style-type: none"> • To give detailed responses about the style and to show how influential the work of studied artists are/were to society. 	<p>Summer 1- Sculpting/ designing</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials to create sculpture. E.g. Modroc, recycled materials, air drying clay • Plan a sculpture through drawing and other preparatory work. • Create sculpture and constructions with increasing independence. <p><u>SKILLS PROGRESSION</u></p> <ol style="list-style-type: none"> 1. Work confidently with a wider range of tools in a safe and organised way, caring for the equipment. <ol style="list-style-type: none"> a. Independently plan a sculpture through drawing and other preparatory work. 2. Confidently use of a range of materials with careful consideration for effective joining techniques. <ol style="list-style-type: none"> a. Secure work to continue later. 3. Make artistic choices regarding the use of shape and form. 4. Creatively use pattern and texture within their work. <ol style="list-style-type: none"> a. Understanding the different ways of finishing work such as glaze, paint and polish. 5. Accurately use language appropriate to skill and technique. <p>Children will focus on the architect Zaha Hadid</p>
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