Art and Design

This art and design overview of work details the art objectives and key skills that need to be covered each term and the artists that need to be studied alongside. This long term overview ensures that children are given opportunities to use different media to create their final pieces and that there is a full range of art strands covered each year. Full coverage of the National Curriculum for Art and Design is incorporated, which also includes children being given time to reflect and evaluate their work. Opportunities are given in subsequent years to revisit these strands and build upon the skills learnt following a clear progression. It also ensures that children learn about a range of great designers and artists from around the world, focussing on different periods of time and styles of art. Children will learn about their lives and the skills and techniques they used. If children learn more about different artists and techniques used they will be able to apply this in their own work to make them more successful artists.

This shows progression of skills within topics for each year group from Year 1 to year 6 and what will be covered in the new EYFS curriculum (2021).

Progression in key skills/knowledge

EYFS

Art			
Three and Four-Year-Olds	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.	
	Expressive Arts and Design	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.	
Reception	Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.	
	Expressive Arts and Design	• 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.	
ELG	Physical Development	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Expressive Arts and Design	Creating with Materials	• Share their creations, explaining the process they have used.

Years 1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pencil, ink, charcoal and pen	Use soft and hard pencils to create different types of line.

Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.

Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They | Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.

Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.

Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & | Add tone to a drawing by using linear and cross hatching, scumbling and stippling.

Hatching, cross-hatching and shading are techniques artists use to add texture and form.

Look at proportion and the effect of light on objects creating light and dark areas and shadows.

Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more | Use the properties of pen, ink and charcoal to create a range of effects in drawing.

Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots).
Record movement in drawing and look at the effect of light and the direction shadows will form.

Develop ability to accurately identify and render 2D & 3D | Use pen and ink (ink wash) and different pencil grades to add perspective, light and shade to a composition.
Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching.

Create light and dark tones in drawing. Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. | Use line and tone to draw perspective.

Tone is the relative lightness and darkness of a colour. Fore, mid, background. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). |

	practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials.	geometric shapes to create forms. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern.	effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.	geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)		
Paint	Identify and use paints in the primary colours. The primary colours are red, yellow and blue. They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend	Identify and mix secondary colours. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together Develop brush control & learn to use different types of paint and painting surfaces, identifying different	Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel. Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes	Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours	Mix and use tints and shades of colours using a range of different materials, including paint. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.	Use colour palettes and characteristics of an artistic movement or artist in artwork. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use

	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.	paintbrushes, and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & 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.	imaginatively and appropriately to express ideas. **Tone/Form:** Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. **Line/Shape:** Painting with line for expression and to define detail. **Pattern/Texture:** Create more complex patterns and textures.	include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. **Tone/Form:** Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. **Line/Shape:** Use line with greater confidence to highlight form and shape. **Pattern/Texture:** Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.		complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.
Malleable materials	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	Press objects into a malleable material to make textures, patterns and imprints. Malleable materials, such as clay, plasticine	Create a 3-D form using malleable or rigid materials, or a combination of materials, including natural materials.	Use clay or modroc to create a detailed 3-D form. Mark making can be used to add detail to 3-D forms.	Create a 3D form using a range of tools, techniques and materials. Manipulate wire using tools and bending techniques. Use modroc to create	Create a 3-D form using clay and other malleable materials in the style of a significant artist, architect or designer.

	Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen.	or salt dough, are easy to shape. Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.	They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.	Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.	and construct desired shape and form.	Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay.
Evaluation	Say what they like about their own or others' work using simple artistic vocabulary. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Develop skills in orally describing their thoughts, ideas and	Analyse and evaluate their own and others' work using artistic vocabulary. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work	Make suggestions for ways to adapt and improve a piece of artwork. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Give constructive feedback to others about ways to improve a piece of artwork. Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	Compare and comment on the ideas, methods and approaches in their own and others' work. Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	Adapt and refine artwork in light of constructive feedback and reflection. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and

	intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.	and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.

Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. | Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this. | | | techniques used and providing points for improvement relating to the learning intention. |
| **Famous Artists** | Georges Seurat Monet | Barbara Hepworth Kandinsky | Banksy Local artist? | Turner Degas | Georgia O'Keeffe Salvador Dali | William Morris Hokusai - seascapes |