

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>Expressive Arts and Design</u> Explore, use and refine a variety of artistic effects to express thrie ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p><u>Expressive Arts and Design</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>					
Year 1	<p><u>Drawing</u></p> <p>Portraits/ pattern To use drawing to develop and share their ideas, experiences and imagination. Begin to control types of marks made. To develop a wide range of drawing techniques. Experiment with a variety of media.</p>	<p><u>Artists, architects and designers</u></p> <p>Wassily Kandinsky Usng Kandinsky’s winter landscapes as a starting point, lighten and darken paints to create their own landscape.</p> <p>-</p>	<p><u>Painting</u></p> <p>To begin to control the types of marks made with a range of different media to make marks including using different sized brushes to create simple pictures. Name and use primary and secondary colours in their artwork. Explore lightening and darkening paint without the use of black and white.</p>	<p><u>Sculpture, arts and crafts</u></p> <p>To use sculpture to deveop and share their ideas, experiences and imagination. To shaoe and model materials (clay, papier-mache, salt dough and Modroc to make pinch pot. To use cutting techniques such as rolling, cutting, moulding and coiling.</p>	<p><u>Artists, architects and designers</u></p> <p><u>Painting</u></p> <p>Jackson Pollock Work in the style of – texture Colour mixing - planets</p>	<p><u>Mixed Media</u></p> <p><u>Artist Study</u></p> <p>Louise O’Hara Environmental art</p>
Year 2	<p><u>Drawing</u></p> <p>To use drawing to develop and share their ideas, experiences and imagination. Investigate tone by drawing dark/ light lines, patterns and shapes using different drawing materials and grades of pencils. Draw lines of different thicknesses.</p>	<p><u>Sculpture</u></p> <p><u>Artist Study</u></p> <p>Andy Goldsworthy – outdoor To use clay, Modroc or other malleable materials to create an imaginary or real form. E.g. a pot, structure or figure. To explore carving as a form of 3D art.</p>	<p><u>Artists, architects and designers</u></p> <p>Katsushika Hokusai Painting and printing</p>	<p><u>Painting</u></p> <p>Mix paint to create all the secondary colours and predict the outcomes. Begin to mix colour tints and shades and use these in their artwork.</p>	<p><u>Mixed Media</u></p>	<p><u>Artists, architects and designers</u></p> <p>Henry Fraser</p>
Year 3	<p><u>Mixed Media</u></p>	<p><u>Sculpture</u></p> <p><u>Artists, architects and designers</u></p> <p>Andy Warhol To produce larger ware using pinch, slab and coil techniques. To produce more intricate surface patterns and textures.</p>	<p><u>Painting</u></p> <p>To experiment with different effects and textures; blocking in colour washes, thickened paint and textural effects. To select a rnage of different brushes and materials. Mix colour, tints and shades within painting. Begin to explore complimentary colours.</p>	<p><u>Drawing</u></p> <p>To develop intricate patterns and marks with a variety of media. To create textures and intricate patterns with a wide range of drawing implements including different grades of pencil. To sketch lightly amd using small strokes.</p>	<p><u>Mixed Media</u></p> <p><u>Artists, architects and designers</u></p> <p>Orla Kiely Intricate patterns and marks</p>	<p><u>Artists, Architects and Designers</u></p>
Year 4	<p><u>Artists, Architects and designers</u></p> <p>Antoni Gaudi</p>	<p><u>Sculpture</u></p> <p>To use recycled, natural and manmade materials to create sculptures.</p>	<p><u>Painting</u></p> <p>To select appropriate media to work with. To create all the colours needed through mixing tints and shades. To experiment with creating mood with colour.</p>	<p><u>Drawing</u></p> <p>To organise line, tone, shape and colour to represent different fugures and forms in movement. To show facial expressions and body language in their sketches. Annotate sketches to explain and elaborate their ideas.</p>	<p><u>Artists, Architects and designers</u></p> <p>William Morris</p>	<p><u>Mixed media</u></p>

Cledford Primary School – Art and Design Curriculum Yearly Overview

Year 5	<p><u>Mixed Media</u></p>	<p><u>Artists, architects and designers</u></p> <p>Henri Rousseau</p> <p>To create a painting in the style of Henri Rousseau</p>	<p><u>Drawing</u></p> <p>Use different techniques to create mood and feeling such as shading and cross hatching. To develop simple perspective by using a focal point and horizon.</p>	<p><u>Painting</u></p> <p>Mix and match colours/ tones and shades to create atmosphere (dark and light) Create a painting from a drawing</p>	<p><u>Sculpture</u> <u>Multi-cultural art</u></p> <p>To develop an understanding of the different ways of finishing art pieces including glaze, paint and polish. To create and combine shapes to create recognisable forms.</p>	<p><u>Artists, architects and designers</u></p> <p>Peter Thorpe</p> <p>American illustrator and designer</p>
Year 6	<p><u>Artists, architects and designers</u></p> <p>Henri Matisse</p>	<p><u>Drawing</u></p> <p>To create compositions that communicate emotions, accuracy, imagination, scale, perspective and proportion.</p>	<p><u>Painting</u></p> <p>To experiment and create different effects and textures. Mix different colours, tints and shades. Choose appropriate resources and implements to adapt and extend their work. Explain why they have chosen specific paint techniques.</p>	<p><u>Artists, architects and designers</u> <u>Art History</u></p> <p>Leonardo Da Vinci</p>	<p><u>Sculpture</u></p> <p>To use a range of pinch, slab and coil techniques to produce a carved end piece. Demonstrate experience in relief and freestanding work using a range of different media.</p>	<p><u>Mixed media</u></p>
Whole school						