

	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 their 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><i>Mondigliani, Frida Kahlo, Van Gogh</i></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>Artists, architects and designers</u></p> <p><i>Wassily Kandinsky</i> Using Kandinsky’s winter landscapes as a starting point, lighten and darken paints to create their own landscape.</p>		<p><u>Sculpture, arts and crafts</u></p> <p>Paper sculpture. To use cutting techniques such as rolling, cutting, moulding and coiling.</p>		<p><u>Collage</u></p> <p>Environmental art <i>Matisse</i></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><i>Rembrandt</i></p>	<p><u>Sculpture</u> <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><i>Heather Knight, Kathy Jeffers</i></p> <p>(House sculpture – link to history Fire of London)</p>	<p><u>Artists, architects and designers</u></p> <p>Painting and printing Direct printing</p> <p><i>Katsushika Hokusai</i></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>(Canal art – link to history unit)</p> <p><i>Monet, Georgia O’Keefe</i></p>
Year 3		<p><u>Sculpture</u> <u>Artists, architects and designers</u></p> <p>To produce larger ware using pinch, slab and coil techniques. To produce more intricate surface patterns and textures.</p> <p><i>Andy Warhol</i></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 range of different brushes and materials. Mix colour, tints and shades within painting. Begin to explore complimentary colours.</p> <p><i>Constable, Monet, Hockney, Chagall landscape</i></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 and using small strokes.</p> <p><i>Turner, Banksy</i></p>	<p><u>Collage</u></p> <p>Intricate patterns and marks</p> <p><i>Roman mosaics</i></p>	

Cledford Primary School – Art and Design Curriculum Yearly Overview

Year 4	<p>Printing</p> <p>Incised printing</p> <p><i>Egyptian hieroglyphics</i></p>	<p>Sculpture</p> <p>To use recycled, natural and manmade materials to create sculptures.</p> <p><i>Elizabeth Frink, Hepworth</i></p>	<p>Painting</p> <p>To select appropriate media to work with.</p> <p>To create all the colours needed through mixing tints and shades.</p> <p>To experiment with creating mood with colour.</p> <p><i>Turner, Dubuffet</i></p>	<p>Drawing</p> <p>To organise line, tone, shape and colour to represent different figures and forms in movement.</p> <p>To show facial expressions and body language in their sketches.</p> <p>Annotate sketches to explain and elaborate their ideas.</p> <p><i>Degas</i></p>		
Year 5		<p>Collage</p> <p>Ancient Maya inspired collage</p>	<p>Drawing</p> <p>Use different techniques to create mood and feeling such as shading and cross hatching.</p> <p>To develop simple perspective by using a focal point and horizon.</p> <p><i>Ben Nicholson, Brian Pearce</i></p>		<p>Painting</p> <p>Mix and match colours/ tones and shades to create atmosphere (dark and light)</p> <p>Create a painting from a drawing</p> <p><i>Peter Thorpe - space</i></p>	<p>Sculpture</p> <p>To develop an understanding of the different ways of finishing art pieces including glaze, paint and polish.</p> <p>To create and combine shapes to create recognisable forms.</p>
Year 6		<p>Drawing</p> <p>To create compositions that communicate emotions, accuracy, imagination, scale, perspective and proportion.</p> <p><i>L.S. Lowry</i></p>	<p>Painting</p> <p>To experiment and create different effects and textures.</p> <p>Mix different colours, tints and shades.</p> <p>Choose appropriate resources and implements to adapt and extend their work.</p> <p>Explain why they have chosen specific paint techniques.</p> <p><i>Reggie Laurent</i></p>		<p>Sculpture</p> <p>To use a range of pinch, slab and coil techniques to produce a carved end piece.</p> <p>Demonstrate experience in relief and freestanding work using a range of different media.</p> <p><i>Dragon eyes – link Beowulf</i></p>	<p>Printing</p> <p>Stencil printing</p> <p><i>Lynda Heines</i></p>
Whole school						