

## Whole school overview for Art

| <b>Autumn</b>  |   |  |   |
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| <b>Cycle 1</b> | <b>EYFS</b><br>Intent   | <b>Art KS1</b><br>Intent   | <b>Art KS2</b><br>Intent  |
|                | <b>Autumn 1: Food and drink</b><br>Self portraits <b>sketching, drawing</b><br>Colour exploration – what can we see? How can we explore colour? How can we build worlds? How can we explore materials and marks? How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?<br>Vegetable/food printing – <b>Giuseppe Arcimboldo cutting skills</b><br>Harvest collage (using dried foods)<br>Leaf rubbings for seasonal tree in classroom using seasonal colours (added to classroom tree)<br>Autumn collages using autumn colours – using items found during nature walk   | <b>Autumn 1: DT</b>  | <b>Autumn 1:</b><br><br>Cross Curricular art – Roman art, mosaics, collage<br>Gaudi – Guell (park – mosaic tiles) |
|                | <b>Autumn 2: Celebrations and festivals</b><br>What can we see? How can we explore colour? How can we build worlds? How can we explore materials and marks? How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?<br>Firework art – <b>painting without paintbrushes</b><br>Birthday cards using complimentary colours (colour wheel)<br>Wedding dresses – overlaying materials, using materials in a variety of ways to make different textures and effects (make bouquets using tissue paper, art straws, card)<br>Christmas – sculpture (making ornaments and Christmas decorations) – clay/salt dough <b>manipulating materials, constructing using a mouldable material, cutting, shaping, building and destroying</b><br>Melting snowman – making holes, constructing shapes, cutting and sticking, hole-punch, blow art using a straw<br>Creating scenery for Nativity – using junk modelling to make animals | <b>Autumn 2 - Spirals</b> (Access Art)<br><br>Drawing, collage and mark making<br>Introducing sketch books<br><b>drawing, painting and sculpture techniques in using colour, pattern, texture, line, shape, form and space</b><br>Cross Curricular - Seasonal changes using primary and secondary colours.<br>Tree paintings – Autumn trees<br>Shadows | <b>Autumn 2: History Romans</b><br><br>Gestural drawing with charcoal (Access Art)                                |
| <b>Spring</b>  |   |  |   |
|                | <b>EYFS</b><br>Intent   | <b>Art KS1</b><br>Intent   | <b>Art KS2</b><br>Intent  |
|                | <b>Spring 1: Weather and seasons</b><br><br>What can we see? How can we explore colour? How can we build worlds? How can we explore materials and marks? How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?<br><br>Self-portraits to show progression of drawing skills<br>Blossoms for seasonal tree in classroom using seasonal colours (added to classroom tree)   | <b>Spring 1: Meerkat Mail</b><br><br>Contrasting landscapes – gradients of colour using water colours<br>Aborigine Art<br>Access Art – Simple print making – layers of colour and effects to create art work<br>Print, colour, collage   | <b>Spring 1: DT</b>   |

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|               | <p>Tornado art – oil pastels, responding to sound and visual stimuli</p> <p>Water colour thunderstorm using selected colours – layering colours and effects onto one piece of art</p>  |   |   |
|               | <p><b>Spring 2: Animals/ Easter</b></p> <p>What can we see? How can we explore colour? How can build worlds? How can explore materials and marks? How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?</p> <p>Animals – <b>Martine Roche</b> – inspiration for own creations using oil pastels. Size and proportions.</p> <p>Paper plate animals</p> <p>Animal prints using paints, rollers, stampers</p> <p>Spring time walk inspiration for a collage using a variety of found resources</p>   | <p><b>Spring 2: DT</b></p>  | <p><b>Spring 2:</b></p> <p>Shape and colour (Access Art)</p> <p>Henri Matisse</p> <p>Collage</p> <p>Printing</p> <p>Cross curricular – dragon eyes – 3D art</p> |
| <b>Summer</b> |  |   |   |
|               | <p><b>EYFS</b></p> <p>Intent</p>   | <p><b>Art KS1</b></p> <p>Intent</p>   | <p><b>Art KS2</b></p> <p>Intent</p>   |
|               | <p><b>Summer 1: Fairy tales</b></p> <p>What can we see? How can we explore colour? How can build worlds? How can explore materials and marks? How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?</p> <p>Flowers in bloom for seasonal tree in classroom using seasonal colours (added to classroom tree)</p> <p>Self-portrait to show progression of drawing skills</p> <p>Red collage inspired by Red Riding Hood</p> <p>Porridge bowls inspired by Goldilocks and the Three Bears</p> <p>The Little Pigs Houses – art straws, lego bricks, sticks</p> <p>Painting trolls – drawing, filling page, painting distinct sections, purposeful painting</p> <p>Candy houses inspired by Hansel and Gretel – collage Our Gingerbread village</p> <p>Giant art inspired by Jack and the Beanstalk</p> <p>Can you draw your grandma/older relative? Portrait drawing skills</p> | <p><b>Summer 1: DT</b></p>  | <p><b>Summer 1:</b></p> <p>Making animated drawings (Access Art)</p> <p>Cross Curricular – computing and animation</p>  |
|               | <p><b>Summer 2: Mini beasts, journeys and the seaside</b></p> <p>What can we see? How can we explore colour? How can build worlds? How can explore materials and marks? How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?</p> <p>Symmetry painting with butterflies <b>Eric Carle</b></p> <p>Insect rock painting – ladybird and bees</p> <p>Local artists</p> <p>Journeys and seaside -</p>  | <p><b>Summer 2:</b></p> <p>Playful making (Access Art) – working in 3D exploring materials and sculpture</p> <p><b>Enquiry Question: How can we transform the materials around us into sculpture?</b></p> <p>Cross Curricular</p> <p>Contrasting colours</p> <p>Line, colour, perspective and contrast (Into the Forest) – Recreating Grandmas house and the trees using sketching skills (perspective alongside the path) – images from focus text used to support and inspire</p> | <p><b>Summer 2: DT</b></p>  |

| Autumn  |  |   |  |
|---------|--|---|--|
| Cycle 2 | EYFS<br>Intent   | Art KS1<br>Intent   | Art KS2<br>Intent  |
|         | <p><b>Autumn 1- Myself, Dinosaurs &amp; Harvest</b><br/>           Self portraits <b>sketching, drawing</b><br/>           Colour exploration – what can we see? How can we explore colour? How can we build worlds? How can we explore materials and marks? How can we explore 3D materials?<br/>           Hand print dinosaurs<br/>           Salt dough/clay sculpture – fossils<br/>           Art straw skeletons</p> <p>Vegetable/food printing – <b>Giuseppe Arcimboldo</b> <b>cutting skills</b><br/>           Harvest collage (using dried foods)<br/>           Leaf rubbings for seasonal tree in classroom using seasonal colours (added to classroom tree)<br/>           Autumn collages using autumn colours – using items found during nature walk</p> | <p><b>Autumn1: Rex</b><br/>           Archimbaldo – exploring how artists can be explorers and collectors - in and around the environment, looking at shape, pattern and texture - acorns/conkers/autumn objects<br/>           Drawing and composition skills eg <b>Andy Goldsworthy</b></p> | <p><b>Autumn1: Stone Age</b><br/> <b>Sketching and drawing</b><br/>           Story telling through drawing (AccessArt)<br/>           Learn about two living artists and their illustrations and writing (<b>Laura Carlin and Shaun Tan</b>). Children sketch ideas for a story set in the Stone Age. They create an accordion book for their story.<br/>           – cave art using charcoal, exploring different materials<br/>           Cross curricular opportunities – stone age drawings, cave paintings, hand prints (like those on cave walls), make beads using clay to create personal adornments.</p> |
|         | <p><b>Autumn 2- People who help us</b><br/>           Printing with paint – firework art<br/>           Drawing and sketching church<br/>           Junk modelling sculpture – emergency vehicles<br/>           Collaging using medical supplies – making a doctors bag.<br/>           3D sculptures – animals for the Nativity.<br/>           Kandinsky – baubles, exploring colour and shape.<br/>           Christmas collage using winter and Christmas resources</p>   | <p><b>Autumn 2 :</b><br/>           DT</p>  | <p><b>Autumn 2:</b><br/>           DT</p>  |
| Spring  |  |   |  |
|         | EYFS<br>Intent   | Art KS1<br>Intent   | Art KS2<br>Intent  |
|         | <p><b>Spring 1: Toys</b></p> <p>Sculpture – Mr Potato Head – using potatoes and plasticine.<br/>           Nam June Paik – artist who sculpts robots and phones (technology)<br/>           Robots with moving limbs – using card and fasteners.<br/>           Drawing favourite toys – using paint and colour exploration.<br/>           Puppet making<br/>           Kite making<br/>           Prop making – making items for teddies.</p>  | <p><b>Spring 1:</b><br/>           DT – African Jewellery and masks</p>   | <p><b>Spring 1: Ancient Greece</b><br/>           DT – Food Technology</p>   |

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|               | <b>Spring 2: Homes &amp; Easter</b><br>Taking photos and drawing our houses.<br>Collage fairy tale homes – Hansel & Gretel/Gingerbread Man<br><br>Leonardo Da Vinci – The Last Supper – recreating artwork in real life<br><br>Mondrian – lines and colour – stained glass windows.<br>Spring time walk inspiration for a collage using a variety of found resources<br>Seasons tree art | <b>Spring 2: Oh I do like to be beside the seaside</b><br>Expressive art – Lowry, Cezanne,<br>Access Art – seaside paintings??<br>Expressionism – using colour and mark making, using homemade tools to make abstract patterns, colour and texture. Record and express in sketch book   | <b>Spring 2:</b><br><br>Exploring still life<br>Drawing, painting, collage<br><br>Cross-curricular - European artists     |
| <b>Summer</b> |  |   |   |
|               | <b>EYFS</b><br>Intent  | <b>Art KS1</b><br>Intent  | <b>Art KS2</b><br>Intent  |
|               | <b>Summer 1- Gardens</b><br>Andy Warhol – pop art flowers<br>Printed butterflies – symmetry<br>Photos in the park  | <b>Summer 1: Art</b><br>Architecture – explore and create architectural models – understand the role of an architect – looking at construction.<br>Local area architecture – Hundertwasser (architect)<br>Sketch book drawing – observational sketches of Uttoxeter buildings<br>Home Sweet Home – local area study<br><br>Winter's Child (English text) – cross curricular art | <b>Summer 1:</b><br>The Art of Display – sculpture, drawing and sketching<br>Henry Moore<br>Sculpture Walk                |
|               | <b>Summer 2- The Sea and holidays</b><br><br><b>TBC</b>  | <b>Summer 2: DT</b>   | <b>Summer 2:</b><br>Geography Local<br>How WW2 affected Uttoxeter<br><br>Cross curricular art - 3D art – Anderson Shelter |

## IMPACT (end points)

|  | EYFS  | Key Stage 1  |  | Key Stage 2  |   |
|--|---|--|--|--|---|
|  | YR  | Y1   | Y2   | Y3   | Y4  |
|  | <p>Children will be able to :</p> <ul style="list-style-type: none"> <li>• Create representations using a variety of media.</li> <li>• Explore colour mixing to create new colours.</li> <li>• Explore colour/texture to make pictures.</li> <li>• Create different textures</li> <li>• Experiment with different textures</li> <li>• Adapt their work where necessary</li> <li>• Create their own art pieces and explain them</li> <li>• Know the names of some drawing equipment</li> <li>• Name and sort colours</li> <li>• Know that art can be made from different materials and can be different sizes</li> </ul> | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Draw from or talk about experiences, creative ideas and observations.</li> <li>• Use lines to represent a shape or outline, use lines of different thickness</li> <li>• Apply paint using a range of tools(brushes, hands, feet, rollers)</li> <li>• Name the primary colours and collate colours into groups of similar shade</li> <li>• Create a simple pattern using colours and shapes</li> <li>• Name the tools, materials, techniques that they use (colours, shapes, tones etc.)</li> <li>• Cut and tear paper and glue it to a surface</li> <li>• Use modelling materials to create a realistic image or form</li> <li>• Outline personal likes and dislikes regarding their own work and others.</li> </ul> | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify that different forms of creative work are made by artists, craftspeople and designers , from all cultures</li> <li>• Use drawing to record ideas and develop ideas</li> <li>• Use line and tone to draw shape, pattern and texture.</li> <li>• Use tone to show light and shade</li> <li>• Mix paint colours to suit a task.</li> <li>• Select and match colours when painting from observation</li> <li>• Develop care and control over materials and tools used</li> <li>• Know that there are different malleable materials that can be moulded into sculptures</li> <li>• Explain the main successes and challenges encountered when completing a piece of art work.</li> </ul> | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the work of artists, craftspeople and designers studied</li> <li>• Use a sketchbook for recording observations and research; planning and shaping ideas</li> <li>• Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form. (pencil, charcoal, chalk, pastel)</li> <li>• Copy and create patterns and textures with a range of paints</li> <li>• Use paints in different ways eg. blocking in colour and colour washes</li> <li>• Develop practical skills by experimenting with a range of different materials and techniques</li> <li>• Imprint a range of patterns into modelling material (eg.clay)</li> <li>• Use a variety of materials to create a collage on a theme</li> <li>• Reflect upon what they like and dislike about their work in order to improve it</li> </ul> | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Describe some of the key ideas, techniques and working practices of the artists, craftspeople and designers studied.</li> <li>• Use a sketchbook and drawing to improve understanding, inform ideas and plan for an outcome</li> <li>• Draw from close observation to capture fine details</li> <li>• Know how to use light and shade in drawings</li> <li>• Use complementary and contrasting colours for effect</li> <li>• Apply technical skills learnt to improve the quality of work-eg. in painting, select and use different brushes for different purposes, adding textured materials to paint</li> <li>• Use tone to emphasise form in drawing and painting</li> <li>• Use 3D materials to sculpt a form.</li> <li>• Comment on similarities/differences between their work, that of others and artists describing what they feel about them.</li> </ul> |