



SUBJECT OVERVIEW

ART 2023-2024

Subject:	Art	Academic year:	2023-2024
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Early Years</u>	Figure Drawing	Imagined Compositions	Portraits	Imagined Compositions	Still Life	3D Sculpture & Modelling
Skills	Drawing- fine motor skills & control	Printing- explore and develop ideas deciding which materials to use to express them	Drawing- add in detail such as representing a face with a circle	Collage & Mixed Media- joining different materials to explore different textures	Painting- creating closed shapes that represent objects in real life, using continuous lines. Explore colour and colour mixing	Mixed Media- use a variety of materials, tools and techniques to experiment with colour, design and function
Artists	FRIDA KAHLO (HISTORICAL) (Spring 1)	ANSELM KIEFER (HISTORICAL) (Spring 2)	MEQUITTA AHUJA (CONTEMPORARY) (Autumn 1)	SUSAN CHEN (CONTEMPORARY) (Autumn 2)	PAUL CEZANNE (HISTORICAL)	AI WEI WEI (CONTEMPORARY) (Summer 1)



Year 1	Imagined Compositions			3D Sculpture & Modelling		Figure Drawing
Skills	Drawing- mark making using a range of tools. Drawing things seen or imagined using lines.	DT	DT	Mixed Media- creating structures by joining objects together.	DT	Drawing- mark making using a range of tools. Printing- mark making using different tools to make different patterns.
Artists	JAMES ENSOR (HISTORICAL) PETER DOIG (CONTEMPORARY)			AUGUSTE RODIN (HISTORICAL) ANTHEA HAMILTON (CONTEMPORARY)		ANDY WARHOL (HISTORICAL) NAOMI BUNYAN (CONTEMPORARY)
NC	Use drawing , painting and sculpture to develop and share their ideas, experiences and imagination. Taught about the		DT	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to	DT	To use drawing , painting and sculpture to develop and share their ideas, experiences and imagination. To develop a



	<p>work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			<p>develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
<u>Year 2</u>	Imagined Compositions	DT	DT	Still Life	Landscape	DT



Skills	Drawing- mark making using a range of tools. Drawing things seen or imagined using lines.			Printing- mark making using different tools to make different patterns.	Mixed Media- sort, cut out shapes from fabrics and experiment with different ways of joining them.	
Artists	SALVADOR DHALI (HISTORICAL) TAKASHI MURAKAMI (CONTEMPORARY)			GEORGES BRAQUE (HISTORICAL) STEPHANIE H SHIH (CONTEMPORARY)	ALBERT BIERSTADT (HISTORY) APRIL GORNICK (CONTEMPORARY)	
NC		Use drawing , painting and sculpture to develop and share their ideas, experiences and imagination. Taught about the work of a range of artists, craft makers and designers, describing the		Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture,	Use a range of materials creatively to design and make products. Taught about the work of a range of artists, craft makers and designers, describing the	



		differences and similarities between different practices and disciplines, and making links to their own work.		line, shape, form and space. Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	differences and similarities between different practices and disciplines, and making links to their own work.	
<u>Year 3</u>		Still Life	3D Sculpture & Modelling			Imagined Compositions
Skills	DT	Drawing- shading using different media. Adding detail using shading. Painting- identify complementary colours, tone and cool and warm colours.	Mixed Media- Compare and recreate form using natural and man made objects.	DT	DT	Printing- create printing blocks using relief or impressed techniques. Mixed Media- creating collage, overlapping and layering.



Artists		<p>VAN GOGH (HISTORICAL)</p> <p>BAMBOU GILI (CONTEMPORARY)</p>	<p>MARCEL DUCHAMP (HISTORICAL)</p> <p>HEW LOCKE (CONTEMPORARY)</p>			<p>MICHAEL LOEW (HISTORICAL)</p> <p>JULIE CURTISS (CONTEMPORARY)</p>
NC	DT	<p>Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>	DT		<p>Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>



<u>Year 4</u>	3D Sculpture & Modelling	DT	Still Life	Imagined Compositions	DT	DT
Skills	<p>Drawing- plan sculpture using drawing.</p> <p>Mixed Media- using a range of media to create the correct proportions.</p>		<p>Drawing- draw familiar objects with the correct proportions.</p> <p>Painting- create different effects using a variety of methods such as bleeds, washes, scratches and splashes.</p>	<p>Painting- experimenting with mood and feeling using a range of materials and the techniques I have learnt.</p> <p>Printing- use different techniques such as marbling, silkscreen (a version of) and cold water paste. Print on fabrics using tie-dye or batik.</p>		
Artists	<p>MICHELANGELO (HISTORY)</p> <p>RACHEL WHITEREAD (CONTEMPORARY)</p>		<p>ROY LITCHSTEIN (HISTORY)</p> <p>HOLLY COULIS (CONTEMPORARY)</p>	<p>GERHARD RICHTER (HISTORICAL)</p> <p>YOW SHIEN KUO</p>		



				(CONTEMPORARY)		
NC	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>	DT	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>	DT	DT
<u>Year 5</u>	Still Life	3D Sculpture & Modelling	DT	DT	Landscape	DT



Skills	Drawing- using line, tone and shading to represent things in 3D. Painting- mixing colours to express mood in the foreground and background.	Drawing- using line, tone and shading to represent things in 3D. Mixed Media- using a variety of techniques in clay including slabs, quills and slips. Using a wide range of materials to make adjustments to work over time.			Mixed Media- collage to a background that has already been painted, drawn or printed. Painting- experiment using layers and overlays to create new colours and textures. Mix colours to express mood and divide the foreground and background.	
Artists	CLARA PETERS (HISTORICAL) YAYOI KUSMA (CONTEMPORARY)	Louise Bourgeois (HISTORICAL) HUMA BHABHA (CONTEMPORARY)			Etel Adnan (HISTORICAL) Jane Dickinson (CONTEMPORARY)	
NC	Create sketch books to record their observations and use them to	Create sketch books to record their observations and use them to review and revisit ideas.	DT	DT	Create sketch books to record their observations and use them to	DT



	<p>review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>			<p>review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>	
<u>Year 6</u>	3D Sculpture & Modelling	DT	Landscape		Figure Drawing	DT
Skills	<p>Drawing- use composition, scale and proportion.</p> <p>Mixed Media- use intricate patterns in malleable media, e.g. clay.</p>		<p>Drawing- using perspective in work, focusing on a single focus point and horizon (composition).</p> <p>Painting- use tones, brush strokes, watercolour bleeds and stippling.</p> <p>Printing- using printing intricate printing patterns and simplifying designs in sketch books.</p>	<p>Drawing- using perspective in work, focusing on a single focus point and horizon (composition).</p> <p>Drawing- use composition,</p>		



					scale and proportion. Painting- using different techniques, textures and explaining choices.	
Artists	HENRY MOORE (HISTORICAL) FAITH RINGGOLD / (CONTEMPORARY)		VANESSA BELL (HISTORICAL) JULIE MEHRETU (CONTEMPORARY)		LUCIEN FREUD (HISTORICAL) SONIA BOYCE (CONTEMPORARY)	
NC	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	DT	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,	DT	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting	DT



	<p>[for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>		<p>charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>		<p>and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p>	
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Curriculum Intent

Intent	EYFS End Points	KS1 End Points	KS2 End Points
	<p>By the end of the EYFS, pupil's artistic and cultural awareness has been used to support their imagination and creativity. Pupils should have had regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, linked to the Early Learning Goals, topics/themes/story books. Pupils should be able to safely use and explore a variety of materials, tools, techniques and skills. They should be experimenting with colour, design, texture, form and function. Pupils should be able to share their creations and explain the skills and the process they have used.</p>	<p>By the end of Key Stage 1, pupils should know about, and be able to, use a range of materials creatively to design and make end products related to their topic/an artist/a theme. Pupils should be able to use drawing, painting and sculpting skills to develop and share their ideas, experiences and imagination to develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space related to their topic/an artist/a theme. Pupils should know about the work of a range of artists, pinpointing and describing the similarities and differences between different practices, skills and disciplines. Pupils should be able to make links between their own work and the work of others. Skills should have been built upon from EYFS.</p>	<p>By the end of Key Stage 2, pupils should know about, and be able to, develop their techniques and skills, controlling their use of materials. They should be creative and be able to experiment with their artwork, showing an increasing awareness of different kinds of art, craft and design. Pupils should be able to use their sketchbooks to record their observations of art works and artists and use them to review and revisit ideas (this will also be shown/discussed through previous learning slides showing links to past year groups and topics in lessons). Pupils should be able to improve their mastery of art skills and techniques. Pupils should know about and investigate/evaluate the work of great artists, architects and designers in history. Skills should have been built upon from EYFS and KS1.</p>



Early Years Framework Goals

4 Topics

Art Topics:**Figure Drawing** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Skill: **drawing**

Art Topics:**Imagined Compositions**

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.

Skill: **printing**

Art Topics:**Portraits**

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Skill: **drawing**

Art Topics:**Still Life**

Skill: **painting**



Art Topics: **3D Sculpture & Modelling**

Skill: **drawing**

Make use of props and materials when role playing characters in narratives and stories.

KS1 NC Aims:

4 topics

Art Topics: **Still Life**

To use a range of materials creatively to **design** and **make** products. To **paint** experiences and imagination to develop a **wide range of art** and **design techniques in using colour, pattern, texture, line, shape, form and space** about the **work of a range of artists**,

Skills: **painting, drawing**

Art topic: **Figure Drawing**

To work from both experiences and imagination to use **drawing**.

Skill: **drawing**



Art topic: **Imagined Compositions**

To use **drawing**, to work from experiences and imagination to **develop a wide range of art and design techniques** in using colour, **pattern**, **texture, line, shape**, form and space about the work of a range of artists.

Skills: **drawing/ painting/ mixed-media**

Art topic: **3D Sculpture and Modelling**

To work from experiences and imagination to develop a **wide range of art and design techniques** in using colour, pattern, texture, line, shape, form and space about the work of a range of artists. To describe the differences and similarities between different practices and disciplines, and making links to their own work.

Sculpture

Skill: **mixed+media**

KS2 NC Aims:

4 topics

Art Topics: **Still Life**



To use a range of materials creatively to **design** and **make** products. To **paint** experiences and imagination to develop a **wide range of art and design techniques in using colour**, pattern, texture, line, shape, form and space about the **work of a range of artists**,

with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

Skills: **painting**, **drawing/** **mixed media**

Art topic: **Figure Drawing**

To use a range of materials creatively to **design** and **make** products. To **paint** experiences and imagination to develop a **wide range of art and design techniques in using colour**, pattern, texture, line, shape, form and space about the **work of a range of artists**,

To work from both experiences and imagination to use **drawing**.

Skill: **drawing/** **painting**

Art topic: **Imagined Compositions**

To use **drawing**, to work from experiences and imagination to **develop a wide range of art and design techniques** in using colour, **pattern**, texture, line, shape, form and space about the work of a range of artists.

with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

Skills: **drawing/** **painting/** **mixed-media**



Art topic: **3D Sculpture and Modelling**

To work from both experiences and imagination to use **drawing**.

To work from experiences and imagination to develop a **wide range of art and design techniques** in using colour, **pattern, texture, line, shape, form and space** about the work of a range of artists. To describe the differences and similarities between different practices and disciplines, and making links to their own work.

Sculpture

With a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history/to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture

Skill: **mixed+media/ drawing/ painting**
