



St Bede's Art Overview

As one, we learn together, play together, pray together, as one.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Expressive Arts and Design: As part of the Early Years Curriculum, children will be encouraged to explore media and materials whilst extending their thoughts, ideas, imagination and creativity. Opportunities are provided to ensure creativity is consistent and extended through a variety of art activities. Part of the curriculum is about enabling children to experiment with media and materials, finding out about their properties and modifying and manipulating them.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -To develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space. -About the work of a range of artists, craft makers, and designers, describing the differences and similarities between practices and disciplines, and making links to their own work. 		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> -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 with a range of materials (e.g. pencil, charcoal, paint and clay) - About great artists, architects and designers in history. <p>Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p>			
Drawing	<p>Hold a pencil or drawing implement (chalks, crayons, pastels, pencils – chunky to aid grip)</p> <p>Draw self portraits</p> <p>Draw special memories</p>	<p>Hold a pencil correctly</p> <p>Explore line, and shape with a range of drawing tools</p>	<p>Explore shades and the use of texture</p> <p>Solidly infill shapes by shading in a range of directions</p>	<p>Complete observational drawings using shading techniques- hatching, cross hatching, smudging</p> <p>Begin to scale drawings correctly</p> <p>Draw people with a focus on faces</p>	<p>Develop detail in observational drawings and use of shading techniques</p> <p>Complete accurate drawings of a whole person including correct proportion and placement</p> <p>Understand the effects of light on objects and people</p>	<p>Work from a range of sources e.g. observations, existing artwork and photographs</p> <p>Work in a sustained and independent way to create detailed drawings</p> <p>Use simple perspective using a single focal point and horizon</p> <p>Develop awareness of composition, scale</p>	<p>Work from a range of sources e.g. observations, existing artwork and photographs</p> <p>Work in a sustained and independent way to create increasingly detailed drawings</p> <p>Use simple perspective confidently in their work</p> <p>Develop awareness of composition, scale</p>

						and proportion e.g. foreground, middle ground and background Interpret the texture of a surface	and proportion e.g. foreground, middle ground and background Interpret the texture of a surface
Possible activities.		Animal line drawings. Self portraits Seaside creatures	Design own great fire of London monument. Observational drawing – fruit Observational drawing – flowers/plants	Mountain sketches Van Gogh style observational drawing			
Suggested artists		Picasso – line drawings – portraits Molly Hasland	Georgia O Keefe – observational plants and flowers Guiseppe Arcimboldo	Van Gogh Bridget Riley	Eric Joyner Georges Braque	Claude Monet Frida Kahlo	William Morris
Resources	Chunky drawing tools – chalks, wax crayons, pastels, pencils	Pencils, coloured pencils, wax crayons, oil pastels, chalk, chalk pastels, charcoal, shading pencils, watercolour pencils					
Vocabulary – formal elements - colour, pattern, texture, line, shape, form and space		Curved, straight, wavy, zigzag, outline, thick, thin, light, dark	Shade, line, shape, colour, texture	Observational drawing, scale, hatching cross hatching and smudging	Proportion, placement, light, dark	Depth, texture, light, perspective, focal point, horizon, foreground, middle ground and background	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<p>Learn how to hold and control a paintbrush. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment.</p> <p>Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc.</p>	<p>They know different types of paint such as poster paint, powdered paint, block paint. Develop skills in mixing paint, they blend 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.</p>	<p>Develop brush control & learn to use different types of paint and painting surfaces and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to 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.</p>	<p>Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They have used different types of paint, painting surfaces and painting equipment. Pupils study how other artists' paint, applying elements of this to their work.</p>	<p>Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.</p>	<p>Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details. To know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.</p>	<p>Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them. Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them.</p>
Possible artists and activities		Edward Tinga Tinga – African sunsets	Lieve Verschuie – Great fire of London	Katsushika Hokusai & Nick Rowland – Natural disasters	Hundertwasser – primary colours Jim Edwards – warm and cool colours	Claude Monet – Impressionism Berthe Morisot – Impressionism Paul Klee – warm and cool colours	Henri Rousseau

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Print with a range of hard and soft objects e.g. sponges, corks, hands, leaves, natural objects Leaf rubbings	Print with a range of hard and soft materials e.g. sponges, corks, pens, blocks, bottle tops hands, bubble wrap. Take rubbings of a range of textures and patterns. Create simple pictures by printing.	Print with a wider range of objects e.g. fruit and vegetables to create a desired shape. Use rubbings to compare textures and patterns. Create pictures with increasing detail by printing with a range of objects.	Create printing blocks using impressed printing method. Create repeating patterns. Print with two colour overlays.	Create printing blocks using the relief method. Choose material for the desired effect. Create repeating patterns. Print with two colour overlays.	Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method to create prints with three colour overlays. Work into prints with a range of media e.g. pens, colour pens and paints.	Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method to create prints with three colour overlays. Work into prints with a range of media e.g. pens, colour pens and paints.
Possible activities		Seaside pictures	Printing with nature/fruit				
Suggested artists		Andy Warhol – Queen pictures Edward Tinga Tinga – African animals	Guiseppe Acrimboldo Claude Monet	Claude Monet Bridget Riley	Eric Joyner	Vincent Van Gogh Frida Kahlo	Antoni Gaudi William Morris
Resources		Wax crayons, coloured pencils, chalk, sponges, corks, pens bottle tops, fruit and vegetables, natural objects, sandpaper, corrugated card, textured wallpaper		Potatoes, clay polystyrene, printing ink and rollers	Card, string	As in previous years	
Vocabulary Vocabulary – formal elements - colour, pattern, texture, line, shape, form and space		Print, rubbing, texture	Shape, pattern	Impressed method, overlays	Relief method	As in previous years	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	<p>Create items from playdough, plasticine, salt dough and clay</p> <p>Manipulate malleable materials (playdough and plasticine) in a variety of ways including rolling, twisting, squashing and kneading</p>	<p>Manipulate malleable materials (dough and plasticine) in a variety of ways including rolling, twisting, squashing and kneading.</p> <p>Create items from dough e.g. animals, pinch pots.</p> <p>Use tools to add texture and add details.</p> <p>Create items from one piece of clay – e.g. animals and pinch pots.</p>		<p>Plan, design and make models from observation or imagination.</p> <p>Join clay and construct a simple base for extending and modelling other shapes e.g. figures or animals.</p> <p>Creates more intricate details and patterns using tools.</p> <p>Use rolling to create a coil pot.</p>		<p>Plan a sculpture through drawing and evaluating existing work.</p> <p>Produce intricate patterns and textures.</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Develop skills in using clay inc. slabs, coils and joins.</p>	
Possible activities	Autumn – make clay hedgehogs	Year 1 Animal Sculptures – Nick Mackman Year 2 Textured owls Micro gardens Seaside Creatures		Year 3 Iron age tools Lion man – clay sculptures Year 4 Roman coil pots – Grayson Perry		Year 5 Clay Viking heads Dragon eyes Year 6 Clay war medals	
Resources	Dough, plasticine, clay, tools						
Vocabulary	Shape, roll, squash, squeeze	Shape, mould, sculpture, texture		Joins, pattern, coil		Slab	
Vocabulary – formal elements - colour, pattern, texture, line, shape, form and space							

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	EYFS Scissor handling – use of different types of scissors Create a picture using a variety of different materials and textures, including material materials	Year 1 and 2 Use scissors correctly. Cut a range of materials in different sizes and shapes. Understand the different textures on a range of materials. Create a picture with increasing detail and use textures in my picture.		Year 3 and 4 Accurately cut a range of shapes and sizes. Create a background. Experiment with techniques such as tearing, overlapping and scrunching to create texture. Use a range of colours to create the desired effect/ mood.		Year 5 and 6 Add collage to a painted, printed or drawn background. Use a range of media to create a collage. Use different techniques, colours and textures etc when designing and making pieces of art.	
Possible activities		Year 1 Autumn leaf collages. Year 2 Collage – nocturnal animals in their environment Great fire of London scenes Seaside collage pictures		Year 3 Mosaics in the style of Gaudi			
Suggested artists		Picasso – line drawings	Guiseppe Acrimboldo	Bridget Riley Gaudi	Henri Rousseau Gwen John	Vincent Van Gogh William Morris	Frída Kahlo Antoni Gaudi
Resources		Paper, fabric, magazines, newspaper, nature					
Vocabulary Vocabulary – formal elements - colour, pattern, texture, line, shape, form and space		Collage, shape, size, texture		Background, tearing, overlapping, scrunching, colour, mood		Background	