



Long Term Overview Art

Year	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B						
Nursery	<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 											
Reception	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #00a651; color: white; padding: 5px;">Early Learning Goals</td> <td rowspan="3" style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses. • Develop storylines in their pretend play. </td> </tr> <tr> <td style="background-color: #00a651; color: white; padding: 5px;">Creating with Materials</td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories. </td> </tr> <tr> <td style="background-color: #00a651; color: white; padding: 5px;">Being Imaginative and Expressive</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. </td> </tr> </table> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. 						Early Learning Goals	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses. • Develop storylines in their pretend play. 	Creating with Materials	<ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories. 	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Early Learning Goals	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses. • Develop storylines in their pretend play. 											
Creating with Materials												
<ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories. 												
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 											

	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing.
<p>Throughout KS 1:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ use a range of materials creatively to design and make products ☑ use drawing, painting and sculpture to 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 ☑ about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their work.

Year 1

Collage – Autumn 2

Create own fairy-tale collage using colour, pattern, texture, line, shape, form and space.

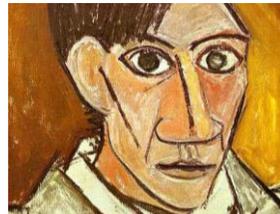
Link to artist
(Kandinsky/Hundertwasser)



Drawing – Spring 2

Self-portraits to display in our gallery/museum – use line/shape/colour
Range of artists

Vincent Van Gogh
Frida Kahlo
Andy Warhol
Pablo Picasso



Painting/3D mixed media – Summer 1

Van Gogh starry night – Painting
Use drawing, collaging (tissue paper) and painting (brushes and glue spreaders/toothbrush)



Year 2

Sketching/Drawing– Autumn 1

Study of **Joan Miro** – create your own troll Joan Miro style

Using colour, pattern, texture, line, shape, form and space.

Outline of lessons:

- Colour mixing and darkening colours
 - Shades and tones
 - Draw and paint
 - Sculpture- modroc



Printing- Graffiti Art – Summer 1

Banksy

Develop a wide range of techniques/ work of artists

Outline of lessons:

- Look at Banksy's art
- Learn print making strategies
- Design Banksy inspired print- screen printing
- Print the design- print on different backgrounds
- Finally go outside and print on the playground- this time use chalk so it washes away

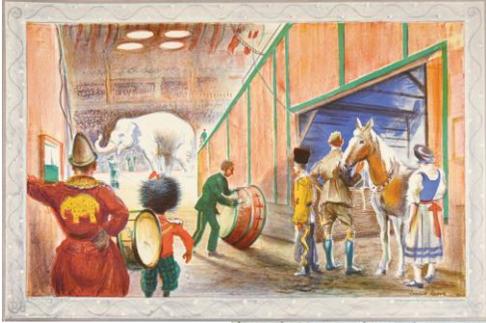


Textiles - Summer 2

			<p>Make samplers and practise tie dye, fabric crayons, weaving</p>
<p>Throughout Key Stage 2:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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) ☑ about great artists, architects and designers in history. 		
<p>Year 3</p>	<p>Painting – Autumn 1 Hokusai – The great wave off Kanagawa Painting, colour mixing</p> 	<p>Drawing- charcoal, oils and pencils – Spring 1 Stone age art Early cave paintings</p> <p>Print/Collage – Spring 2 Henri Matisse ‘cut outs’ - Polynesia, the sea or Beasts of the sea</p> 	<p>3D/Sculpture – Summer 2 Steven Brown – Giraffe drawings</p> <p>Use colour and modroc to make it come out of the canvas</p> 

<p>Year 4</p>	<p>Drawing - Autumn 1</p> <p>Circus or zoo posters</p> <p>Russell Reeve (Tate) The Circus (oils) The Blue Circus Marc Chagill- pencils</p>	<p>Drawing – Spring 2</p> <p>Zentangle</p>  <p>Focus on the style of work, discuss the lines, shapes, direction and then develop skills. Complete their own piece using these skills.</p>	<p>Collage/Painting – Summer 1</p> <p>Artist- Henri Rousseau</p> <p>Tropical forest with Apes and snakes Tiger in a tropical storm</p> <p>Focus on the artist, discuss his work and then develop collaging skills then complete their own piece using these skills in the style of Henri Rousseau</p> 

Children to discuss the artwork, develop their skills with given materials then create a piece of artwork in both styles around the Greatest Showman/ Leon in the Place Between



Other ideas-
Tate website,
Student
Resource, Circus
Coursework
Guide



Year 5

Drawing/Painting – Autumn 2
Jane Ray illustrations
(look at Jinnie Ghost as well as Lost
Happy Endings)

Use water colours

Sculpture – Summer 1

Create a sculpture from recycled materials.

Possible artists to look at:

**Dennis Oppenheim: Trees: From Alternative
Landscape Components**

**Benjamin Von Wong- Strawpocalypse: The
Parting of the Plastic Sea**



Painting/Textiles – Summer 2

Large scale elephant (Batik), or Islamic art and patterns

Year 6

Oil/chalk – Autumn 1

Light and shadows
WW2 searchlight art
LS Lowry - Blitz paintings

Still Life – Spring 1

Water colour

Drawing and Painting

Paul Cezanne – still life of fruit (link with illustrations in Selfish Giant)

Printing/Painting – Spring 2



Keith Siddle /Esher
Create contrasting colour
paintings/prints with repeating
patterns of
fish

