



## RADDLEBARN PRIMARY SCHOOL SUBJECT OVERVIEW IN ART

|                             | Autumn 1   | Autumn 2                       | Spring 1 | Spring 2                         | Summer 1                          | Summer 2                          | Resources  |
|-----------------------------|--|--------------------------------|----------|----------------------------------|-----------------------------------|-----------------------------------|--|
| EYFS<br>Nursery & Reception | <p>In the <b>EYFS</b>, Art comes under the area of learning: <b>Expressive Arts &amp; Design (EAD)</b>. In Nursery &amp; Reception, the children have access to a well-resourced Creative Area in each classroom that enables them to explore their own interests and ideas which supports creativity, independence and challenge. The provision for creative activities, skills, knowledge and understanding is primarily delivered through <b>Continuous Provision</b> and it is the role of the adult to observe the child's creative interests assess their skill level, plan and then facilitate the child's next step in their learning in order to embed and deepen their artistic skills. This is done through <b>Planning in the Moment</b>. <i>Children within Nursery, attend for different lengths of time e.g. 15 or 30 hours. It is therefore vital that children have time, space, appropriate resources that are matched to their level of development; for example, a range of scissors such as squeezey whole-hand scissors, large soft grip ones and left and right-handed scissors. Above all plenty of opportunities to repeat activities and skills so that they can begin to embed them. There may be times when the themes and topics from each year group lend themselves to a particular artist or relating children's own interests to the work of both modern and historical artists.</i></p> <p><i>In the Nursery our curriculum is based on core aspects of art from EAD using Development Matters for 3-4 year olds and is delivered throughout the year and not by terms.</i></p> <ul style="list-style-type: none"> <li>• <b>Explore different materials freely, to develop their ideas about how to use them and what to make.</b></li> <li>• <b>Develop their own ideas and then decide which materials to use to express them.</b></li> <li>• <b>Join different materials and explore different textures.</b></li> <li>• <b>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</b></li> <li>• <b>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</b></li> <li>• <b>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</b></li> </ul> <p><i>In Reception our curriculum is based on core aspects of art from EAD using Development Matters for 4-5 year olds and is delivered throughout the year and not by necessarily by term unless the subject area lends itself to a particular topic or artist. The core themes are</i></p> <ul style="list-style-type: none"> <li>• <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></li> <li>• <b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></li> <li>• <b>Create collaboratively, sharing ideas, resources and skills.</b></li> <li>• Explore colour and how colours can be changed.</li> <li>• Begin to be interested in and describe the texture of things.</li> </ul> |                                |          |                                  |                                   |                                   |  |
| Year 1                      |  | <b>ART TOPIC<br/>SCULPTURE</b> |          | <b>ART FOCUS DAY<br/>DRAWING</b> | <b>ART FOCUS DAY<br/>PAINTING</b> | <b>ART FOCUS DAY<br/>PRINTING</b> | <p style="text-align: center;">Year 1 Art<br/>Resource Box:</p> <p style="text-align: center;">Clay, papier maché, salt dough ingredients. Tools for rolling, impressing, cutting.</p> |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  | <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching, twisting, scratching, cutting, molding, kneading and carving.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p> <p><i>Suggested artists: Henry Moore, Andy Goldsworthy, Barbara Hepworth</i></p> |  | <p>Look at lines in works of art.</p> <p>Experimenting with line in different media (e.g. chalk, felt tips, ball-point pens etc.).</p> <p>Make different tones in pencil (use graded pencils).</p> <p><b>Looking</b></p> <p>Talk about the subject before drawing.</p> <p>Use focusing devices.</p> <p>Look and draw from different viewpoints.</p> <p><i>Suggested artists: Edgar Degas, Claude Monet, Mary Cassatt</i></p> | <p>Make a colour lighter without white (changing tone in colour by using less paint and more water).</p> <p>Mix &amp; apply colour to convey mood.</p> <p>Make a seasons shade colour wheel – lightening and darkening to represent the seasons.</p> <p><i>Suggested artist: Piet Mondrian, Af Klint</i></p> | <p>Overlay printed imagery with drawn imagery (e.g. draw pictures based upon flowers over prints made with hands/feet).</p> <p>Use repeated patterns.</p> <p><i>Suggested artists: MC Escher, Keith Haring</i></p> | <p>Clay boards.</p> <p>General Resources for Year Group:</p> |
|--|--|--|--|--|--|--|--|

|                   |  |  |  |  |  |  |   |
|-------------------|--|--|--|--|--|--|---|
| <p>Year<br/>2</p> |  | <p style="text-align: center;"><b>ART FOCUS DAY<br/>PRINTING</b></p> <p>Press, roll, rub &amp; stamp to make prints. Make prints by rubbing dry materials such as wax crayon or pencil crayon, over textured objects e.g. fossils/bark. Use the rubbings to make a composition. Print with plasticine. Identify &amp; mimic print from the environment (e.g. wallpapers). Use more than one colour.</p> <p style="text-align: center;"><i>Suggested artists:<br/>William Morris, Estella<br/>Scholes</i></p> |  | <p style="text-align: center;"><b>ART FOCUS DAY<br/>SCULPTURE</b></p> <p>Use a variety of techniques to create sculptures e.g. paper/cardboard/wire/ masking tape/string/ collage. Manipulate paper from 2D to 3D (folding, tearing and crumpling). Include texture &amp; surface decoration (collage).</p> <p style="text-align: center;"><i>Link to Habitats<br/>(science topic)</i></p> <p style="text-align: center;"><i>Suggested artist:<br/>Andrea Butler</i></p> | <p style="text-align: center;"><b>ART TOPIC<br/>PAINTING</b></p> <p>Create colour wheels and colour spectrums. Record colour mixing. Change the colours by adding a little paint at a time. Explore colour families/complementary colours. Mix secondary colours: purple, greens or oranges. Create a collage using painted coloured strips. Create a painting using secondary colours. Use a range of colours in a painting.</p> <p style="text-align: center;"><i>Suggested artists:<br/>Boscoe Holder, Claude<br/>Monet, Pierre-Augustus<br/>Renoir</i></p> | <p style="text-align: center;"><b>ART FOCUS DAY<br/>DRAWING</b></p> <p style="text-align: center;"><b>Line and Tone</b><br/>Mark-making with mixed media (e.g. oil pastels, permanent pens – fine or broad, ball-point pens, crayons, medium size brushes). Make different lines with fine, medium and broad line pens. Broad line pens. RECAP and EXTEND - make different tones in pencil (use graded pencils). Make different tones with charcoal. Make and blend marks in chalk and charcoal.</p> <p style="text-align: center;"><b>Texture and Pattern</b><br/>Make a series of marks to represent textures (try different media e.g. dots for sandpaper, little dashes for fur, scribbly lines for wool). Make patterns with line.</p> <p style="text-align: center;"><i>Suggested artist: Gary<br/>Hodges, Richard<br/>Symonds</i></p> | <p style="text-align: center;">Year 2 Art<br/>Resource Box:</p> <p>Mixing pallets, selection of large headed brushes, sponges etc sand, variety of primary coloured paint and black &amp; white.</p> <p style="text-align: center;">General<br/>Resources for<br/>Year Group:</p> |
|-------------------|--|--|--|--|--|--|---|

|           |  |  |   |  |  |  |   |
|-----------|--|--|---|--|--|--|---|
| Year<br>3 | <p style="text-align: center;"><b>ART FOCUS DAY<br/>DRAWING</b></p> <p style="text-align: center;"><b>Line and Tone</b><br/>Make different types of line in pencil.<br/>Look at lines in works of art.<br/>RECAP and EXTEND – Make different lines with fine, medium and broad pens.<br/>RECAP and EXTEND - Make different tones in pencil.<br/>Use tone to sketch three-dimensional shapes.</p> <p style="text-align: center;"><b>Figures and faces</b><br/>Draw heads and position of features<br/>Drawing eyes, mouths and noses<br/>Draw faces<br/>Full portrait (long pose).<br/><br/><i>Suggested artists: Monica Lee, Diego Fazio</i></p> | <p style="text-align: center;"><b>ART TOPIC PAINTING</b></p> <p>Recap colour wheel.<br/>Make a collage using coloured strips.<br/>Record colour mixing.<br/>Mix and paint in different whites.<br/>Add black to make a darker colour tone.<br/>Explore how to use water colours and how to make lighter colours without using white.<br/>Paint in lighter and darker tones of colour.<br/>Paint using a 'wash'(watercolours).<br/>Make marks with thickened paint using sand, sawdust, PVA glue etc. to create textured paint, patterns, shapes &amp; lines.<br/>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.<br/>Apply colour using dotting, scratching, splashing.<br/>Use a selection of sizes of brushes, sponge brushes etc.<br/><br/><i>Suggested artists: Georgia O'Keeffe, Vincent Van Gogh, Henri Matisse, Maya Kopitseva, Mark Rothko</i></p> | <p style="text-align: center;"><b>ART FOCUS DAY ART<br/>FOCUS DAY<br/>SCULPTURE</b></p> <p>Create sculptures using Modroc.<br/><br/><i>Suggested artist: Marc Quinn, George Segal, Louise Bourgeois</i></p> |  |  | <p style="text-align: center;"><b>ART FOCUS DAY<br/>PRINTING</b></p> <p>Collagraph printing using e.g. corrugated card, string, press print, embossed wallpaper.<br/><br/><i>Suggested artists: Suzie MacKenzie, Akiko Taniguchi</i></p> | <p>Year 3 Art Resource Box:</p> <p>Mixing pallets, selection of large headed brushes, sponges etc sand, dowling, old toothbrushes, PVA glue, variety of primary coloured paint and black &amp; white.<br/>PVC glue</p> <p style="text-align: center;">General Resources for Year Group:</p> |
| Year<br>4 | <p style="text-align: center;"><b>ART FOCUS DAY<br/>PRINTING</b></p> <p>Use acetate monoprinting<br/>Use polystyrene relief printing.</p>  | <p style="text-align: center;"><b>ART FOCUS DAY<br/>SCULPTURE</b></p> <p>Use papier mache to make a 3D form.</p>   |   | <p style="text-align: center;"><b>ART TOPIC<br/>PAINTING</b></p> <p>Show understanding of complimentary colours.</p> |  | <p style="text-align: center;"><b>ART FOCUS DAY<br/>DRAWING</b></p> <p style="text-align: center;"><b>Line and Tone</b><br/>RECAP - Make different types of line in pencil.</p>  | <p style="text-align: center;"><b>Year 4 Art resource box:</b></p>  |

|        |  |  |  |   |  |  |   |
|--------|--|--|--|---|--|--|---|
|        | <p><i>Suggested artists: Clare Maria Wood, Elizabeth Peyton</i></p>          | <p><i>Link to Vikings (history topic).</i></p> <p><i>Artists: Anthony Gormley, Salvador Dali</i></p> |  | <p>Recap mixing secondary colours. Change the colours by adding a little paint at a time.</p> <p>Create skin tones. Paint a self-portrait using skin tones. Experiment with creating mood with colour (use colour theory). Explore colour matching.</p> <p>Begin to learn acrylic paint techniques. Apply acrylic paint techniques in a painting.</p> <p>Use light and dark within painting. Start to develop a painting from a drawing.</p> <p>Start to look at working in the style of a selected artist (not copying).</p> <p><i>Suggested artists: Paul Cezanne, Paul Klee, Pablo Picasso, Edward Hopper, Frida Kahlo</i></p> |  | <p>Cross hatching. Make different lines in charcoal.</p> <p>RECAP and EXTEND – Make different tones with charcoal. Make different marks with charcoal. Draw with chalk and charcoal.</p> <p><b>Texture and Pattern</b><br/>Draw different textures. Make patterns with line and shape. Use line patterns in a doodle.</p> <p><b>Looking</b><br/>Focused looking through talking. Talk about the subject before drawing. Draw using three-dimensional and two-dimensional shapes. Recognise and draw right angles and parallel lines (draw geometrical shapes). Use a pencil to check angles (sighting). See relationships between line and shape when drawing. Look and draw from different viewpoints.</p> <p><i>Suggested artists: Shania Mcdonagh, Paul Cezanne</i></p> | <p>Mixing pallets, selection of size and type of brushes, sponges etc sand, variety of different shades and coloured paint and black &amp; white. PVC glue</p> <p>General Resources for Year Group:</p> |
| Year 5 | <p><b>ART FOCUS DAY SCULPTURE</b></p> <p>Use clay to create a sculpture.</p> |  | <p><b>ART FOCUS DAY PAINTING</b></p> <p>Mix colour, shades and tones with increasing confidence.</p> | <p><b>ART FOCUS DAY PRINTING</b></p> <p>Use layers of two or more colours when printing.</p>  |  | <p><b>ART TOPIC DRAWING</b></p> <p><b>Line and Tone</b><br/>RECAP - Make different types of line in pencil.</p>  | <p><b>Year 5 Art resource box:</b></p> <p><b>A selection of graded</b></p>  |

|  |   |  |   |  |  |  |  |
|--|---|--|---|--|--|--|--|
|  | <p>Use sophisticated tools to carve, add shapes &amp; texture.</p> <ul style="list-style-type: none"> <li>-Rolling clay</li> <li>-Squeezing clay</li> <li>-Pulling and pinching clay with fingers</li> <li>-Carving details into the clay</li> <li>-Smoothing the clay with fingers</li> <li>-Creating holes/hollows in the clay with tools</li> <li>-Joining pieces of clay together</li> </ul> <p>Make coil pots/vases.</p> <p><i>Link to History topic - Ancient Greece.</i></p> <p><i>Suggested artists: Phoebe Cummings, Beate Kuhn, Yasutaka Baba</i></p> |  | <p>Investigate paintbrushes and brush strokes.</p> <p>Make a colour lighter without using white: changing tone in colour. Change one colour into another.</p> <p>Change and blend colours by adding a little paint at a time.</p> <p>Mix greys.</p> <p>Use a range of colours in a painting.</p> <p>Use different brush strokes in a painting.</p> <p>Recap using watercolours and how to make lighter colours without using white</p> <p>Paint in lighter and darker tones of watercolours.</p> <p>Sketch (lightly) before painting to combine line &amp; colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p><i>Suggested artists: Wassily Kandinsky, Lucien Rudaux, Yayoi Kusama, Pandora Mond, Harold Ancart</i></p> | <p>Use tinfoil printing.<br/>Use string printing.</p> <p><i>Suggested artists: Rachel Duckhouse, Andy Warhol</i></p> |  | <p>Look at line in works of art.</p> <p>RECAP and EXTEND – Make different lines with fine, medium and broad line pens. Draw lines with different character. Use line to create tone.</p> <p>RECAP and EXTEND – Make different tones in pencil.</p> <p>RECAP and EXTEND – Use tone to shade three-dimensional shapes.</p> <p><b>Looking</b></p> <p>Talk about the subject before drawing. Use viewfinders to look for detail and content. Draw objects by looking for shapes. Draw using sighting (use a pencil to measure angles and lengths). Learn to see the relationship between line and shape. See the relationship between line and shape when drawing.</p> <p><b>Figures and faces</b></p> <p>Draw heads and position of features. Draw eyes. Draw mouths and noses. Draw faces. Draw faces in profile.</p> <p><i>Suggested artists: Dante Gabriel Rossetti, Gustav Klimt, Roy</i></p> | <p><b>pencils, charcoal,</b></p> <p><b>General Resources for Year Group:</b></p> |
|--|---|--|---|--|--|--|--|

|           |   |  |  |  |  |  |  |
|-----------|---|--|--|--|--|--|--|
|           |   |  |  |  |  | <i>Lichtenstein, Kehinde Wiley</i>   |  |
| Year<br>6 | <p align="center"><b>ART FOCUS DAY<br/>PAINTING</b></p> <p>Create an extended colour wheel.<br/>Record tones in colour on a colour wheel.<br/>Mix earth colours.<br/>Use acrylic paints.<br/>Use colour theory to create the illusion of distance.<br/>Create a painting with acrylic paints – landscape focus.<br/>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p><i>Suggested artists: David Hockney,<br/>Wayne Thiebaud,<br/>Peter Doig,<br/>Etel Adnan,<br/>Richard Diebenkorn</i></p> |  | <p align="center"><b>ART FOCUS DAY<br/>PRINTING</b></p> <p>Design a complex pattern by making their own stencil.<br/>Use screen printing.<br/>Use collagraph printing.</p> <p><i>Suggested artists:<br/>Swoon, Woodism</i></p> |  | <p align="center"><b>ART FOCUS DAY<br/>SCULPTURE</b></p> <p>Use found objects/materials or frameworks (such as wire or molds) to provide stability or form on a large scale.</p> <p><i>Suggested artists:<br/>Anish Kapoor, Jeff Koons, Damian Hirst, Joana Vasconcelos, Christo and Jeanne-Claude</i></p> | <p><b>ART TOPIC<br/>DRAWING</b></p> <p><b>Line and Tone</b><br/>Single and cross hatching.<br/>Create illusions with line.<br/>Use pens with nibs.<br/>Make different lines with charcoal.<br/>Draw with charcoal.<br/>RECAP and EXTEND – Make different tones with charcoal.<br/>Create tone with charcoal.<br/>RECAP and EXTEND – Make different marks in chalk and charcoal.<br/>RECAP and EXTEND – Draw with chalk and charcoal.</p> <p><b>Texture and Pattern</b><br/>Draw different textures.<br/>Make patterns with line and shapes.<br/>Use line patterns in a doodle.<br/>Collect patterns from nature.<br/>Use patterns and shapes from nature to create designs.<br/>Collect patterns from different cultures or times.</p> <p><b>Figures and faces</b><br/>Draw the whole body (a simple standing pose).<br/>Draw different poses.</p> | <p><b>Tear 6 Art Resource box:</b></p> <p><b>Selection of graded pencils and pencil crayons.</b></p> <p><b>Fabric samples.</b></p> <p><b>General Resources for Year Group:</b></p> |

|  |  |  |  |  |  |   |  |
|--|--|--|--|--|--|---|--|
|  |  |  |  |  |  | <p>Contour figure drawing<br/>(slowly draw the<br/>outline of the figure<br/>without looking at the<br/>paper).</p> <p>Gesture figure drawing<br/>(sketches of action<br/>poses).</p> <p>Figure drawing from<br/>memory (seeing the<br/>figure as a whole<br/>shape).</p> <p><i>Suggested artists: Coco<br/>Chanel, Christian Dior,<br/>Mary Quant, Yves Saint<br/>Laurent, Vivienne<br/>Westwood</i></p> |  |
|--|--|--|--|--|--|---|--|