

Art Overview 2020-21 -Cycle 1

	Autumn Term	Spring Term	Summer Term
Year R Art and DT	<p>All about me (Autumn 1) Begins to build a repertoire of songs. Experiments to create different textures. Plays alongside other children who are engaged in the same theme.</p> <p>Autumn and arctic animals (Autumn 2) Explores what happens when they mix colours. Manipulates materials to achieve a planned effect,</p>	<p>Space (Spring 1) Understands that media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources.</p> <p>Light and Dark and Spring (Spring 2) Using simple tools and techniques competently and appropriately. Chooses particular colours to use for a purpose.</p>	<p>Pirates (Summer 1) Selects appropriate resources and adapts work where necessary. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Monsters and summer (summer 2) Selects tools and techniques needed to shape, assemble and join materials they are using. Creates simple representations of events, people and objects.</p>
Year 1/ 2	<p>Printing: from the Toy box To make marks in print with a variety of objects inc natural & man-made. (sponges, fruit, veg) Carry out different printing techniques - on paper & textiles,</p>	<p>Landscapes and Cityscapes (drawing/painting) Use a variety of tools inc pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk.</p>	<p>Colour Chaos (painting) Use a variety of tools and techniques including the different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales</p>

	<p>pressing, rolling, rubbing, stamping. Make rubbings. Build a repeating pattern & recognise patterns in the environment.</p>	<p>Use a sketchbook to gather and collect evidence. Begin to explore the use of line, shape and colour.</p>	<p>Mix secondary colours and shades. Use different types of paint. Create different textures. Use a variety of media inc photocopied material, fabric, plastic, tissue, magazines crepe paper</p>
Artists		Monet/ Van Gough	Mondrian, Rothko, Klee
Links	History: Toys	Geography- Physical & Human Geography	
<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting point for their work and develop ideas. Explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures.</p>		<p>Identify what they might change in their current and future work. Review what they and others have done and say what they think and feel about it.</p>	
Year 2/3	<p>Rainforests Yr2- Understand the basic use of a sketchbook. Experiment with visual elements line, shape, patterns and colour. Yr3 - Use sketchbooks to collect and record visual information.</p>	<p>British Art Explore artists - Thomas Gainsborough, Bridget Riley. Yr2 - To understand basic uses of a sketchbook. Yr3 -Experiment with different grades of pencils.</p>	<p>Giuseppe Arcimboldo Yr2 - record & explore from first hand observations. To develop ideas. Explore work of Giuseppe Arcimboldo. Create textwed collage.</p>

	<p>Use different media to achieve line, texture, colour, shape and pattern.</p>	<p>Use sketchbook to collect visual information.</p> <p>Use different media to achieve line, tone, colour, shape.</p> <p>Compare ideas, methods and approaches.</p>	<p>Yr3 - record & explore from first hand observations. To develop ideas.</p> <p>Explore work of Giuseppe Arcimboldo.</p> <p>Annotate work in sketchbook.</p> <p>Develop skills in cutting.</p>
Year 4/ 5	<p>Enough for everyone</p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p>Mountains</p> <p>Make informed choices in drawing inc paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>European Artists</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language eg tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different textures and effects with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Make informed choices about the 3D techniques chosen.</p> <p>Show and understanding of shape, space and form.</p>

			<p>Plan, design make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>
Artists	Van Gough, Lowry, Alfred Wallis, William Morris,		
Year 5/6	<p>Plants and Animals</p> <p>Yr 5: Explore potential properties of visual elements: line, tone, pattern, texture, colour and shape.</p> <p>Yr6: Manipulate and experiments with the elements of art.</p> <p>Yr5: Organise work in terms of pattern, repetition and symmetry.</p> <p>Yr5: Plan a sculpture through drawing and other preparatory work.</p> <p>Yr6: Create a sculpture with increasing independence.</p>	SATS	Egypt -to be confirmed!

Painting

Textiles/ collage

Drawing

Printing

3D form

Exploring and developing ideas

Evaluating and developing work

