

## Art and Design Overview

**The following overview is broken down into Foundation Stage (Nursery and Reception), Year 1 and Year 2.**

**Foundation Stage** - In the Early years Art, Design and creativity play a very important part of everyday life. Children will experience focused group activities where skills are introduced and developed. They will also have opportunities to access a range of experiences and resources in our continuous provision, during independent learning. Creative activities link to the topic being taught, and starting pointing can be taken in any direction for the children to develop independently or with support.

### **Nursery**




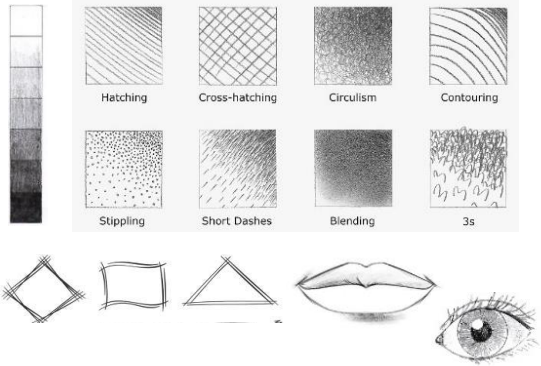


<b><u>Expressive Art and Design – Creating with Materials - Objectives</u></b>		
<b>Autumn Term</b>	<b>Spring term</b>	<b>Summer term</b>
Explore different materials freely, in order to develop their ideas about how to use them and what to make - Explore colour and colour-mixing	- Develop their own ideas 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. - Use drawing to represent ideas like movement or loud noises.	-Draw with increasing complexity and detail, such as representing a face with a circle and including details - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc
<b><u>Vocabulary</u></b>		
Mark-making, pattern, colour, colour mixing, art, artist, creative, drawing, painting, printing, collage		
<b><u>Skills and Techniques</u></b>		
<ul style="list-style-type: none"> <li>• Will have used a wide variety of paint and mark making tools to experiment and create and explore a variety of marks which can be created</li> <li>• Will have had the opportunity to practice using scissors and other creative tools during a wide range of creative experiences</li> <li>• Will have experimented with a range of media and materials (including natural objects).</li> <li>• Will have experimented with mixing primary colours and observed what happens when they are mixed.</li> </ul>		
<b><u>Work of Artists</u></b>		
<ul style="list-style-type: none"> <li>• Begin to understand what an artist is.</li> <li>• Have seen a range of works of art and used these to inspire creative explorations including movement.</li> <li>• Observe and discuss art from other countries and cultures and use this as inspiration.</li> </ul>		

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### Reception

<b><u>Expressive Art and Design – Creating with Materials - Objectives</u></b>		
<b>Autumn Term</b>	<b>Spring term</b>	<b>Summer term</b>
<p>Create collaboratively sharing ideas, resources and skills.</p> <p>- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</p>	<p>- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>- 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</p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>- Share their creations, explaining the process they have used.</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p>
<b><u>Expressive Art and Design –Being Imaginative and Expressive</u></b>		
<p>Creates representations of both imaginary and real life ideas, events, people and objects - Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p>	<p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</p> <p>- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>	
<b><u>Vocabulary</u></b>		
Colour, colour wheel, colour mixing, primary, line, brush, evaluate, tint, shade, art, artist, paint, chalk, pastels, water colours		
<b><u>Skills and Techniques</u></b>		
<ul style="list-style-type: none"> <li>• Develop their skills using paintbrushes, scissors, clay tools, glue spreaders and printing tools developing the range of marks and patterns which can be produced</li> <li>• Use scissors accurately in the creative process</li> <li>• Have experimented with a range of media (including natural objects).</li> <li>• Mix primary colours to create secondary colours.</li> </ul>		
<b><u>Work of Artists</u></b>		
<ul style="list-style-type: none"> <li>• Understand what an artist is.</li> <li>• Have seen a range of works of art and used these to inspire their creative development.</li> <li>• Learnt about and experimented with creative experiences inspired by Artists from other countries and cultures.</li> </ul>		




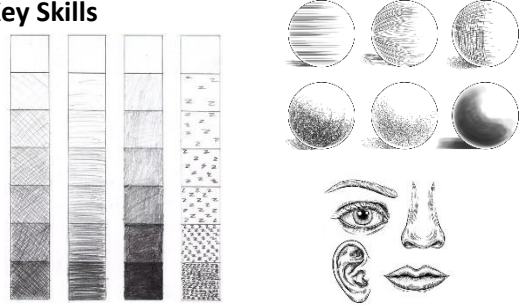


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Year1 - Drawing	Year1 - Painting	Year1 - Sculpture
<p><b>Key Artist- Pablo Picasso (abstract)</b> Portrait comparisons – Andy Warhole and Van Gough.</p>	<p><b>Key Artist – Henri Rousseau (jungle works)</b> Landscape comparisons - Van Gogh and Claude Monet and Jane Tomlinson (current artist)</p>	<p><b>Key Figure – Mary Anning Fossil Hunter</b> (History and Science cross-curricular)</p>
<p><b>Key Art works</b></p> 	<p><b>Key Art works</b></p> 	<p><b>Key Inspiring Artefacts</b></p> 
<p><b>Key Skills</b></p> 	<p><b>Key Skills</b></p> 	<p><b>Key Skills</b></p> 
<p><b>Learning Objectives and Knowledge</b></p> <ol style="list-style-type: none"> <li>-To learn about the artist Pablo Picasso appreciate his key works and compare these to other famous portraits.</li> <li>- To experiment with different marks, lines and pencil techniques.</li> <li>- To sketch shapes such as triangles, circles and squares, freehand.</li> </ol>	<p><b>Learning Objectives and Knowledge</b></p> <ol style="list-style-type: none"> <li>- To learn about the artist Henri Rousseau, appreciate his key works and compare these to other famous portraits.</li> <li>- To identify and mix primary colours to make secondary colours.</li> <li>- To mix primary and secondary colours with black and white to create different shades.</li> </ol>	<p><b>Learning Objectives and Knowledge</b></p> <ol style="list-style-type: none"> <li>- To manipulate clay with hands using techniques such as rolling, squashing and pinching and slipping.</li> <li>- To manipulate clay using simple tools such as rolling pins.</li> <li>- To practice making patterns in clay using a range of different tools and objects.</li> <li>- To learn how to look after clay and where it is used in everyday life.</li> </ol>

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<p>4. -To identify shapes in different works of art and use this as a starting point to practice drawing different parts of the face.</p> <p>5. - To sketch self-portraits using line and shading to show depth.</p> <p>6. - To use the work of Picasso as inspiration to create their own abstract portraits using line and shape.</p>	<p>4.- To understand that some colours are associated with warmth, and others with cold. Discuss the feelings these evoke.</p> <p>5.- To practice using paint brushes to create different marks, strokes and effects.</p> <p>6.-To use Henri Rousseau's work as inspiration to create their own landscapes by drawing freehand + using knowledge of colour mixing.</p>	<p>5.- To investigate and learn about fossils linking to Mary Anning and design a fossil model.</p> <p>6.- To make a fossil model using the skills and techniques we have learned.</p>
<p><b>Key Vocabulary</b> Sketching, Drawing, Freehand, Marks, Line, Straight, Curved, Continuous, Broken, Thick, Thin, Shading, Tone, Shape, 2D, Abstract, Picasso,</p>	<p><b>Key Vocabulary</b> Primary Colour, Secondary Colour, Warm, Cold, Feelings, Rousseau, Colour Wheel, shades, tone</p>	<p><b>Key Vocabulary</b> Clay, technique, rolling, squeezing, squashing, pinching, rolling pin, tools, knives, cutting, carving, slipping, scoring, design, finishing, decorating, fossil</p>

## Art and Design Overview

Year2 - Drawing	Year2 - Painting	Year2 - Sculpture and 3D
<p><b>Key Artist – Leonardo da Vinci- Mona Lisa</b> Portrait comparisons – Van Gogh drawing and Giuseppe Arcimboldo</p>	<p><b>Key Artist –David Hockney-(Arrival of Spring)</b> Compare and revisit the works of Jane Tomlinson (current artist)</p>	<p><b>Key Artist – Andy Goldsworthy</b> Use the spinney + school grounds to observe and discuss how nature inspired the artist.</p>
<p><b>Key Art Works</b></p> 	<p><b>Key Art Works</b></p> 	<p><b>Key Art Works</b></p> 
<p><b>Key Skills</b></p> 	<p><b>Key Skills</b></p> 	<p><b>Key Skills</b></p> 
<p><b>Learning Objective and Knowledges</b></p> <ol style="list-style-type: none"> <li>1.- To learn about the artist Leonardo da Vinci, recognise and appreciate his key works and compare these to other artists.</li> <li>2.- To identify the shapes in da Vinci's work and recap drawing shapes freehand.</li> <li>3.- To practice applying different amounts of pressure to shade light and dark shapes using a pencil, creating 3D form.</li> <li>4.- To practice hatching and cross-hatching to add texture and shading, creating 3D form.</li> <li>5.- To use their knowledge of line, shape, form, shading and to sketch features of the face.</li> </ol>	<p><b>Learning Objective and Knowledges</b></p> <ol style="list-style-type: none"> <li>1.- To learn about the artist David Hockney and identify and appreciate his key works comparing them to the works of other artists.</li> <li>2.- To identify and mix primary and secondary colours to make tertiary colours.</li> <li>3.- To identify that black and white can be added to a colour to create different shades, tints and tones.</li> <li>4.- To further develop their use of different paint brushes to create different marks, strokes and effects.</li> <li>5.- To analyse the works of key artists and identify different shades, tints and tones.</li> </ol>	<p><b>Learning Objective and Knowledges</b></p> <ol style="list-style-type: none"> <li>1.- To learn about the artist Andy Goldsworthy and appreciate his key works.</li> <li>2.- To recap using hand techniques and simple tools to manipulate and shape clay.</li> <li>3.- To practice using slipping and scoring to join and smooth smaller pieces of clay together.</li> <li>4.- To use simple hand techniques and tools to shape clay into leaf and tree shapes for tile creations inspired by Andy Goldsworthy.</li> <li>5.- To use drawing skills to design an outdoor 3D piece of work in the style of Andy Goldsworthy.</li> </ol>

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6. To use the da Vinci's Mona Lisa as inspiration to create their own portraits.	6.- To use the work of David Hockney as inspiration to create art using shades, tints and tones.	6.- To use natural materials to create 3D outdoor piece in the style of Andy Goldsworthy.
sketching, drawing, freehand, marks, line, shape, form, 2D, 3D, texture, shading, cross hatching, Renaissance, Leonardo da Vinci, Direction of Light, Highlight,	pigment, colour, shade, tint, tone, vibrant, colour-wheel, feelings	3D, sculpture, sculptor, clay, technique, rolling, squeezing, squashing, pinching, rolling pin, tools, knives, cutting, carving, slipping, scoring, joining, design, finishing, decoration, sketch

#### How we evaluate our work

Nursery	Reception	Year 1	Year 2
I can begin to talk about my own and others' artwork and what I like.	I can begin to evaluate my own and others' artwork verbally and talk about what I like.	I can evaluate my artwork after it has been created considering what went well and what can be improved.	I can evaluate my artwork throughout the making process and reflect upon it after completion, discussing choices made and reasoning why.

#### Art and Design for all and Cultural Capital

We are committed to ensuring that all children throughout Eastfield have an enjoyable and inspiring creative journey during their time here. We ensure that creative experiences are accessible, and contributions valued from all children no matter their ability. These include using a more structured approach, increasing the level of support, and giving further time to explore and consolidate skills. A multi-sensory approach is adopted for children with higher needs. Children who have strong interests in creativity are introduced to more challenging skills, encouraged to develop existing skills, and explore the work of artists and crafts people in greater depth. Creativity from other cultures and religions is celebrated within topics, cross-curricular learning, and school events, such as the Eid Tea and Art Days. During our Eid Tea parents and staff gave firsthand experiences of having mehndi designs for children and families. Our Art Days consist of Earth Art Day where children learn about environmental issues and recycle and use nature to create Art. Art and Design around the World Day is an opportunity for each class to study the art of different countries in more depth, learn about the country and produce art inspired by the culture.

We are delighted to hear from parents and families who are willing to share their creative and art skills with the children. We welcome and celebrate creative works made at home. We also hold a weekly Art Club.