

# St Aidan's Art Overview 2022-2023



EYFS						
Term/Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Media	<p><b>Painting</b> Self portraits Poppies for Remembrance day</p>		<p><b>Collage</b> Emergency services collages</p>		<p><b>Printing</b> Seasons printing (Using a range of natural objects) Creative Eco Printing: Seaweed and shells</p>	
Artist Inspiration	Various		John Turck/Robert Carner		Matilda Dracula	
Skills	<p>To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours. Use a variety of tools to apply paint, e.g. brushes of different</p>		<p>Enjoy playing with and using a variety of textiles, materials and fabric.  Look and talk about what they have produced, describing simple techniques and media used.  Sensory experience</p>		<p>Rubbings Print with variety of objects Print with block colours</p>	

	<p>sizes, sponges, fingers, objects.</p> <p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>To work from direct observation and imagination.</p> <p>To talk about their own work.</p>		<p>Recognise and describe key features of their own and others' work.</p>			
--	--	--	---	--	--	--

Sycamore Class						
Term/Topic	Aut 1 Weather and Seasons	Aut 2 Toys over time	Spr 1 Our school and where we live	Spr 2 The Great Fire	Sum 1 Our place in the world	Sum 2 Grace Darling
Media	<p><b>Painting</b></p> <p>Seasonal painting</p>		<p><b>Collage</b></p> <p>Collage Birds</p>		<p><b>Printing</b></p> <p>Creative Eco Printing</p>	

			(Linked to Science topic)			
Artist Inspiration	Robert and Sonia Delaunay		Mark Hearld		Orla Kierly	
Skills	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: name the primary and secondary colours; experiment with different brushes (including brushstrokes)</p>		<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can:</p>		<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b> To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p>	

<p>and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>		<p>use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>		<p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	
---	--	---	--	---	--

Poplar Class						
Term/Topic	Aut 1 What's it like in Africa?	Aut 2 Explorers	Spr 1 Our extreme world	Spr 2 Titanic	Sum 1 Mapping Skills	Sum 2 Rosa Parks and Emily Davison
Media	<b>Painting</b> Colour Chaos		<b>Collage</b> Gaudi inspired animals (Linked to science topic)		<b>Textiles</b> Weaving	
Artist Inspiration	Kandinsky		Antoni Gaudi		Gunta Stolz	
Skills	Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.		Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting		Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and	

	<p><b>KS1 Art and Design National Curriculum</b>  <i>To become proficient in painting techniques.  To use painting to develop and share their ideas, experiences and imagination.  Children can:  name the primary and secondary colours;  experiment with different brushes (including brushstrokes) and other painting tools;  mix primary colours to make secondary colours;  add white and black to alter tints and shades;  use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours,</i></p>		<p><i>and arranging materials and refining their work.</i>  <b>KS1 Art and Design National Curriculum</b>  <i>To become proficient in other art, craft and design techniques – collage.  To develop a wide range of art and design techniques in using texture, line, shape, form and space.  Children can:  use a combination of materials that have been cut, torn and glued;  sort and arrange materials;  add texture by mixing materials;  Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic,</i></p>		<p><i>embellishing their textiles to add detail, colour and effect.</i>  <b>KS1 Art and Design National Curriculum</b>  <i>To become proficient in other art, craft and design techniques – textiles.  To develop a wide range of art and design techniques in using colour, pattern and texture.  Children can:  show pattern by weaving;  use a dyeing technique to alter a textile's colour and pattern;  decorate textiles with glue or stitching, to add colour and detail;  use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven,</i></p>	
--	--	--	---	--	---	--

	watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		features, cut, place, arrange.		placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.	
--	---	--	-----------------------------------	--	---	--

Maple Class						
Term/Topic	Aut 1 Where I live	Aut 2 Ancient Egypt	Spr 1 Changing Jobs	Spr 2 The Stone Age to Iron age	Sum 1 Water and the water cycle	Sum 2 Local Study
Media	<b>Drawing</b> Blue Planet inspired conservation 3D drawing.		<b>Collage</b> Busy people collage (Jobs in our world)		<b>Printing</b> Hokusai art (The Great wave)	

Artist Inspiration	Ian Macarthur		Martin O'Neill		Hokusai
Skills	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can: experiment with showing line, tone and</p>		<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can: select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision;</p>		<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can: use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern,</p>

<p>texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>		<p>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>		<p>texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	
---	--	---	--	--	--

Elm Class						
Term/Topic	Aut 1 Focus on Europe	Aut 2 Mayan civilisation	Spr 1 Mountains and Rivers	Spr 2 Roman Empire	Sum 1 Resources and trade	Sum 2 Crime and Punishment
Media	<p><b>Drawing</b> Famous building drawing</p>		<p><b>Collage</b> Country Collage (Create a collage in shape of a river/mountain scene).</p>		<p><b>Textiles</b> African weaving</p>	
Artist Inspiration	Stephen Wiltshire		Emma Majury		Anni Albers	

<p>Skills</p>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can: experiment with showing line, tone and texture with different hardness of pencils;</p>		<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can: select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques,</p>		<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can: select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape,</p>	
---------------	---	--	---	--	---	--

<p>use shading to show light and shadow effects;  use different materials to draw, e.g. pastels, chalk, felt tips;  show an awareness of space when drawing;  use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>		<p>e.g. overlapping, tessellation, mosaic and montage;  Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>		<p>stuffing, turn, thread, needle, textiles, decoration.</p>	
--	--	--	--	--	--

Hawthorn Class						
Term/Topic	Aut 1 Climate from around the world	Aut 2 Ancient Greece	Spr 1 Energy	Spr 2 Anglo Saxons and Scots	Sum 1 Coasts	Sum 2 WWII and The Blitz
Media	<b>Painting</b> Painting a storm		<b>Collage</b> Valuable resource collage		<b>Printing</b> Printing techniques (Plan it Twinkl)	

					To Create a range of savage earth scenes.	
Artist Inspiration	David Hockney		Laura and Gary Dumm		Irving Amen Osvaldo Costillo Roxanne Faber Savage	
Skills	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p>		<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a add collage to a painted or printed background</li> </ul>		<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>design and create printing blocks/tiles;</li> <li>develop techniques in mono, block and relief printing;</li> <li>create and arrange accurate patterns;</li> </ul>	

<p>create a colour palette, demonstrating mixing techniques;</p> <p>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>		<p><b>b</b> create and arrange accurate patterns;</p> <p><b>c</b> use a range of mixed media;</p> <p><b>d</b> plan and design a collage;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>		<p>use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>	
---	--	--	--	---	--

<i>Chestnut Class</i>						
<i>Term/Topic</i>	<i>Aut 1 Hazardous World</i>	<i>Aut 2 Around the Med in 80 days</i>	<i>Spr 1 Map skills</i>	<i>Spr 2 WW2-Winston Churchill and Clement Attlee</i>	<i>Sum 1 Ecosystems</i>	<i>Sum 2 Vikings up to 1066 including Alfred and Athelstan</i>
<i>Media</i>	<i>Painting Pop art volcanoes</i>		<i>Collage Landscape project: Guess the cityscape</i>		<i>Textiles Our patchwork of learning (Using a range of skills to create patches to form a quilt)</i>	
<i>Artist Inspiration</i>	<i>Andy Warhol</i>		<i>Lizzy Hunter</i>		<i>India Flint</i>	
<i>Skills</i>	<i>Children continue exploring a variety of different brushes to see what happens. They use the language of colour</i>		<i>KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum</i>		<i>Children further develop their weaving, overlapping and layering techniques. They experiment with a range</i>	

	<p>accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <p>create a colour palette, demonstrating mixing techniques;</p> <p>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>use key vocabulary to demonstrate knowledge</p>		<p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>e add collage to a painted or printed background</li> <li>f create and arrange accurate patterns;</li> <li>g use a range of mixed media;</li> <li>h plan and design a collage;</li> </ul> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>		<p>of fabrics including non-traditional fabrics.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <p>experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</p> <p>add decoration to create effect;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>	
--	--	--	---	--	---	--

and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.						
---	--	--	--	--	--	--

### Whole school Lent Sculpture project

<u>Year</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Media</u>	<u>Sculpture:</u> <u>Silk Clay</u> <u>Crosses</u>	<u>Sculpture:</u> <u>Willow</u> <u>Crosses</u>	<u>Sculpture:</u> <u>Willow</u> <u>Crosses</u>	<u>Sculpture:</u> <u>Clay Crosses</u>	<u>Sculpture:</u> <u>Clay Crosses</u>	<u>Sculpture:</u> <u>Wire Crosses</u>	<u>Sculpture:</u> <u>Wire Crosses</u>
<u>Artist study</u>		<u>Caroline</u> <u>Gregson</u>	<u>Caroline</u> <u>Gregson</u>	<u>Nancy</u> <u>Denmark/Vario</u> <u>us clay artists</u>	<u>Nancy</u> <u>Denmark/Vario</u> <u>us</u>	<u>Kendra</u> <u>Haste/Ruth</u> <u>Asawa/</u> <u>Alexander</u> <u>Calder</u>	<u>Kendra</u> <u>Haste/Ruth</u> <u>Asawa/</u> <u>Alexander</u> <u>Calder</u>
<u>Skills</u>	Handling, feeling, enjoying and manipulating materials.	Children have the opportunity to use a variety of materials for sculpting and experiment with	Children have the opportunity to use a variety of materials for sculpting and experiment with	Children still have the opportunity to use a variety of materials for sculpting. They experiment with	Children still have the opportunity to use a variety of materials for sculpting. They experiment with	Children still use a variety of materials for sculpting and experiment with joining and	Children still use a variety of materials for sculpting and experiment with joining and

<p>Constructing using some simple tools. To shape and model:</p> <p>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape</p>	<p>joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can: use a variety of natural, recycled and manufactured materials for sculpting, e.g.</p>	<p>joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can: use a variety of natural, recycled and manufactured materials for sculpting, e.g.</p>	<p>joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p>	<p>joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p>	<p>joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p>	<p>constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<p>constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p>
---	--	--	---	---	---	---	---

<p>cutters competently and appropriately. Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Consider their final outcome before making</p>	<p>clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Children can: plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Children can: plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p>Children can: plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
---	--	--	---	---	---	---	---