

Art and Design Overview

	Autumn	Spring	Summer
MAPS	Drawing Mark making	Printing Finger/Hand printing	Sculpture Explore materials (3d and 2d objects)
Nurser y	Drawing Mark making with meaning	Printing Seasonal/natural materials	Sculpture Explore Playdough
Recepti on	Drawing Mark making to tell a story	Printing Block printing	Sculpture Construct and build
EYFS	All strands explored throughout the year in continuous provision (not stringent to a particular term) EYFS also include painting and collage within their continuous provision.		
Year 1	Drawing Mark making <i>Sarah Morris</i>	Painting Canvas painting in Mondrian style <i>Mondrian</i>	Sculpture Natural Object/Mountain sculpture <i>Andy Goldsworthy/ Ugo Rondinone</i>
Year 2	Drawing Still life drawing <i>Paul Cezanne</i>	Painting <i>Monet</i>	Collage <i>Titanic</i>
Year 3	Drawing Natural object observational drawings <i>Georgia O'Keeffe</i>	Sculpture 3D human figure model <i>Antony Gormley</i>	Printing Over Printing – focus on mood colours <i>Andy Warhol</i>
Year 4	Drawing Fashion designer <i>Vivienne Westwood/Romeo Hunte/Elsa Schiaparelli</i>	Painting Portraits <i>Van Gogh</i>	Collage <i>Frederic Hundertwasser</i>
Year 5	Drawing <i>Picasso</i>	Collage Emotional response piece – mixed media <i>Louise O'Hara/Matisse</i>	Sculpture Benin Sculpture
Year 6	Drawing Architecture <i>Sir Giles Gilbert Scott</i>	Printing Patterned a number of different prints <i>William Morris</i>	Malleable Material Mayan Paper Mache Masks <i>Pacita Abad</i>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas						
MAPS Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Nursery Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Reception 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.	Start to record simple media explorations in a sketch book. Use a sketchbook to show the progression of their work.	Use a sketchbook to plan and develop simple ideas. Build information on the colour wheel Collect textures and patterns to inform other work	Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject Build information on colour mixing, the colour wheel and colour spectrums. Make notes in a sketch book about techniques used by artists	Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations. Use a sketchbook to adapt and improve original ideas. Make notes to indicate their intentions/purpose of a piece of work.	Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media. Adapt work as and when necessary and explain why.	Use a sketchbook to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.
Responding to Art / Exploring Artists						
	Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore the work of a range of artists, craft	Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.	Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own and other's	Discuss and review own and others work, expressing thoughts and feelings and explaining their views. Begin to explore a range of great artists, architects and designers in history. Reflect and explain the	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.	Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further. Identify artists who have worked in a similar way to their own work.

	makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel – link to emotions.	work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and periods of time.	successes and challenges in a piece of art they have created. Identify changes they might make or how their work could be developed further.	Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches.	Explore a range of great artists, architects and designers in history. Recognise the art of key artists and begin to place them in key movements or historical events.
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Drawing Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MAPS To make marks NURSERY To make marks and give meaning to the marks they make RECEPTION To draw to express feelings and emotions To draw to tell a story To give meanings to and describe the pictures drawn To begin to describe the process of drawing	Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks Name, match and draw lines and marks from observation Draw on different surfaces with a range of media. Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively Observe and draw shapes from observation	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)	Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil Experiment with ways in which surface detail can be added to drawings Experiment with different grades of pencil to create lines and marks Experiment with different grades of pencils to draw different forms and shapes Explore shading with different media to achieve a range of light and dark tones, black to white Draw objects from different viewpoints: above, below, front, back	Begin to show in their drawings that objects have a third dimension Use different grades of pencils and other drawing implements to achieve variation in tone Apply tone to a drawing in a simple way Experiment with different shading techniques of hatching and cross hatching	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including and digital images. Develop close observation skills using a variety of view finders.	Work from a range of sources including observation. Work in a sustained and independent way to create detailed drawings Develop simple perspective in their work using a single focal point and horizon. Develop close observational skills using a variety of view finders Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes
A r t i s t	Sarah Morris	Paul Cezanne	Georgia O'Keeffe	Vivienne Westwood Romeo Hunte Elsa Schiaparelli	Picasso	Sir Giles Gilbert Scott

O u t c o m e		Mark Making	Still life drawing	Natural object observational drawings	Designing clothing	Portrait	Designing and drawing a building to perspective – architecture
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Painting Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MAPS	To make marks using paint	Experiment with painting with different brush sizes and types	Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture	Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects	Create different effects and textures with paint according to what they need for a task.	Confidently control types of marks made and experiment with different effects and textures	Work with sustained independence and confidence to develop their own style of painting.
	To explore colour	Name the primary colours and identify them on a colour wheel.	Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques	Use light and dark when painting, mixing shades with increasing confidence and for particular effects	Use light and dark within painting and show understanding of complimentary colours.	Mix and match colours to create atmosphere and light effects.	Use a range of effects to convey mood/feeling in their work.
Nursery	To make marks using paint and give meaning to them	Consider what colours the primary colours can make (secondary colours)	Mix primary colours to make secondary colours, predicting resulting colours	Explore complementary colours – colours opposite each other on the colour wheel	Mix tints and shades with increasing confidence.	Mix colours, shades, tones and tints with confidence	Mix colour, shades, tints and tones with confidence and to achieve an intended effect
	To explore mixing colours	Experiment with different types of paint – powder, ready mix	Explore tint and tone adding white and black.	Explore making earthy colours.	Investigate how artists use warm and cool colours to represent mood.	Start to develop a painting from a drawing	Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint
Reception	To mix colours and discuss the changes they see	Paint on different surfaces with a range of media.	Use a brush to produce marks appropriate to work e.g. small brush for small marks	Work on different scales, selecting suitable brush size and type	Look at how artists paint foregrounds and backgrounds for perspective	Use watercolour paints and small brushes to develop detail	Create a painting from a drawing
	To paint using water colours		Create different textured paint for an intended effect	Experiment with different types of paint and making own paint	Work with increasing detail, using appropriate brushes.	Create images with lots of tone but using only one colour - monochrome	Use painting techniques as part of a mixed media at project.
Art i					Introduce watercolour paints to create wash backgrounds	Explore how artists have used colour, texture and movement to express emotions e.g. in self portraits	
		Mondrian	Monet		Van Gogh		

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O u t c o m e		Canvas painting in Mondrian style	Landscape		Portraits		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	MAPS To build using 3D and 2D structures To explore materials To explore play dough and clay Nursery To explore play dough To use the playdough tools appropriately to create sculptures To build models and structures using the construction area resources Reception To handle, feel, enjoy and manipulate materials. To construct, build and destroy using a variety of materials. To shape and to model material	Experiment with constructing and joining recycled, natural and manmade materials. Manipulate malleable materials in a variety of ways including kneading and shaping. Manipulate malleable materials for a purpose		Plan, design and make models from observation or imagination. Manipulate materials to make a new 3D form e.g. human figure. Manipulate clay using pinch, smooth and join.		Create surface patterns and textures onto clay looking at cultural decoration from historic time periods. Use clay to develop joining techniques and to add detail Create surface patterns and textures onto clay looking at cultural decoration from historic time periods. Use smoothing techniques to create a desired finish before painting.	Manipulate materials to make a new 3D form (paper mache) – applying layers Use covering materials such as Modroc or paper mache to create a new 3D form. Add final finishes to models using painting techniques. Use smoothing techniques to create a desired finish before painting.
A r t i s t		Andy Goldsworthy Ugo Rondinone		Antony Gormley		Benin Art	Pacita Abad
O u t c o m e		Natural object sculpture Mountain sculpture		3D human figure model		Benin sculpture	Paper mache mask

Printing							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A r t i s t	MAPS To explore finger printing and hand prints Nursery To explore printing using seasonal materials To explore printing using natural materials To explore printing using a variety of shape and objects To give meanings to the marks made Reception To make simple rubbings To print with variety of objects To print with block printing			Create printing blocks using relief or impressed techniques Explore lines, marks, shapes and tones through printing Create repeating patterns Design a complex pattern made up from two or more motifs and print a tiled version			Create designs for prints by simplifying initial drawings/sketches Through printing, show increasing use of tools to control line, shape, texture and tone Colour mix through printing, create prints with at least three colour overlays Use printing techniques as part of a multi-media project – use of digital technology to create a repeated design
				Andy Warhol			William Morris
				Over printing			Wallpaper printing in style of William Morris

Collage							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A r t i s t	MAPS To explore a variety of materials To explore sticking Nursery To use scissors and glue to create a collage Reception To explore different textures To handle, manipulate and enjoy using materials. To explore and investigate a sensory experience To make a simple collage		Create images from a variety of media e.g. magazines, fabric, crepe paper Arrange and glue materials to different backgrounds Sort and group materials by properties e.g. colour and textures Collect, sort, name and match colours appropriate for an Image Create and arrange shapes appropriately Select and use textured paper for an image Fold, crumble, tear and overlap papers and other materials		Select and use materials to achieve a specific outcome. Experiment with creating mood, feeling, movement and areas of interest. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Add embellishment using a variety of techniques, including drawing and painting.	Develop skills of overlapping and overlaying to place objects in front or behind in a collage, creating interesting colours and textures and effects Experiment with creating mood, feeling, movement and areas of interest using different media Use collage as a means of collecting ideas and information and building a visual vocabulary Embellish a surface using a variety of techniques, including drawing, painting and printing	
			Linked to History topic		Frederic Hundertweisser	Louise O'Hara and Matisse	
O u t c o m e			Titanic		Landscapes	Emotional response piece – mixed media and collage	