



Holy Family Catholic Primary School – Art & Design Topic Overviews



EYFS – Nursery and Reception					
Painting and drawing	Colour mixing	Collage, rubbings, mouldings and textures	Colour mixing	Collage, rubbings, mouldings and textures	Painting and drawing
Nursery					
<p>Talk about the marks that they have made when drawing and painting</p> <p>Being to use some shapes and lines when drawing and painting</p> <p>Explore water paint, with support</p>	<p>Begin to create closed shapes when drawing/chalking and use them to represent objects with support</p> <p>Begin to understand how much water is required to mix one colour of powder paint</p>	<p>Explore a range of materials with independence</p> <p>Engage in various activities to explore and support rubbing, collage, texture and moulds.</p> <p>Begin to draw and paint using lines and shapes to represent objects</p>	<p>Begin to draw and paint with increasing complexity and detail</p>	<p>Show greater independence in using collage and textures</p> <p>Continue to draw with greater complexity and detail</p> <p>Develop own ideas about which materials to use and what to make</p> <p>Develop own ideas when choosing different techniques, including rubbings and collage</p>	<p>Show greater independence in using powder paint to the correct consistency</p> <p>Explore colour mixing with support</p> <p>Continue to draw with increasing complexity and detail</p> <p>Begin to show emotions when drawing</p>
Reception					
<p>Begin to use observation skills to draw things with increasing details (families, friends)</p> <p>Explore painting for a purpose</p>	<p>To use black and white to change the shade of powder paint when mixing.</p>	<p>Engage in various activities to refine and support rubbing, collage, texture and moulds</p> <p>To use paints, pastels and other resources to create observational drawings.</p>	<p>To mix a range of colours using a colour mixing chart.</p>	<p>Independently use tools and techniques including rubbings, collage, mouldings to increased care and precision.</p> <p>To use their knowledge of collage and textures to mix a range of materials.</p> <p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</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>Explore colour mixing</p> <p>Continue to draw with complexity and detail, demonstrating good fine motor control</p>



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Key Stage 1 - Years 1 and 2					
Cycle A			Cycle B		
Colour Mixing	Printing	The Seaside	Visual Elements	Exploring Skills	Superheroes
<p>Formal Elements of Art-Shape, line and colour</p> <p>To be able to understand that abstract art uses a lot of shapes and creating abstract art consists of using different colours and shapes in an interesting way</p> <p>To be able to create a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical, horizontal and cross hatch to describe the lines</p>	<p>Art and Design Skills - Design, drawing, craft, painting and art appreciation</p> <p>To be able to examine a picture in depth to see the details within it to understand the artist's story within a piece of artwork</p> <p>To be able to understand that yellow and blue mixed together make green and making different shades of green by mixing different amounts of yellows and blues</p> <p>To be able to draw with different media, drawing around and overlapping a variety of shapes, describing preferences about the effects of different media</p>	<p>Landscape: Using different media</p> <p>To be able to identify key features of a landscape, drawing lines to represent the horizon line and the sea.</p> <p>To be able to identify different textures in a scene, finding appropriate materials to create different textures and applying these to a well-known painting</p> <p>To be able to create different tints and shades with paint, creating a tonal representation of the sea and sky and understanding that light colours stand out more and darker colours recede.</p> <p>To be able to identify colours used in an</p>	<p>Formal Elements of Art-Pattern, texture and tone</p> <p>To be able to create repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours and to create repeating patterns from everyday items with paint.</p> <p>To be able to explore different textures, taking rubbings using different tools.</p> <p>To be able to create a picture using a collage of rubbings and frottage</p> <p>To be able to create a 3D drawing and have an understanding of the different uses of a pencil to create different tones.</p>	<p>Art and Design Skills - Design, drawing, craft, painting and art appreciation</p> <p>To experience drawing for pleasure and suggesting ways in which they can improve their own work and the work of others</p> <p>To develop my painting skills, working with control and the correct amount of paint</p> <p>To explore the use of tones in shading, learning to control a pencil to create dark and light tones, shading without any gaps and within the lines</p> <p>To use my hands as a tool for making, creating repeating patterns into clay</p>	<p>Sculpture and Mixed Media</p> <p>To be able to create 3D human forms by bending wire into a superhero shape and making legs, arms and a body using plasticine</p> <p>To create different facial expressions by altering the eyes, mouth and eyebrows</p> <p>To be able to create a large piece of collaborative artwork, drawing around a person in a superhero pose, before adding shapes to the piece and materials to add texture.</p> <p>To be able to create a large piece of collaborative artwork, blending paint colour washes into the piece,</p>



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<p>To be able to draw lines to create a water effect using a variety of different materials to create one large collaborative piece of art, using the different styles of drawing lines for effect</p> <p>To know the names of the primary colours and that these can be mixed to make secondary colours</p> <p>To be able to use primary colours to paint, mixing colours to achieve secondary colours and applying the paint with care</p>	<p>To be able to make a print on a given theme using two different printing techniques</p> <p>To be able to make a print giving careful consideration to the shape of the lego bricks chosen to print with, using an appropriate amount of paint and a variety of colours within the design.</p>	<p>artist's works, mixing colours to match these and applying the colours carefully with a paintbrush.</p> <p>To be able to paint areas of dark and light, working with a small brush to paint details and using other objects and materials to add further details.</p>	<p>To create a 3D drawing in colour, using tone to create lighter and darker by using different drawing tools and different ways of holding them</p>	<p>To be able to design a plate in the style of Clarice Cliff, painting colourful circles with care, applying paint using a straw and blowing outwards to make branches</p> <p>To learn to weave by folding a horizontal piece of paper into eight sections, a vertical into six sections, cutting accurately and threading strips of paper to create a weave pattern</p>	<p>blending two primary colour washes together to make a secondary colour, creating a dot matrix effect in the style of Lichtenstein and adding shadows by outlining the figures in black</p> <p>To be able to create a large piece of collaborative work, using pastels to add colour in areas not filled with collage or dots, blending two primary colours to make a secondary colour and shading tones</p>
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Lower Key Stage 2 - Years 3 and 4					
Cycle A			Cycle B		
Geometric Shapes	Craft	Prehistoric Art	Every Picture Tells a Story & Sculpture	The Work of a Curator	Patterns
<p>Formal Elements of Art -Shape and tone: drawing from observation</p> <p>To be able to apply even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading:</p> <ul style="list-style-type: none"> • Shading in one direction • Creating smooth, neat, even tones • Leaving no gaps • Ensuring straight edges <p>To be able to show tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually</p> <p>To be able to identify and draw geometric shapes found in objects, learning that natural objects are</p>	<p>Materials: tie-dye, weave and sew</p> <p>To create a mood board</p> <p>To create tie-dyed materials and describing the similarities between tie-dyeing and wax resist</p> <p>To create a piece of paper weaving</p> <p>To be able to weave using different materials</p> <p>To Sewi designs using running stitch onto a t-shirt to personalise it</p>	<p>Design, drawing, craft, painting and art appreciation</p> <p>To learn how prehistoric manmade art, painting with muted earth colours and reflecting this style in their work</p> <p>To be able to scale up drawings, identifying key 2D shapes within an image and applying and blending charcoal to create tone and texture</p> <p>To experiment with the pigments in natural products to make different colours, identifying which natural items make the most successful colours</p>	<p>Analysing famous artists' work & Working with recycled materials</p> <p>To analyse and find meaning in a painting, describing the story behind it and the formal elements within it</p> <p>To interpret the meaning within a painting, describing the story that it tells</p> <p>To analyse abstract paintings and describing them and the formal elements within it</p> <p>To create a musical instrument from recycled materials</p> <p>To create a sculpture in the style of sculptor Sokari Douglas Camp</p>	<p>Art and Design Skills- Design, drawing, craft, painting and art appreciation</p> <p>To be able to arrange and draw a still-life image from observation, sketching outlines of the objects using symmetry lines and use light, medium and dark tones to make the drawing look 3D</p> <p>To understand that the role of a curator is to set up and manage collections of works of arts within museums and galleries</p> <p>To paint in the style of the artist Paul Cézanne, mixing colours and using the same brush stroke techniques</p> <p>To create a small scale sculpture, using tools</p>	<p>Formal Elements of Art-Texture and Pattern</p> <p>To experiment with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way</p> <p>To create patterns using a playdough printing block</p> <p>To be able to make a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it</p> <p>To be able to apply mathematical techniques of reflection and symmetry to create a flip pattern</p>



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<p>usually formed of wavy lines and man-made objects of straight lines</p> <p>To be able to identify the basic geometrical shapes when drawing objects and using these to help draw more accurately</p> <p>To be able to create and form shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape, working safely with tools</p>		<p>To develop painting skills, mixing paint to create a range of natural colours and experimenting with techniques to create different textures</p> <p>To collaborate in group to create a large piece of artwork, creating designs using both positive and negative impressions and creating natural colours using paint</p>		<p>and hands to carve, model and refine the sculpture</p> <p>To recreate a willow pattern design to convey aspects of a story, using undiluted ink to add detail and a water wash to add lighter tones</p> <p>To understand that lenticular printing gives an optical illusion by using two images and creating an image using the principles of lenticular printing</p>	<p>To be able to create a geometric pattern using a compass</p>
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Upper Key Stage 2 - Years 5 and 6					
Cycle A			Cycle B		
Architecture	Little Inventors	Meaningful Messages	Design	Make my voice heard	Photography
<p>Colour, line, shape and form</p> <p>To be able to draw a picture from observation, looking closely at details to be able to interpret them accurately</p> <p>To compose a print from a larger observational drawing</p> <p>To transform the look of a building in the style of the artist Hundertwasser</p> <p>To design a building in an architectural style, drawing a perspective view, and a plan view or front elevation</p> <p>To design a monument to symbolise a person or event</p>	<p>Design, drawing, craft, painting and art appreciation</p> <p>To be able to use your imagination and visualisation to create an original piece of artwork</p> <p>To create a continuous line portrait drawing, adding text to it and varying the size of the letters for artistic effect</p> <p>To be able to plan and create a collage then drawing and colouring it from observation</p> <p>To select a section of a drawing to enlarge, scaling it to a larger size and paint accurately and evenly without leaving brush marks or gaps</p> <p>To develop observational drawing skills, creating a continuous line drawing, using a pencil with fine control to create detail and adding tonal graduation</p>	<p>Analysing famous artists' work</p> <p>To evaluate and analyse creative work, understanding that art can have both meaning and message</p> <p>To use materials to create a symmetrical, abstract image</p> <p>To use symbols to create a meaningful message</p> <p>To evaluate and analyse a picture, demonstrating its meaning through drama and comparing its events to current news</p> <p>To develop ideas for 3D work through 2D sketching and drawing, exploring shape and form</p>	<p>Design, drawing, craft, painting and art appreciation</p> <p>To analyse and evaluate artwork, specially: 'saying what you see', techniques used, form and shape, colour and light and its title.</p> <p>To be able to research and adopt the style of impressionist painters</p> <p>To use repeated patterns, designing a matrix by drawing different zentangle patterns</p> <p>To create a repeated pattern through printing, transferring a zentangle pattern onto a tile, creating a reverse system where imprinted lines become white and the background the colour of the ink used</p>	<p>Messaging in drawing, painting and sculpture</p> <p>To create graffiti art using block letters, serifs, two contrasting colours and a 3D shadow</p> <p>To be able to draw emotions through a series of lines to create a simple portrait for a face, using charcoal to add shadows</p> <p>To plan and create a drawn composition in the style of Picasso's 'Guernica' by: using symbols to convey a message and considering where the tones of black, grey and white are used to create effect</p>	<p>Photomontage, macro photography and self-portrait</p> <p>To create a photomontage image by selecting images and creating a composition from them</p> <p>To use text and images together to create meaningful and powerful photo posters</p> <p>To create abstract art through photography, taking photographs with care and choice, making decisions about cropping, editing and presentation of images and learning the terms: macro, and monochromatic</p> <p>To create a continuous line self portrait drawing from a photograph</p> <p>To replicate the mood and expression of a painting through photography</p>



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To design a new invention for a set purpose, brainstorming ideas, developing and communicating these through notes and drawings then selecting one idea and drawing and annotating it in full

To design and make a prototype as part of a group, reviewing, evaluating and modifying ideas as the design develops and sharing ideas verbally and through quick sketches

To use paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' using masking tape to create straight lines

To create a sculpture of a head from clay using sculpting tools