

**Long Term Subject Overview**  
**Art and Design**  
Term 1


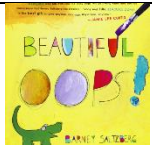
EYFS Educational Programme (expressive arts and design):

- artistic and cultural awareness supports their imagination and creativity.
- opportunities to engage with the arts
- explore and play with a wide range of media and materials.

National Curriculum Expectations:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About 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.

Knowledge	EYFS Ooops! experimentation	Year 1 To Infinity and beyond!	Year 2 What is it that artists chose to draw?
<p><b>Practical</b> <i>Drawing, painting, sculpture Methods, techniques, media</i></p>	<p>Painting with bubbles, yarn, straws, painting on foil, creating art by tearing paper. Creating art from a blob of paint. Experimentation ongoing in environment</p> <p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Draw accurate representations of people and objects.</p> <ul style="list-style-type: none"> <li>• To recognise and name different colours.</li> <li>• Understand that when colours are mixed, new colours are created.</li> <li>• To select and create different colours.</li> <li>• Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</li> <li>• Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</li> </ul> <p>To work from direct observation and imagination.</p>	<p>Focus observation and drawing: Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to gather and collect artwork.</li> <li>• Begin to explore the use of line, shape and colour.</li> <li>• Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Mix secondary colours and shades</li> <li>• using different types of paint.</li> <li>• Create different textures</li> </ul> <p>Tate.org.uk facts about Yoyi: film Draw a pumpkin with black fine line- create shape and structure. Photocopy outline and add dots to pumpkins, explore pattern and colour. Create floating paper plate flowers and use each child's to create a collaborative Yoyi inspired wall. Decorate pumpkins. Compare Yoyi designs to aboriginal art. Create own design on black sugar paper.</p>	<p>Focus: drawing and observation Record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul> <p>Draw for a sustained period of time. Developing close observational skills.</p> <p>Recognising form in 3D object- sheep skull. starter Outcome: observational drawing of skull (pencil- graded) In further weeks explore other objects linked to artists' work. Rubbings, leaves, bark.</p> <p><b>Evaluate</b> Review what they and others have done and say how they think and feel about it Identify what they might change in their current work- Gallery of work.</p>


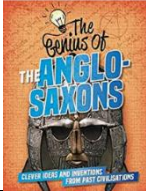
	<p>Outcome: Make a paper doll to represent themselves</p> <p>Celebrate diversity and difference.</p>		
<b>Substantive Knowledge</b>	<p>We can learn by making mistakes</p> <p>Know what a gallery is</p>	Lines create shape and form	Different grade of pencil create different tones.
<b>Theoretical</b> Artists history of art, including meanings and interpretations.	Art can portray people- beginning to understand that art has meaning beyond representation.	Yoyi Kusama (1929), Japanese artist. known for her extensive use of polka dots and for her infinity installations. She employed painting, sculpture, performance art, and installations in a variety of styles, including Pop art and Minimalism. Revisited in year 5 in greater depth.	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Georgia O'Keefe- skulls</p>
<b>Disciplinary</b> What is art? Traditional, modern, contemporary- period  Timeline of artists and context provided (link history)	By its nature, art cannot be without mistakes, although no single definition of art can be found. It is a process of expression of the world through the work of a creator. To the credit of many miscalculations and errors made by artists all through time, we are gifted with masterpieces of art and inventions. The emergence of the unexpected through the process of creation turns to be an aesthetic matter.	A contemporary artist. Compare to Aboriginal art. Look for similarities- art that crosses years and cultures.	<p>Modern art 1930s</p> <p>Getting children to notice and explore the world around them.</p> <p>Art is not just in galleries.</p> <p>Everyone sees the world differently.</p>
<b>Vocabulary</b>	<p>Mistake trial and error failure</p> <p>Museum gallery</p>	Performance hallucination infinity unity	Realistic form observe shading tone grade
<b>Texts</b>	 <p>My Museum picture book</p>	<p>Yayoi Kusama: From here to infinity</p> <p>Sarah Suzuki</p> <p>Art: The graphic Novel Laurence King publishing</p>	How to be an explorer of the world Keri Smith
<b>Enhancements</b>		<p>Tatekids- film of Yayoi <a href="http://tate.org.uk">tate.org.uk</a></p> <p>Invite parents in to be immersed in a Yayoi experience0 exhibition for school.</p>	Forest school- rubbings bark, leaves, brickwork

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- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Knowledge	Year 3 Portraits	Year 4 Art and function
<p><b>Practical</b> <i>Drawing, painting, sculpture</i> <i>Methods, techniques, media</i></p>	<p>Collage ICT photography – digital manipulation 3d- wire sculpture Proportions of face. shapes/colours of collages. Notice the different angles Deborah uses on some of her faces: side/forward view. Sketchbook exploration- artist study page Take digital photographs. Print stick in sketchbooks and collage to reflect their own identity. Final piece developed from experimentation Draw with wire – portrait inspired by Alex Calder but drawing on knowledge of portraits. Manipulation of wire to create a 3D drawing. Plan design and make a model with wire.</p> <ul style="list-style-type: none"> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching. Cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, layering etc.</li> </ul> <p><b>Adaptation</b>-pre-drawn face shape to help with accuracy.</p>	<p>Anglo Saxon brooch design Youtube <a href="#">Link</a> Observational drawing skills- Celtic patterns in sketchbooks Symbolism of patterns. Compare and contrast to patterns through time. (link Church) Link to History-highly skilled crafts people and excellent metal workers who made incredible artwork -especially given the materials and tools they had. Explore brooches and artefacts, sketch form and shape. Sketch pattern - exploring symmetry and repetition Match the tool to the material.</p> <ul style="list-style-type: none"> <li>• Combine skills more readily.</li> <li>• Choose effects as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>• Experiments with embossing and texture</li> </ul> <p><b>Outcome:</b> Design own brooch, evaluate and refine. trace over foil with metal embossing tool</p>
<p><b>Substantive knowledge</b></p>	<p>To know what the concepts ‘form’ and ‘shape’ mean in the world of art and sculpture.</p>	<p>Know time period of Anglo Saxons Know that art has value attached to it.</p>

<p><b>Theoretical</b> Artists history of art, including meanings and interpretations.</p>	<p>Deborah Roberts</p>  <p><a href="https://www.theguardian.com/artanddesign/2022/jun/07/deborah-roberts-child-q-beyonce-collage-london-school-strip-search">https://www.theguardian.com/artanddesign/2022/jun/07/deborah-roberts-child-q-beyonce-collage-london-school-strip-search</a> <a href="http://www.deborahrobertsart.com/artist-statement">http://www.deborahrobertsart.com/artist-statement</a> she exploded onto the art scene with her important and wonderful artwork that helps raise some important questions about the way we/people see and think about the world. She raises issues around, race, identity and beauty.</p> <p>Alex Calder. <a href="https://www.tate.org.uk/kids/explore/who-is/who-alexander-calder">https://www.tate.org.uk/kids/explore/who-is/who-alexander-calder</a>.</p>	<p><a href="http://www.britishmuseum.org">www.britishmuseum.org</a> Decoding Anglo-Saxon art.</p> <p>Illuminated manuscripts.</p> <p>Understand symbolism in art, pattern.</p> <p>The craftspeople in Anglo Saxon times produced work of exceptional quality.</p> <p>Place on art timeline.</p>
<p><b>Disciplinary</b> What is art? Traditional, modern, contemporary- period</p>	<p>How art can be used to influence perceptions and challenge conventions and stereotypes. Modern Contemporary</p>	<p>To understand value placed on items. Brooches were buried in graves. Sophistication and quality were impressive for this time period.</p>
<p><b>Vocabulary</b></p>	<p>Race, identity, sculpture</p>	<p>Embossing, intricate, symbolism, symmetry, repetition</p>
<p><b>Texts</b></p>	<p><a href="#">KS2 Art and Design - BBC Teach</a> The Super Power of Looking</p>	
<p><b>Enhancements</b></p>	<p>Gallery – invite parents</p>	

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- To create sketch books to record their observations and use them to review and revisit ideas
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- About great artists, architects and designers in history.

Knowledge	Year 5 Arachnids!	Year 6 Going Large!
<p><b>Practical</b> <i>Drawing, painting, sculpture Methods, techniques, media</i></p>	<p><b>Sculpture</b> Plan a sculpture through drawing and research Shape, form, model and construct from observation and imagination <a href="https://www.tate.org.uk/kids/explore/who-is/who-louise-bourgeois">https://www.tate.org.uk/kids/explore/who-is/who-louise-bourgeois</a> <a href="https://awarewomenartists.com/en/decouvrir/lhistoire-de-louise-bourgeois/">https://awarewomenartists.com/en/decouvrir/lhistoire-de-louise-bourgeois/</a> - watch as a class <a href="https://www.artcampla.com/new-blog/clay-project-for-kids-inspired-by-louise-bourgeois">https://www.artcampla.com/new-blog/clay-project-for-kids-inspired-by-louise-bourgeois</a> <a href="https://www.nationalgalleries.org/art-and-artists/features/louise-bourgeois-learning-resource">https://www.nationalgalleries.org/art-and-artists/features/louise-bourgeois-learning-resource</a> Louise Bourgeois (also known as Spider women), who made one of the biggest sculptures (30 feet high) in the world, which was a spider, and then based on what they see, discover, like, they will design their own spider sculptures (they should pay particular attention to these sculptures today). <a href="https://www.tate.org.uk/kids/explore/who-is/who-louise-bourgeois">https://www.tate.org.uk/kids/explore/who-is/who-louise-bourgeois</a> <a href="https://www.nationalgalleries.org/art-and-artists/features/louise-bourgeois-learning-resource">https://www.nationalgalleries.org/art-and-artists/features/louise-bourgeois-learning-resource</a> Explore anatomy of spiders: texture, form, shape, colour. Sketchbook page. Draw close up features: Plan own spider sculpture-consider what message or feelings to convey. consider how I will achieve this aesthetically Draw my design in detail and apply drawing skills:</p>	<p>Explain and give examples of when artists/arts and crafts people use upscaling and why it is an important skill: graphic design/advertising/making a preliminary sketch and transferring to canvas. Grid method Photocopy Projector <b>Drawing</b> Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. <b>Painting</b> · Create shades and tints using black and white. Mix colours: secondary, tertiary · Choose appropriate paint, paper and implements to adapt and extend their work. · Carry out preliminary studies, test media and materials and mix appropriate colours. · Work from a variety of sources, inc. those researched independently. · Show an awareness of how paintings are created (composition). Use digital manipulation to create collage. Dazzle APP  Collage of sweet wrappers Enlarge through upscaling Painting collage after it has been enlarged..</p>

	<p>Assemble and construct sculpture.</p> <p><a href="https://www.youtube.com/watch?v=HDPKVtjBQ-k&amp;ab_channel=BlickArtMaterials">https://www.youtube.com/watch?v=HDPKVtjBQ-k&amp;ab_channel=BlickArtMaterials</a></p> <p>Explore perceptions of spiders.</p>	
<b>Substantive knowledge</b>	<p>Know what a sculpture is</p> <p>Know that interpretations can be different.</p> <p>Research a specific focus for art- spiders- biology, anatomy.</p>	Know how and why artists use upscaling as a technique
<p><b>Theoretical</b></p> <p>Artists history of art, including meanings and interpretations.</p>	<p><b>Louise Bourgeois</b></p> <p><i>NOTE: she named spider MOMMA, which is French for mother. Although sculpture the looks frightening, she made it as a fond tribute to her mother who she remembered as being clever, helpful and protective. Challenge common perception of spiders.</i></p> <p>aesthetic and emotional values</p> 	<p>Peter Blake 1960s considered pioneer of Pop Art in the late 50s. Understand what popular culture is. Designs on record covers- the Beetles.</p> <p>British artist born in Kent.</p>
<p><b>Disciplinary</b></p> <p>What is art?</p> <p>Traditional, modern, contemporary- period</p>	<p>Contemporary art</p> <p>Beauty is viewed in different ways. Art can challenge common perceptions. Eg. Spiders are scary</p>	<p>Pop art movement</p> <p>Link back to previous learning and compare representation in same movement. Similarities and differences.</p>
<b>Vocabulary</b>	<p>Sculpture Aesthetic Colour Texture Shape Form</p> <p>Symbolic meanings</p>	Scale proportion contrasting and complimentary colours upscaling pioneer
<b>Texts</b>	<p>Spider for kids Melissa Acherman</p> <p>The Snow Spider (magical fiction book children could use to inspire art) Jenny Nimmo (BBC adaptation). Link English</p>	Dazzle computer programme
<b>Enhancements</b>	<p>Watch the adaptation of the Snow Spider.</p> <p>Documentary about spiders to inform art.</p>	Linking to real career possibilities in art- aspiration for future and potential if they follow GCSE pathway in art