Overdale Curriculum - Art and Design

<u>Intent</u>

- For children to have an appreciation for artwork from a diverse range of artists.
- For children to feel confident to explore art and express themselves freely.
- To experience a range of artistic processes and techniques.
- For children to develop the skills needed to a produce a range of artwork using a variety of media.



	Curriculum	Knowledge	Skills	Vocabulary
F1	Development Matters 3 & 4 year olds	Autumn 1 – Drawing, painting, 3D sculpture (simple models)	Autumn 1 – Drawing, painting, 3D sculpture (simple models)	Colour names-red, orange, yellow,
	 Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decied 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 	 To know the materials they have can make marks on paper. To know that to draw we use continuous lines that can curve and make shapes. To know the names of the main colours. To know the names and uses of different art materials (pencils, crayons, paint,). Reinforce as/when/if necessary according to needs of the class- To know they can express themselves through art and there is no right or wrong. 	 To be confident in using a range of materials when creating artwork. To be confident in gripping a pencil to create closed shapes with continuous lines (a circle for a face). To be able to use drawing to represent ideas To explore different art materials to develop ideas and create their own artwork. 	green, blue, black, white Paintbrush, paint pot, dip, scrape Glue, glue pot, glue stick, dip, scrape, wipe Pencil, crayons, chalk, felt tip, materials, mixing, circle, line, shapes.
	 objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. 	 Autumn 2 – 3d sculpture (clay), Collage To know the names and uses of different art materials (clay, paper, card). To know how to use a glue stick and wet glue. 	 Autumn 2 – 3d sculpture (clay), Collage To explore different art materials to develop ideas about how to use the materials independently. To explore different art materials to develop ideas and create their own artwork. To be able to use their imagination to develop their own ideas and decide which materials to use to express them. 	Clay, squeeze, squash, roll, sausage, ball, rolling pin, flat Glue, glue pot, glue stick, dip, scrape, wipe, stick.

 Show different emotions in their drawings – happiness, sadness, fear, etc.

3 and 4 year old statements from Development Matters 2021 (Expressive Arts and Design) Spring 1 - Drawing, Collage

- To know the marks on paper can represent something real.
- To know and name different emotions and know that artwork can make us feel different emotions.
- To know that movement or loud noises can inspire our art.
- To know they can express themselves through art and there is no right or wrong.

Reinforce as/when/if necessary according to needs of the class-

- To know that to draw we use continuous lines that can curve and make shapes.
- To know the names and uses of different art materials (pencils, crayons, paint, felt tips, chalk, paper, card).
- To know how to use a glue stick and wet glue.

Spring 1 – Drawing, Collage

- To be confident in using a range of materials when creating artwork.
- To be confident in gripping a pencil to create closed shapes with continuous lines (a circle for a face).
- To be able to use drawing to represent ideas
- To be able to use a range of materials to express emotions in drawings and paintings (happiness, sadness, fear).
- To explore different art materials to develop ideas about how to use the materials independently.
- To explore different art materials to develop ideas and create their own artwork.
- To be able to use their imagination to develop their own ideas and decide which materials to use to express them.

Colour names-red, orange, yellow, green, blue, black, white.
Glue, glue pot, glue stick, dip, scrape, wipe, stick.
Pencil, crayons, chalk, felt tip, materials, mixing, circle, face, line, feelings, emotions, movement, noises, shapes.

Spring 2 - Printing, 3d sculpture (natural materials)

 To know the materials they have (printing materials) can make marks on paper.

Reinforce as/when/if necessary according to needs of the class-

- To know the marks on paper can represent something real.
- To know that movement or loud noises can inspire our art.
- To know and name different emotions and know that artwork can make us feel different emotions.
- To know the names of the main colours.
- To know they can express themselves through art and there is no right or wrong.

Spring 2 – Printing, 3d sculpture (natural materials)

- To be confident in using a range of materials when creating artwork.
- To explore different art materials to develop ideas about how to use the materials independently.
- To explore different art materials to develop ideas and create their own artwork.
- To be able to use their imagination to develop their own ideas and decide which materials to use to express them.

Colour names-red, orange, tallow, green, blue, black, white Print, dip, lift, press

 Reinforce as/when/if necessary according to needs of the class- To know that to draw we use continuous lines that can curve and make shapes. To know that movement or loud noises can inspire our art. To know and name different emotions and know that artwork can make us feel different emotions. To know the names of the main colours. To know the names and uses of different art materials (pencils, crayons, paint, felt tips, chalk, paper, card). Summer 2 - Drawing:closed shapes to represent objects. To know the marks on paper can represent 	 To be able to use a range of materials to express emotions in drawings and paintings (happiness, sadness, fear). To be able to manipulate paint and paintbrushes to explore colour mixing. To explore different art materials to develop ideas about how to use the materials independently. To explore different art materials to develop ideas and create their own artwork. To be able to use their imagination to develop their own ideas and decide which materials to use to express them. Summer 2 – Drawing To be confident in gripping a pencil to create closed shapes with continuous 	pot, dip, scrape, mix Glue, glue pot, glue stick, dip, scrape, wipe, stick. Print, dip, lift, press Pencil, crayons, chalk, felt tip, materials, mixing, circle, line, Colour names-red, orange, yellow, green, blue, black,
something real. Reinforce as/when/if necessary according to needs of the class- To know the materials they have can make marks on paper. To know that to draw we use continuous lines that can curve and make shapes. To know the names of the main colours. To know the names and uses of different art materials (pencils, crayons, felt tips, chalk, paper, card).	 lines (a circle for a face). To be able to use drawing to represent ideas To explore different art materials to develop ideas about how to use the materials independently. To explore different art materials to develop ideas and create their own artwork. 	white Pencil, crayons, chalk, felt tip, materials, mixing, circle, face, line, feelings, emotions, head, body, arms, legs, hair, eyes, nose, mouth.

F2	Children in Reception	Autumn 1 – Explore art materials	Autumn 1 – Explore art materials	Artist, artwork
	• Explore, use and refine a variety	 To know the names of the main colours. 	To be confident to use a range of materials	Colour names, red,
	of artistic effects to express their	 To know they can express themselves through art 	when creating artwork.	orange, yellow,
	ideas and feelings.	and there is no right or wrong.	To be able to attribute meaning to the marks	green, blue,black,
	 Return to and build on their 		they make on paper.	white, grey, brown,
	previous learning, refining ideas	Reinforce as/when/if necessary according to	To be able to manipulate materials to create	pink, purple, gold,
	and developing their ability to	needs of the class-	marks in a controlled way.	silver.
	represent them.	• To know the materials they have can make marks	To be able to express their opinion about a	
	 Create collaboratively, sharing 	on paper.	piece of artwork.	Paintbrush,
	ideas, resources and skills.	 To know the marks on paper can represent 		paintpot, pencil,
		something real.		crayons, chalk, felt
	ELG	• To know how to create some shapes to represent		tip, materials,
	Safely use and explore a variety	items they are drawing.		
•	of materials, tools and			
	techniques, experimenting with			
	colour, design, texture, form and	Autumn 2 – 3d sculpture (clay), Drawing, Painting,	Autumn 2 – 3d sculpture (clay), Drawing,	Artist, artwork
	function.	Collage	Painting, Collage	Colour names, red,
	Children use what they have	 To know the marks on paper can represent 	To be confident to use a range of materials	orange, yellow,
	learnt about media and	something real.	when creating artwork.	green, blue,black,
	materials in original ways,	 To know how to create some shapes to represent 	To be able to attribute meaning to the marks	white, grey, brown,
	thinking about uses and	items they are drawing.	they make on paper.	pink, purple, gold,
	purposes. They represent their	 To know they can look at an item or picture and 	To be able to manipulate materials to create	silver.
	own ideas, thoughts and feelings	represent this on paper. (face with features,	marks in a controlled way.	
	through design and technology,	connected body with limbs)	To be able to name the feelings evoked in	
	art, music, dance, role play and		them by artwork.	Clay, thumb pot,
	stories.	Reinforce as/when/if necessary according to	To be able to express their opinion about a	squeeze, roll, ball,
		needs of the class-	piece of artwork.	smooth.
	Reception statements from	• To know the materials they have can make marks	To be able to represent what they see on	Cut, tear, scrunch,
	Development Matters 2021	on paper.	paper.	fold
	(Expressive Arts and Design)	 To know the names of the main colours. 	• To be able to build their artwork up in the right	Paintbrush, pencil,
		To know that artwork can make us feel different	order.	crayons, chalk, felt
		emotions.		tip, collage,
		• To know they can express themselves through art		materials, mixing,
		and there is no right or wrong.		
		Spring 1 – Colour mixing, 3d sculpture (collections	Spring 1 – Colour mixing, 3d sculpture	Artist, artwork
		of materials)	(collections of materials)	Colour names, red,
				orange, yellow,

 To know when two colours are mixed together it makes another colour. To know the names of the main colours. Reinforce as/when/if necessary according to needs of the class- To know that artwork can make us feel different emotions. To know they can express themselves through art and there is no right or wrong. To know that you can return to a piece of art to add more detail. 	 To be confident to use a range of materials when creating artwork. To be able to manipulate paint and paintbrushes to mix colours. To be able to talk about what has happened when they mix colours, using colour names. To be able to name the feelings evoked in them by artwork. To be able to express their opinion about a piece of artwork. 	green, blue,black, white, grey, brown, pink, purple, gold, silver. Paintbrush, materials, mixing,
 Spring 2 - Printing To know the materials they have can make marks on paper. Reinforce as/when/if necessary according to needs of the class- To know the marks on paper can represent something real. To know that artwork can make us feel different emotions. To know they can express themselves through art and there is no right or wrong. 	 Spring 2 - Printing To be confident to use a range of materials when creating artwork. To be able to attribute meaning to the marks they make on paper. To be able to manipulate materials to create marks in a controlled way. To be able to name the feelings evoked in them by artwork. To be able to express their opinion about a piece of artwork. To be able to represent what they see on paper. To be able to build their artwork up in the right order. 	Artist, artwork Print, stencil, sponge, roller.
Summer 1 – Drawing, Painting, Collage • To know the marks on paper can represent something real. • To know how to create some shapes to represent items they are drawing. • To know what a scene is. Reinforce as/when/if necessary according to needs of the class-	 Summer 1 – Drawing, Painting, Collage To be confident to use a range of materials when creating artwork. To be able to attribute meaning to the marks they make on paper. To be able to manipulate materials to create marks in a controlled way. To be able to manipulate paint and paintbrushes to mix colours. 	Artist, artwork Colour names, red, orange, yellow, green, blue,black, white, grey, brown, pink, purple, gold, silver.

	 To know when two colours are mixed together it makes another colour. To know the names of the main colours. To know they can look at an item or picture and represent this on paper. To know that you can return to a piece of art to add more detail. 	 To be able to talk about what has happened when they mix colours, using colour names. To be able to name the feelings evoked in them by artwork. To be able to express their opinion about a piece of artwork. To be able to represent what they see on paper. To be able to build their artwork up in the right order. 	Cut, tear, scrunch, fold Paintbrush, pencil, crayons, chalk, felt tip, collage, materials, mixing, scene, Face, features of faces, animal names and features.
	Summer 2 – Multimedia artwork To know they can express themselves through art and there is no right or wrong. To know that you can return to a piece of art to add more detail. Reinforce as/when/if necessary according to needs of the class- To know how to create some shapes to represent items they are drawing. To know that artwork can make us feel different emotions. To know they can look at an item or picture and represent this on paper.	 Summer 2 – Multimedia artwork To be confident to use a range of materials when creating artwork. To be able to manipulate materials to create marks in a controlled way. To be able to manipulate paint and paintbrushes to mix colours. To be able to name the feelings evoked in them by artwork. To be able to express their opinion about a piece of artwork. To be able to represent what they see on paper. To be able to build their artwork up in the right order. 	Artist, artwork Colour names, red, orange, yellow, green, blue,black, white, grey, brown, pink, purple, gold, silver. Cut, tear, scrunch, fold Print, stencil, sponge, roller. Paintbrush, pencil, crayons, chalk, felt tip, collage, materials, scene,
Curriculum Year 1 Pupils should be taught:	Knowledge Autumn 1 – drawing skills: line and shape	Skills Autumn 1 – drawing skills: line and shape	Vocabulary Artist, artwork

Line - thick, thin, • to use a range of materials • To know that different lines can be used to create • To be able to draw a range of different lines creatively to design and make an effect. freehand. straight, curved, products To be able to use colour appropriately. wavy, zig zag, spiral, • to use drawing, painting and Reinforce as/when/if necessary according to • To be able to choose the appropriate loop, castle, dashed, sculpture to develop and share needs of the classtechniques to create a desired effect. dotted, light, dark. their ideas, experiences and To know the names of some famous or notable To be able to share their opinion of notable imagination artists. artwork. • to develop a wide range of art To know others artwork can inspire their own. To be able to describe similarities and and design techniques in using To know that some materials are better for a differences between pieces of artwork. colour, pattern, texture, line, desired effect. shape, form and space • about the work of a range of artists, craft makers and Autumn 2 – 3D artwork, clay, paper sculpture Autumn 2 – 3D artwork, clay, paper sculpture Artist, artwork • To know that some materials are better for a designers, describing the To be able to experiment with colour and 3D, thick, thin, differences and similarities desired effect. materials. straight, curved, To know what texture is and how different textures between different practices To be able to manipulate materials such as wavy, zig zag, spiral, and disciplines, and making can be described. clay. loop, fold, roll, curl, links to their own work. • To be able to choose the appropriate texture, colour, Reinforce as/when/if necessary according to techniques to create a desired effect. shape, needs of the classsculpture, coil pot, To be able to describe similarities and • To know their ideas, experiences and imagination smooth, finishing differences between pieces of artwork. can be represented in their artwork. To be able to name different textures. techniques. Spring 1 - Observational drawing: line, shape, Spring 1 - Observational drawing: line, shape, Artist, artwork, pattern, position, proportion pattern, position, proportion opinion, inspiration • To know what an observational drawing is. • To be able to look carefully at objects and be Line - thick, thin, To know that different lines can be used to create able to represent them on paper. straight, curved, • To be able to experiment with colour and an effect. wavy, ziq zaq, spiral, loop, castle, dashed, materials. Reinforce as/when/if necessary according to • To be able to draw a range of different lines dotted, needs of the classfreehand. observational • To be able to use colour appropriately. To know that some materials are better for a drawing, • To be able to choose the appropriate position, proportion desired effect. To know the names of some famous or notable techniques to create a desired effect. texture, colour, • To be able to share their opinion of famous artists. shape. To know others artwork can inspire their own. artwork.

To know what texture is and how different textures

can be described.

• To be able to describe similarities and

differences between pieces of artwork.

	• To be able to name different textures.
Spring 2 – printing: relief printing To know what relief printing is. To know how to create a relief printing of the common of	 To be able to draw a range of different lines freehand. To be able to choose the appropriate techniques to create a desired effect. To be able to describe similarities and differences between pieces of artwork. To be able to name different textures. printing, print, block, carve, roller, ink, palette, line – thick, thin, straight, curved, wavy, zig zag, spiral, loop, castle, dashed, dotted,
Summer 1 – drawing/painting skil pattern, position, proportion To know that different lines can be an effect. To know what texture is and how can be described. To know which colours to mix tog desired effect. To know that primary colours can together to make other colours. Reinforce as/when/if necessary coneeds of the class- To know that some materials are desired effect. To know their ideas, experiences can be represented in their artwo	shape, pattern, position, proportion To be able to look carefully at objects and be able to represent them on paper. To be able to experiment with colour and materials. To be able to draw a range of different lines freehand. To be able to use colour appropriately. To be able to choose the appropriate techniques to create a desired effect. To be able to describe similarities and differences between pieces of artwork. To be able to name different textures.

	 To know the names of some famous or notable artists. To know others artwork can inspire their own. Summer 2 – 3D artwork: paper sculpture using papier mache, applying finishing techniques to create different textures. To know that some materials are better for a desired effect. Reinforce as/when/if necessary according to needs of the class- To know their ideas, experiences and imagination can be represented in their artwork. To know what texture is and how different textures can be described. To know which colours to mix together to create a desired effect. To know that primary colours can be mixed together to make other colours. 	Summer 2 – 3D artwork: paper sculpture using papier mache • To be able to experiment with colour and materials. • To be able to manipulate materials. • To be able to use colour appropriately. • To be able to choose the appropriate techniques to create a desired effect. • To be able to describe similarities and differences between pieces of artwork. • To be able to name different textures. • To be able to mix colours to create the colour they need for their artwork.	Artist, artwork, opinion, 3D, papier mache, paste, set, texture, smooth, rough, layers, colour, shape, sculpture, finishing techniques
Curriculum	Knowledge	Skills	Vocabulary
Year 2 Pupils should be taught: 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,	Autumn 1 – Colour mixing: tints, shades, tones, mix brown, black • To know what the terms tint, shade and tone mean. Reinforce as/when/if necessary according to needs of the class— • To know the names of further famous or notable artists. • To know others artwork can inspire their own. • To know that some materials are better for a	 Autumn 1 – Colour mixing: tints, shades, tones, mix brown, black To be able to share their opinion of famous artwork. To be able to describe similarities and differences between pieces of artwork. To be able to use pencils to create shading. To be able to create different tints, shades and tones of a colour. To be able to use different tints, shades and tones when creating a piece of artwork. To be able to think about and plan the 	Artist, artwork, opinion, effect, inspiration, space, form, tints, shades, tones, shape, pattern, line,
 shape, form and space about the work of a range of artists, craft makers and designers, describing the 	desired effect.To know that artwork can be planned in advance.	resources and techniques they will need in advance.	

disciplines, and making links to	To know that some materials are better for a	• To be able to share their opinion of famous	inspiration, space,
their own work.	desired effect.	artwork.	form, shape,
	 To understand that form relates to 3D artwork. 	To be able to describe similarities and	pattern, line, 3D,clay,
	 To know that artwork can be planned in advance. 	differences between pieces of artwork.	batons, tile, clay slip,
		• To be able to use materials to create 3D	roll, ball, texture,
	To know the names of further famous or notable	pieces of art, using a range of materials.	secure
	artists.	• To be able to use shape, pattern and line to	
	• To know others artwork can inspire their own.	create a larger piece of artwork.	
	• To know that different lines can be used to create	• To be able to think about and plan the	
	an effect.	resources and techniques they will need in	
	• To know how to use the space effectively when	advance.	
	creating artwork.	• To be able to build up a piece of artwork over	
		a period of time.	
	Coving 1. Drawing toobniquesting above state	Caring 1 Drawing tooks in cashing about	Artist arturals
	Spring 1 – Drawing techniques:line, shape, space,	Spring 1 – Drawing techniques:line, shape,	Artist, artwork,
	position, shading, hatching, cross hatching,	space, position, shading, hatching, cross	opinion, effect,
	smudging	hatching, smudging	inspiration, space,
	 To know that shading can be used to create an effect when drawing. 	 To be able to share their opinion of famous artwork. 	shape, pattern, line, shading, 2D, 3D
	 To know that different lines can be used to create 	To be able to describe similarities and	hatching, cross
	an effect.	differences between pieces of artwork.	hatching, smudge,
	 To know that some materials are better for a 	• To be able to use pencils to create shading.	charcoal
	desired effect.	• To be able to create different tints, shades and	
		tones of a colour.	
		• To be able to use different tints, shades and	
	Reinforce as/when/if necessary according to	tones when creating a piece of artwork.	
	needs of the class-	 To be able to use shape, pattern and line to 	
	To know the names of further famous or notable	create a larger piece of artwork.	
	artists.	 To be able to think about and plan the 	
	To know others artwork can inspire their own.	resources and techniques they will need in	
	To know how to use the space effectively when	advance.	
	creating artwork.	 To be able to build up a piece of artwork over 	
		a period of time.	
		 To be able to use the skills they have learnt to 	
		create their own individual piece of art.	
	Spring 2 – Printing, creating own block print by	Spring 2 – Printing, creating own block print by	Artist, artwork,
	adding elements to a block	adding elements to a block	opinion, effect,
			inspiration, space,

To know that some materials are better for a	• To be able to share their opinion of famous	form, shape,
desired effect.	artwork.	pattern, line, 2D, 3D,
	To be able to describe similarities and	block, print, roller,
To know how to use the space effectively when	differences between pieces of artwork.	ink, texture.
creating artwork.	To be able to use materials to create 3D	ilik, texture.
 To know that artwork can be planned in advance. 	pieces of art, using a range of materials.	
Reinforce as/when/if necessary according to	To be able to use shape, pattern and line to	
,		
needs of the class-	create a larger piece of artwork.	
To know the names of further famous or	• To be able to think about and plan the	
notable artists.	resources and techniques they will need in	
To know others artwork can inspire their own.	advance.	
	To be able to build up a piece of artwork over	
	a period of time.	
	• To be able to use the skills they have learnt to	
	create their own individual piece of art.	
Summer 1 – Drawing/painting animals, using line,	Summer 1 – Drawing/painting animals, using	Artist, artwork,
shape, pattern, position, proportion.	line, shape, pattern, position, proportion.	opinion, effect,
 To know that different lines can be used to create 	To be able to share their opinion of famous	inspiration, space,
an effect.	artwork.	form, shape, line,
 To know that shape, pattern and line can be used 	 To be able to describe similarities and 	pattern, line,
to create a larger piece of artwork.	differences between pieces of artwork.	shading, 2D, 3D,
 To know that shading can be used to create an 	 To be able to use pencils to create shading. 	proportion,
effect when drawing.	• To be able to create different tints, shades and	hatching, cross
 To know how to use the space effectively when 	tones of a colour.	hatching, smudge.
creating artwork.	 To be able to use different tints, shades and 	
	tones when creating a piece of artwork.	
Reinforce as/when/if necessary according to	• To be able to use shape, pattern and line to	
needs of the class-	create a larger piece of artwork.	
• To know the names of further famous or notable	• To be able to build up a piece of artwork over	
artists.	a period of time.	
To know others artwork can inspire their own.	• To be able to use the skills they have learnt to	
To know what the terms tint, shade and tone	create their own individual piece of art.	
mean.	'	

Summer 2 – Collage:combining photography and collage

- Use skills and techniques taught to plan and create their own individual artwork
- To know that some materials are better for a desired effect.
- To know that artwork can be planned in advance.

Reinforce as/when/if necessary according to needs of the class-

- To know the names of further famous or notable artists.
- To know others artwork can inspire their own.
- To know that different lines can be used to create an effect.
- To know that shading can be used to create an effect when drawing.
- To know how to use the space effectively when creating artwork.
- To understand that form relates to 3D artwork.
- To know what the terms tint, shade and tone mean.
- To know that shape, pattern and line can be used to create a larger piece of artwork.

Summer 2 – Collage:combining photography and collage

- Use skills and techniques taught to plan and create their own individual artwork
- To be able to share their opinion of famous artwork.
- To be able to describe similarities and differences between pieces of artwork.
- To be able to use pencils to create shading.
- To be able to use materials to create 3D pieces of art, using a range of materials.
- To be able to create different tints, shades and tones of a colour.
- To be able to use different tints, shades and tones when creating a piece of artwork.
- To be able to use shape, pattern and line to create a larger piece of artwork.
- To be able to think about and plan the resources and techniques they will need in advance.
- To be able to build up a piece of artwork over a period of time.
- To be able to use the skills they have learnt to create their own individual piece of art.

Artist, artwork, opinion, effect, inspiration, space, form, tints, shades, tones, shape, pattern, line, 2D, 3D, collage, texture, scrunch, roll, tear, fold, curl.