















The Leys Primary School Subject Overview - Art 2022-2023




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery Early years build blocks Topic	Expressive Art and Design All about me.		Expressive Art and Design Child Led		Expressive Art and Design Child Led	
Key Skills	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 decide 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 objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.		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 decide 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 objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.		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 decide 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 objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	
Key People	Themselves					
Key subject links	Personal, Emotional and Health Education					

Key Vocabulary	Pencil, Line, Colour, Straight, Circle/other shape names, Rubber, Portrait, Cut, Stick, Tape, Brush, Paint, Mix, Palette, Colour names, Fabric, Collage, Layer, Positional language		Pencil, Line, Colour, Straight, Circle/other shape names, Rubber, Portrait, Cut, Stick, Tape, Brush, Paint, Mix, Palette, Colour names, Fabric, Collage, Layer, Positional language	Pencil, Line, Colour, Straight, Circle/other shape names, Rubber, Portrait, Cut, Stick, Tape, Brush, Paint, Mix, Palette, Colour names, Fabric, Collage, Layer, Positional language
Key Texts	Nursery Rhymes		Nursery Rhymes	Nursery Rhymes
Key themes and values				
EYFS Reception Early years build blocks Topic	All About Me	Traditional Tales	Child Led	Child Led
Key Skills	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to</p>		<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent</p>





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Key subject links	English		
Key Vocabulary	Pencil, Line, Colour, Straight, Circle/other shape names, Rubber, Portrait, Cut, Stick, Tape, Brush, Paint, Mix, Palette, Colour names, Fabric, Collage, Layer, Positional language	Pencil, Line, Colour, Straight, Circle/other shape names, Rubber, Portrait, Cut, Stick, Tape, Brush, Paint, Mix, Palette, Colour names, Fabric, Collage, Layer, Positional language	Pencil, Line, Colour, Straight, Circle/other shape names, Rubber, Portrait, Cut, Stick, Tape, Brush, Paint, Mix, Palette, Colour names, Fabric, Collage, Layer, Positional language
Key Texts	The Smartest Giant in Town My body poem	Goldilocks The Little Red Hen The Gingerbread Man	
Key themes and values			
Year 1	<u>Transport</u> Focus: <u>Painting</u>	<u>Food Glorious Food</u> Focus: <u>Drawing</u>	<u>Beside the Seaside</u> Focus: <u>3D/Sculpture</u>
Key Knowledge	To know about class artists and compare their own paintings to original pieces. To identify which colours mix to create secondary colours. To know what these words mean; thick,	To recognise that different pencils and pens create different effects. To identify the use of hatching and shading. To recognise learnt techniques in other pieces of art.	To identify shapes used to create famous artwork. To identify the materials used to create famous artwork. To know that Andy Goldsworthy used natural items to create his artwork.




	thin, primary, secondary, mixing.		
Key Skills	To choose appropriate brushes according to their thickness. To learn how to mix primary colours. To explore and problem solve colour mixing. To evaluate learning using artistic vocabulary.	To explore using different pencils and pens. To use hatching and shading to create texture. To compare drawing to previously learnt painting techniques.	To experiment with different materials. To manipulate materials into desired shapes. To identify an improvement that could be made to their final outcome.
Key People	Andy Warhol, Picasso, Renoir, Paul Klee	JMW Turner, Stanford Robinson Gifford, Jan Beerstraaten	Andy Goldsworthy, Henri Matisse`
Key subject links	Geography	Geography, DT	History
Key Vocabulary	Tools, Technique, Brush size, Colour match, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint	Pattern, Repeating, Thick, Thin, Collage, Sketch, Line, Shape, Colour, Shade	Model, Cut, Stick, Fold, Bend, Attach, Assemble, Statue
Key themes and values	 		
Year 2	<u>Poles Apart</u> <u>Focus: Painting</u>	<u>Fire! Fire!</u> <u>Focus: Drawing</u>	<u>Treasure Island</u> <u>Focus: Printing</u>
Key Skills	To know about class artists and recognise similarities and differences between	Experiment with constructing and joining recyclable materials.	To control their marks using different pencils and pens.

	<p>their own paintings and original pieces. To identify the effect of adding white or black to any colour. To know what these words mean; thick, thin, primary, secondary, mixing, tone, tint.</p>	<p>To identify an improvement that could be made to their final outcome.</p>	<p>To demonstrate a range of mark-making techniques. To identify advantages and disadvantages of painting and drawing techniques.</p>
Key People	Edward Saidi, Tingatinga	Christopher Wren	
Key subject links	Geography, Science	History	English
Key Vocabulary	Brush mark, Tools, Technique, Brush size, Colour match, Colour mix, Artefact, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint	Layer, Pattern, Repeating, Thick, Thin, Smudge/blend, Collage, Sketch, Line, Shape, Colour, Tone, Shade	Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Repeat, Rotate, Mono-print
Key Texts			Treasure Island
Key themes and values	 	  	
Year 3	<u>Stone Age to Iron Age</u> Focus: Painting	<u>Extraordinary Earth</u> Focus: Drawing	<u>Egyptians</u> Focus: 3D/Sculpture
Key Skills	<p>Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively using the</p>	<p>Develop intricate patterns and marks with a variety of media. Use different grades of pencil shade to show different tones.</p>	<p>Use equipment and media with confidence. Join two parts successfully. Construct a simple base for extending</p>

	<p>correct language, e.g. tint, shade, primary and secondary.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, warm, blend, mix, line, tone.</p>	<p>Create textures and patterns with a wide range of drawing implements.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Use their sketches to produce a final piece of work.</p> <p>Write an explanation of their sketch in notes.</p>	<p>and modelling other shapes.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Produce larger ware using pinch, slab and coil techniques.</p> <p>Produce more intricate surface patterns and textures and use them when appropriate.</p>
Key People	Banksy	Henry Rousseau	Alaa Awad
Key subject links	History, English	Geography	History, English
Key Vocabulary	Wash, Tint, Shade, Background, Foreground, Middleground	Thick, Thin, Smudge/blend, Sketch, Line, Shape, Colour, Tone, Shade, Grades of pencil, Scale, Symmetry, Refine and alter	Manipulate, Rolling, Kneading, Shaping, Sculpture, Malleable, Texture, Construct, Join, Natural, Man made, Recycled, Slip, Form
Key Texts	The Stone Age Boy The First Drawing	The Great Kapok Tree	
Key themes and values			
Year 4	<u>Romans</u> Focus: Drawing	<u>Anglo-Saxons</u> Focus: Painting	<u>Vikings</u> Focus: Printing

Key Skills	<p>To select colours and materials to create effect.</p> <p>Edit and refine my work as I go.</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p> <p>I can use different materials to draw, e.g. pastels, chalk, felt tips</p> <p>Show an awareness of space when drawing.</p>	<p>Confidently control types of marks made.</p> <p>Experiment with different effects and textures, including those learnt previously.</p> <p>Begin to choose appropriate media to work with.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p> <p>Create all the colours they need through mixing.</p> <p>Mix colour, tints and shades with increasing confidence.</p> <p>Start to look at working in the style of a selected artist.</p>	<p>Increase awareness of relief printing and mono printing.</p> <p>Expand experience in three colour printing.</p> <p>Continue experimenting with overprinting motifs using three colours.</p> <p>Print onto different materials including fabric.</p> <p>Continue to experience combining prints taken from different objects to produce an end piece.</p> <p>Create an accurate print design.</p>
Key People	Sosus of Pergamon	Augustine Edouart, Kara Walker	Lea Ahlborn
Key subject links	Geography, History	History	History
Key Vocabulary	Montage, Shape, Texture, Composition, Profile, Stylised, Proportion, Pattern, Outline, Perspective, Profile	Colour spectrum, Tertiary Colours, Colour washing, Properties of paint, Brush size, Colour match, Colour mix, Artefact, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, Tone, Hue	Print, Reverse, Shapes, Surface, Pressure, Repeat, Rotate, Mono-print, Pounce, Linear perspective, Register, Manipulate, Block, Continuous
Key Texts	Escape to Pompeii		

Key themes and values		 	
Year 5	<u>Crime and punishment throughout time.</u> Focus: Painting	<u>Queen Victoria and King John</u> Focus: Drawing	<u>Ancient Greeks</u> Focus: Sculpture
Key Skills	<p>To review and revisit ideas in my sketchbook. To think critically about my art and design work. To use a variety of tools and select the most appropriate. "To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;" To create a colour palette, demonstrating mixing techniques; "To use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists." To create and arrange accurate patterns.</p>	<p>To use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. To depict movement and perspective in drawings. To use a variety of tools and select the most appropriate. To use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>To plan and design a sculpture. To plan use tools and materials to carve, add shape, add texture and pattern. To develop cutting and joining skills, e.g. using wire, coils, slabs and slips. To use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. To use materials other than clay to create a 3D sculpture.</p>
Key People	Van Gogh	Auguste Renoir	Phidias
Key subject links	History, Geography, English	History	History
Key Vocabulary	Technique, Blend, Tone, Abstract, Impressionism, Critical	Texture, Pattern, Shape, Smudge, Tone, Mural, Fresco, Portrait	Structure, Texture, Mark, Join, Trim, Cast

Key Texts	The Highwayman		The Adventures of Odysseus
Key themes and values			
Year 6	<u>WWII</u> Focus: Drawing	<u>Climate Change</u> Focus: Printing	<u>Equality and Sustainability</u> Focus: Painting
Key Skills	<p>To evaluate appropriateness of different materials for final outcome.</p> <p>To consider the use of colour, pattern, texture, space, shape, line and shadow in final outcome.</p> <p>To evaluate appropriateness of different materials for final outcome.</p> <p>To consider the use of colour, pattern, texture, space, shape, line and shadow in final outcome.</p> <p>To consider the use of colour, pattern, texture, space, shape, line and shadow in final outcome.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe the techniques and processes they use.</p> <p>Overprint using different colours.</p> <p>I will be confident in printing onto a range of different materials.</p> <p>Collect and record visual information from different sources as well as planning and collecting source material.</p> <p>I can adapt my work according to my views and describe how I might develop it further.</p>	<p>Purposely control the types of marks made. Experiment with different effects and textures.</p> <p>Mix colour, tints and shades with confidence, building on previous knowledge.</p> <p>Work in a sustained and independent way to develop their own style of painting.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p>
Key People	J. Howard Miller, Abram Games, Paul Nash	Hokusai	Mr Meana, Banksy, Natalia Rak
Key subject links	History	Geography	Geography, PSHE

Key Vocabulary	Hatching, scrumbling, stippling, Cross-hatching, blending/smudging, tone, texture	Print, Reverse, Shapes, Surface, Pressure, Repeat, Rotate, Mono-print, Pounce, Linear perspective, Register, Manipulate, Block, Continuous	Still life, Traditional, Modern, Abstract, Imaginary, Natural, Man Made, Inanimate, Composition, Arrangement, Complimentary, Tonal, Shading
Key Texts	In Flanders Fields		
Key themes and values	