

Half-Termly Themes Overview

	Autumn 1: Drawing	Autumn 2: Painting	Spring 1: Collage	Spring 2: Sculpture	Summer 1: Printing	Summer 2: Textiles
Overview	In Autumn 1, all year groups focus on developing and recording their own initial ideas which are then used as springboards for further learning.	All year groups focus on a range of artists throughout history, looking closely at techniques, themes and use of colour.	All year groups focus on the act of collation of colour, texture, pattern and shape, as well as construction of the collage: cutting, tearing, pasting and gluing.	All year groups focus on what three-dimensional means through various media such as clay, mod roc, wire and other materials.	All year groups focus on broadening the range of media used to create their art and design.	All year groups develop their knowledge and skills using various sewing, weaving and dyeing techniques.
EYFS	In EYFS, children use a range of materials creatively to design and make products, and use line drawings to share their ideas. They learn about the work of great artists such as Twombly and Rothko.	In EYFS, children develop their artistic and cultural awareness to support their imagination and creativity, engaging with the arts and exploring a wide range of media and materials.	In EYFS, children develop their artistic and cultural awareness to support their imagination and creativity, engaging with the arts and exploring a wide range of media and materials.	In EYFS, children use a range of modelling materials to create a sculpture, including key clay shapes and a wild things pot, beginning to develop an understanding of texture, form and shape. They learn about the work of great artists such as Kathy Jeffers and Paulus Berensohn.	In EYFS, children use a range of materials to create printed pictures, beginning to develop an understanding of colour, pattern, texture and shape. They learn about the work of great artists such as Delauney and Sydney.	In EYFS, children produce creative work, exploring their ideas and recording their experiences, and become proficient in drawing, painting, sculpture and other art, craft and design techniques.
KS1	In KS1, children will expand their ability to record, mark-make and document abstract and natural forms.	In KS1, children focus on colour mixing, pattern, painting inside a boundary and different shapes.	In KS1, children will explore the act of collage in nature in physical terms and abstract terms.	In KS1, pupils will develop basic moulding skills: pinching, rolling, curving, building and blending.	In KS1, children develop their knowledge of printing with different tools to create different shapes and effects.	In KS1, children explore how to dye fabric as well as understanding the basics of weaving.
KS2	In KS2, children advance this further by considering a wider range of starting points and giving a rationale for their choices, as well as learning drawing proportions and techniques.	In KS2, children develop these skills through abstract art movements and conceptual paintings. They paint in both a naturalistic and abstract way by the end of Year 6.	In KS2, pupils will develop their choices to create more representative imagery, conceptual ideas and abstract forms.	In KS2, children develop this further and begin using additive and subtractive techniques, as well as combining a range of media to create mixed-media sculptures.	In KS2, pupils begin to learn different techniques of printmaking, including mono-print, relief printing, printing with multiple layers, stencils and transferring an image.	In KS2, pupils develop their understanding through sewing, mixed-media weaving, embellishment, appliqué and pattern cutting to form 3D forms.

Note: Every year group studies the same medium in the same half term (Autumn 1: Drawing, Autumn 2: Painting, Spring 1: Collage, Spring 2: Sculpture, Summer 1: Printing, Summer 2: Textiles) — it is the depth, artist and technique that progresses year on year, set out in the Long-Term Overview.

Long Term Overview — Artists, Sequence and Rationale

Year	Autumn 1 <i>Drawing</i>	Autumn 2 <i>Painting</i>	Spring 1 <i>Collage</i>	Spring 2 <i>Sculpture</i>	Summer 1 <i>Printing</i>	Summer 2 <i>Textiles</i>
EYFS	Twombly & Rothko - Use a range of materials creatively to design and make products. - Use line drawings to share their ideas.	Exploring Colour - Develop artistic and cultural awareness to support imagination and creativity. - Explore and play with a wide range of media and materials.	Introduction to Collage - Develop artistic and cultural awareness to support imagination and creativity. - Explore and play with a wide range of media and materials.	Kathy Jeffers & Paulus Berensohn - Use a range of modelling materials to create a sculpture: key clay shapes; wild things pot. - Begin to develop an understanding of texture, form and shape.	Delauney & Sydney - Use a range of materials to create printed pictures. - Begin to develop an understanding of colour, pattern, texture and shape.	Introduction to Textiles - Produce creative work, exploring ideas and recording experiences. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
1	Cy Twombly (1928–2011) - Know that a line is a length; experiment creating different lines and marks with a range of media. - Understand that a range of tools and surfaces can be used to create an image.	Piet Mondrian (1872–1944) - Apply paint to surfaces using a variety of tools and within a boundary line. - Identify the primary and secondary colours; begin to mix primary colours to make secondary colours.	Andy Goldsworthy (1956–present) - Develop overlapping and sticking skills; use found materials to create visual effects in response to an artist. - Understand the concept of hot and cold colours; know key terms: land art, collage, natural materials.	Religious Symbols - Control and manipulate clay, knowing how pressure and amount of clay affects the sculpted shape. - Explore religious sculptures and symbols of cultural and historical significance.	Palaeolithic Art (50,000–10,000BC) - Know how simple printing works and apply this using organic shapes. - Understand that different tools and paint materials create different effects.	Michael Phelan (1968–present) - Develop an understanding of what weaving is; explore different materials and their textures. - Use simple weaving techniques to create a paper chequered pattern; know what a loom is and how to use it.
2	Olga Gamynina (current artist) - Use mark-making techniques to create the appearance of pattern. - Understand the difference between visual and actual texture, and how to represent texture with mark-making.	Ancient Art (8,000BC – 5th Century AD) - Know how to mix primary colours to make secondary colours. - Create long continuous brushstrokes; comment on how an artist might use colour for effect.	Henri Matisse (1869–1954) - Use different collage techniques of sorting, arranging and cutting. - Know that collage projects can be temporary or long-lasting; explore an artist's use of colour.	Joan Miro (1893–1983) - Gain knowledge of different materials used in sculpture; understand why the palette is often restricted to 'earth' colours. - Recognise surrealism as expressing feelings, mixing reality with dreamlike images.	Yayoi Kusama (1929–present) - Know that mono-printing is a printmaking technique where a unique image is created by transferring ink/paint from a flat surface to paper. - Produce negative prints with stencils, utilising primary colours, overlapping where appropriate.	Christian Tapestries - Develop weaving skills using paper and wool; know how to weave using a more complex loom. - Know that patterns/colours/symbols within cloth can have a deeper meaning/message.
3	Albrecht Dürer (1471–1528) - Develop an understanding of tone (light and dark) and how to replicate it in a drawing. - Explore pattern using line, colour, shape and tone; transpose images from one medium to another.	Wassily Kandinsky (1866–1944) - Know the difference between warm and cool colours and mix/use in own work. - Make different hues of the same secondary colours through mixing different quantities of primary colours.	Paul Klee (1879–1940) - Tear, cut, arrange and make decisions before gluing into position. - Arrange and assemble strips alongside geometric shapes to create recognisable motifs.	Barbara Hepworth (1903–1975) - Use the score, slip and blend method to join clay to create a coil pot. - Understand negative space within site-specific sculptures; transpose 2D designs to a 3D maquette.	Takashi Murakami (1962–present) - Compare and contrast printing techniques from various artists and eras. - Understand the term monoprinting; use a roller in different ways to make a variety of marks.	Michael Brennand-Wood (1952–present) - Know different techniques for tie-dyeing material. - Develop stitching skills, specifically running stitch and back stitch; incorporate embroidery into a tie-dye design.

Long Term Overview (continued)

Year	Autumn 1 <i>Drawing</i>	Autumn 2 <i>Painting</i>	Spring 1 <i>Collage</i>	Spring 2 <i>Sculpture</i>	Summer 1 <i>Printing</i>	Summer 2 <i>Textiles</i>
4	Giorgio Morandi (1890–1964) • Know that hatching is crossed parallel lines; use this to create tone on geometrical objects to make them appear 3D. • Add tones to drawings of curved and spherical objects; develop analytical/observational skills.	Vincent Van Gogh (1853–1890) • Know how to mix primary and secondary colours to make a colour wheel. • Know how to create tints (adding white) and tones (adding grey); use the triangulation method to create composition.	Antoni Gaudi (1852–1926) • Study key mosaics in religion and history, comparing them to stained-glass windows. • Explore the effects of cut or torn edges; investigate meaning within religious icons, colours and symbols.	Henry Moore (1898–1986) • Know the properties of sculpture, in particular clay; know how to eliminate air and create textures in preparation for firing. • Develop 3D sculpture using slabs of clay, considering weight distribution and evenness.	William Morris (1834–1896) • Explore the process of printing and engraving tools using a relief tile. • Know that a relief tile can be printed and rotated to create a new symmetrical pattern.	Rita Smith — Mola Art • Transpose linear designs into batik prints on fabric; adapt and simplify designs for the batik process. • Develop sewing skills to embellish and decorate; take inspiration from artworks to inform creative decisions.
5	Filippo Brunelleschi (1377–1446) • Know that a vanishing point is a space that appears furthest from the viewer; achieve depth and linear perspective using graphite pencils. • Discuss aspects of religious architecture and replicate them in own work.	Georgia O'Keeffe (1887–1986) • Know that value is how light or dark a colour is, that tint is adding white, and tone is adding grey/black. • Match colours more accurately using knowledge of colour mixing; know complementary and contrasting colours.	Pablo Picasso (1881–1973) • Use sketchbooks to describe and reflect upon abstract portraiture. • Know that collage can be used to abstract an everyday image; create a collage to tell a story/message.	Louise Bourgeois (1911–2010) • Learn how to assemble and layer a sculpture and apply decorative features. • Know how colour can be used to make a statement about empowerment or other meanings.	Andy Warhol (1928–1987) • Know that print making involves transferring an image from one surface to another. • Design a print in the style of an artist and art era; experiment with negative and positive space.	Chinwe Chukwuogo (1952–present) • Know how to create pattern pieces to create a Mola design. • Use simple joining methods (running stitch, backward stitch, blanket stitch); create pieces inspired by traditional culture and nature.
6	Frank Auerbach (1931–present) • Know how line is used to describe complex and simple shapes. • Understand the proportions of the figure and face for portraiture drawings; produce figurative drawings to scale.	Cima da Conegliano (1459–1517) • Know the process of how to paint with watercolours and how to mix them to create secondary and tertiary colours. • Know the effect of value; create tints, tones and shades; analyse representations of divine figures throughout history.	Deborah Roberts (1962–present) • Use a range of collage techniques, including mixed-media collages involving drawing, painting and photomontage. • Use sketchbooks to describe and reflect upon socially/racially significant issues represented in contemporary artworks.	Alberto Giacometti (1901–1966) • Develop observational skills to record the figurative form. • Develop an understanding of modroc as a sculptural material; understand construction and weight distribution needed for a sturdy structure.	Banksy (current artist) • Know techniques for stencilling and design own stencil, taking influence from silhouettes. • Know and carry out the process of silk screen printing; analyse political and conceptual street art and its societal impact.	Costume Project • Develop and combine skills in appliqué and embellishment to create unique fabric designs. • Know and use joining stitches to attach fabric pieces to each other; use fabric paints to create ambitious designs including batik technique.

Note: Each year group studies 6 different artists or art eras, including a chronological unit taught in order from Year 1 and a Christian unit.