

## Art Overview and Intent– Crackley Bank Primary School

|      | Autumn  | Spring  | Summer  |
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| EYFS | <p><b>Drawing</b><br/>Using a pencil experiment making lines of tone/depth.<br/>Make patterns/textures from observations, imagination and illustrations.</p>  | <p><b>Painting</b><br/>Recognise and name the primary colours being used.<br/>Mix and match colours to different artefacts and objects.</p>   | <p><b>Sculpture</b><br/>Impress and apply simple decoration.<br/>Cut shapes using scissors and other modelling tools.</p>   |
| 1    | <p><b>Drawing</b><br/>Develop a range of tone using a pencil with techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.<br/>Investigate textures by describing, naming, rubbing, copying.<br/>Produce an expanding range of patterns and textures.</p> <p><b>Ongoing:</b> Describe and compare what I can see and give an opinion about the work of an artist.</p> | <p><b>Painting</b><br/>Control the types of marks made with the range of media.<br/>Paint on different surfaces with a range of media.<br/>Start to mix a range of secondary colour and predict results</p> <p><b>Ongoing:</b> Describe and compare what I can see and give an opinion about the work of an artist.</p>   | <p><b>Sculpture</b><br/>Manipulate malleable materials by rolling, pinching and kneading.<br/>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p><b>Ongoing:</b> Describe and compare what I can see and give an opinion about the work of an artist.</p>              |
| 2    | <p><b>Drawing</b><br/>Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.<br/>Name, match and draw lines/marks from observations.<br/>Continue to Investigate textures, expanding range of patterns.</p> <p><b>Ongoing:</b> Suggest and compare how artists have used colour, pattern and shape.</p>  | <p><b>Painting</b><br/>Experiment in lightening and darkening a colour with the use of black and white. Begin to mix colour shades and tones.<br/>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p><b>Ongoing:</b> Suggest and compare how artists have used colour, pattern and shape.</p>   | <p><b>Sculpture</b><br/>Demonstrate experience in surface patterns/ textures and use them when appropriate.<br/>Explore carving as a form of 3D art</p> <p><b>Ongoing:</b> Suggest and compare how artists have used colour, pattern and shape.</p>   |
| 3    | <p><b>Drawing</b><br/>Begin to show an awareness of objects having a third dimension and perspective.<br/>Create textures and patterns with a wide range of drawing tools<br/>Developing intricate patterns/ marks with a variety of media.</p> <p><b>Ongoing:</b> Explain some of the features of art from different cultures/ historical periods.</p>   | <p><b>Painting</b><br/>Use light and dark within painting and begin to explore complimentary colours.<br/>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p><b>Ongoing:</b> Explain some of the features of art from different cultures/ historical periods.</p>                     | <p><b>Sculpture</b><br/>Produce more intricate surface patterns/ textures.<br/>Produce larger ware using pinch/ slab/ coil techniques.<br/>Continue to explore carving as a form of 3D art.</p> <p><b>Ongoing:</b> Explain some of the features of art from different cultures/ historical periods.</p> |
| 4    | <p><b>Drawing</b><br/>Develop drawings featuring the third dimension and perspective.<br/>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p><b>Ongoing:</b> Compare and review the work of different artists and designers</p>   | <p><b>Painting</b><br/>Use light and dark within painting and show understanding of complimentary colours.<br/>Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.<br/>Start to develop a painting from a drawing.</p> <p><b>Ongoing:</b> Compare and review the work of different artists and designers</p> | <p><b>Sculpture</b><br/>Decorate, coil, and produce maquettes (scaled model) confidently<br/>Model over an armature: newspaper frame for modroc.<br/>Gain more confidence in carving as a form of 3D art.</p> <p><b>Ongoing:</b> Compare and review the work of different artists and designers</p>     |
| 5    | <p><b>Drawing</b><br/>Develop simple perspective in using a single focal point/horizon.</p>   | <p><b>Painting</b><br/>Mix and match colours to create atmosphere and light effects.</p>  | <p><b>Sculpture</b></p>   |

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|          | <p>Begin to develop an awareness of composition, scale/ proportion<br/>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p><b>Ongoing:</b> Research the work of an artist or designer and use their work to replicate style</p>  | <p>Confidently control the types of marks made and experiment with different effects and textures.<br/>Mix colour, shades and tones with confidence building on knowledge.</p> <p><b>Ongoing:</b> Research the work of an artist or designer and use their work to replicate style</p>  | <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.<br/>Develop understanding of different ways of finishing work: glaze, paint, polish<br/>Confidently carve a simple form.</p> <p><b>Ongoing:</b> Research the work of an artist or designer and use their work to replicate style</p>   |
| <b>6</b> | <p><b>Drawing</b><br/>Develop further perspective in their work using a single focal point and horizon.<br/>Use different techniques for different purposes i.e. shading, hatching within their own work.<br/>Develop an awareness of composition, scale/proportion<br/>Draw for a sustained period of time over on one piece (sessions)</p> <p><b>Ongoing:</b> Explain the style of how my work and how it has been influenced by a famous artist or designer.</p> | <p><b>Painting</b><br/>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.<br/>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p><b>Ongoing:</b> Explain the style of how my work and how it has been influenced by a famous artist or designer.</p> | <p><b>Sculpture</b><br/>Model and develop work through a combination of pinch, slab, and coil.<br/>Work around armatures or over constructed foundations.<br/>Confidently carve a simple form.</p> <p><b>Ongoing:</b> Explain the style of how my work and how it has been influenced by a famous artist or designer.</p> |

The school's intent for Art focusses on developing the children's skills alongside their appreciation of the works of famous artists. We ensure that the children have the opportunity to be creative whilst developing their skills through a series of focused lessons. We believe that the best way of ensuring progression is to develop the three areas of Art in the National Curriculum and ensure that there is clear progression throughout each area of drawing, painting and sculpting. Skill development will begin with the opportunity to experiment with materials and tools supporting the progress of fine motor skills and creativity, we will then focus upon skills development. After this, children are introduced to an artist, it is here children will study and explore that artist by using the skills they have begun to work on. Following this, children are given the opportunity to take inspiration from the artist to develop and create their own individual piece of artwork.

In Drawing children use skills such as hatching, scribbling, stippling, and blending to create light/ dark lines and creating texture, they then to develop their skills to show tone and texture progressing to perspective and dimension until a sustained piece of artwork is produced over a series of lessons.

In Painting the focus begins with the understanding of primary colours and how these are mixed to produce different colours, tones and shades. Children then develop their control of the range of marks they can make to produce a more detailed painting that shows the skills they have developed.

In Sculpture simple skills such as rolling, pinching and kneading develop into more sophisticated skills such as carving. The finish of each piece of sculpture will progress to looking at ways to glaze, paint, and polish more complex and detailed pieces of art.

Sketch books will play a vital role in allowing children to experiment with techniques before producing a full piece of artwork. Each child will be allocated a sketch book in Year 1 and this will travel through school with them showing their progress throughout Art whilst allowing them to refer back to techniques that have been taught and for them to build their skills set to produce more complex and sustained pieces of work toward the end of Year 5 and 6.