

Thinking School Federation Art Unit Overview

Nursery and Reception (EYFS)



Birth to three – babies, toddlers and young children will be learning to:

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Examples of how to support this:

Stimulate babies' and toddlers' early interest in making marks. Offer a wide range of different materials and encourage children to make marks in different ways.

Suggestions:

- invite them to submerge their fingers in cornflour
- play with a stick in the mud
- place hands and feet in paint
- use tablets or computers
- introduce colour names



Birth to three – babies, toddlers and young children will be learning to:

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.

Examples of how to support this:

Stimulate young children's interest in modelling.

Suggestions: provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.

Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them.



3 and 4-year-olds will be learning to:

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.

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.

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

Examples of how to support this:

Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.

Encourage children to draw from their imagination and observation.

Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”

Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.



Children in reception will be learning to:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Examples of how to support this:

Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

Provide opportunities to work together to develop and realise creative ideas.

Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

Visit galleries and museums to generate inspiration and conversation about art and artists.



3 and 4-year-olds will be learning to:

Explore different materials freely, 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.

Examples of how to support this:

Offer opportunities to explore scale.

Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

Listen and understand what children want to create before offering suggestions.

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.

Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.



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Key Stage 1	Autumn- Drawing	Spring- Painting	Summer- Sculpture
<p>Year 1</p>	<p>Seasonal changes</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> To begin to control the types of marks made To use and experiment with a variety of media To produce lines of different thickness and tone using a variety of media. To create a variety of patterns and textures <p>Artist: John Nash Paul Renoir</p> <p>Suggested Outcome:</p> 	<p>Colour Splash</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> ● Be able to hold a paintbrush correctly and use the tip to paint with ● Know the primary colours ● Mix secondary colours from primary colours ● Know that when mixing, dark colours should always be added to light colours ● Match colours to objects  <p>Artist: Kandinsky</p> <p>Suggested Outcome: Create a painting in the style of the artist Kandinsky</p> 	<p>Pinch Pots</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> ● To be able to manipulate modelling materials including clay. ● Understands what happens when you add water. ● Experiment with rolling clay and pressing objects into it. ● To be able to create a thumb pot. ● Developing understanding of different media and joining. ● To be able to form specific 3D shapes from clay – sphere, cone, cube cuboid ● To be able to join clay to create a freestanding form. <p>Artist: Elizabeth Fritsch</p> <p>Suggested Outcome: Create a vessel in the style of the artist. To make choices which technique they will use to create their vessel.</p> 

Year 2

Self- Portraits

Children should be taught to:

- Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Understand tone through the use of different grades of pencils (HB, 2B, 4B)

Artist:

Frieda Kahol

Suggested Outcome:

Create a self-portrait in the style of Frieda Kahol using tone, proportion and observational skills.



Great Fire of London Portraits

Children should be taught to:

- Experiment with mark making using a range of brushes
- Mix secondary colours from primary colours plus: begin to make tints and shades by adding colour to white and dark colours to lighter colours.



- Experiment with different thicknesses of paint (watercolour/ready mix) Be able to describe the difference between textures of different paints and the effect they have.
- Create washes using watercolour paint
- Create movement using a range of techniques (such as: repetition of shapes, swirling arcs, circles, swirls)

Artist:

Turner: Painting the Fire at the Great Store - Tower of London

Suggested Outcome:

Create a painting in the style of Turner linked to the Great Fire of London. Select own brushes and colours and apply techniques to show movement and use a range of textures.



Kente Printing

Children should be taught to:

- Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Experience impressed printing: e.g. printing from objects.
- Use equipment and media correctly and be able to produce a clean printed image.
- Explore printing in relief: e.g. String and card.
- Begin to identify forms of printing: Books, posters pictures, fabrics.
- Use printmaking to create a repeating pattern.
- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Demonstrate experience at impressed printing: drawing into ink, printing from objects.
- Use equipment and media correctly and be able to produce a clean printed image.
- Make simple marks on rollers and printing palettes
- Take simple prints i.e. mono - printing.
- Experiment with overprinting motifs and colour.

Artist:

Kente

Suggested Outcome:

Create a print in the style of Kente printing using geometric designs. And repeated patterns.



Key Stage 2

Year 3

The Great Wave

Children should be taught to:

- To produce a sketch by sketching lightly and drawing in proportion.
- To add colour by using pastel.
- To choose whether to add a solid block of colour, smudge to blend colour, or create texture, using the pastels.

Artist: Katsushika Hokusai

Suggested Outcome



Prehistoric Prints

Children should be taught to:

- To develop line mark making and textures with charcoal
- To understand proportion in my drawings using charcoal.
- To understand and use scale to enlarge drawings in a different medium
- To understand how to use the colour families and hues

Artist: Picasso

Suggested Outcome



African Clay Masks




Children should be taught to:






- To understand how to use joining techniques with clay
- To understand how to decorate sculpture adding expression through texture.
- To develop the knowledge and skills of using a variety of tools.

Artist: African masks

Suggested Outcomes



<p>Year 4</p>	<p>London Landmarks</p> <p>Children should be taught to:</p> <p>To use a grid to draw.</p> <p>Demonstrate perspective: Using line (one-point perspective) Using tone (the further away an object is the lighter/hazier it becomes. The closer the object the sharper it becomes) Know depth of field (Knowing that an object is in front of another object because part of an object is hidden) Use viewfinders to select an area of focus for drawing Draw an object from a range of viewpoints, angles and perspectives. Draw the same landmark from a range of angles</p> <p>Artist: Stephen Wiltshire</p> <p>Suggested Outcome</p> 	<p>Still Life Portraits</p> <p>Children should be taught to:</p> <p>To investigate different ways of applying paint To mix tints and shades of a colour To use tints and shades to give a three-dimensional effect when painting To consider proportion and composition when planning a still life painting To apply knowledge of colour mixing and painting techniques to create a finished piece</p> <p>Artist: Paul Cezanne</p> <p>Suggested Outcome</p> 	<p>Soap Sculptures</p> <p>Children should be taught to:</p> <p>To develop the knowledge and skills of using a variety of tools. To create a 3D sculpture. To understand how to decorate sculpture adding expression through texture.</p> <p>Artist: Barbra Hepworth</p> <p>Suggested Outcome</p> 
<p>Year 5</p>	<p>Botanical Drawings</p> <p>Children should be taught to:</p>	<p>Tudor Portraits</p> <p>Children should be taught to:</p>	<p>Greek vases</p> <p>Children should be taught to:</p>

	<p>To experiment with values Create a range of lines and tones to represent different textures of objects using drawing pencils (E.g Plants) Observe and draw separate parts of plant in detail before trying to draw the whole plant – leaf, stem etc Selectively apply colour over a drawing (pencil, pastel) Blend colours and tone to represent an object (E.g. flower) Use magnifying glasses to observe and replicate detail in drawings Work in the negative (E.g. white chalk on black paper, rubber into graphite)</p> <p>Artist: Francesca Anderson</p> <p>Suggested Outcome</p> 	<p>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. Continue to explore harmonies through colour mixing (see years 3 and 4) Explore complementary opposites and contrasting colours using the colour wheel. Build on mark making by exploring different shapes. Create compositions and select from 2 or 3 ideas. Know that when you create a layered image you paint a background first and works forwards. (Wash in the background first and build onto)</p> <p>Artist: National Portrait Gallery</p> <p>Suggested Outcome</p>  	<p>Understand how to use modelling with clay To understand how to use different tools with clay to cut, add shape, texture and pattern. To understand how to create slips. To use the coiling method.</p> <p>Artist: Magdalene Odundo</p>  
<p>Year 6</p>	<p>Evolution Drawing</p> <p>Children should be taught to:</p>	<p>Composition Painting</p> <p>Children should be taught to:</p>	<p>Orla Keily Prints</p> <p>Children should be taught to:</p>

To experiment with different sketching styles
To draw from a reference
Be confident selecting and using a range of media to draw with.
Apply a range of techniques in a variety of ways to create particular effects – skin / feathers etc
Have a wide knowledge of a range of artists over different time periods and cultures

Artist: Leonardi Di Vinci

Suggested Outcome



To analyse paintings
To use complementary colours
To understand how shadow colours are created
To paint using colour theory
To paint a whole composition

Artist: David Hockney

Suggested Outcome



To design and create printing blocks.
To develop knowledge and skills of mono block and relief printing.
To develop accurate patterns.

Artist: Orla Kiely

Suggested Outcome

