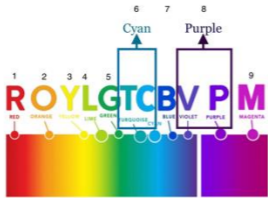


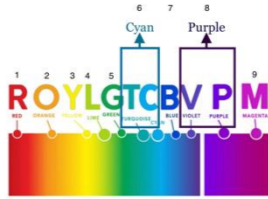
Art Overview	<div>At St Teresa’s in Art children will:</div> <ul style="list-style-type: none">• produce creative work, exploring their ideas and recording their experiences• become proficient in drawing, painting, sculpture and other art, craft and design techniques• evaluate and analyse creative works using the language of art, craft and design• know about a range of artists, craft makers and designers, and understand the historical and cultural development of their art forms.• Work will be developed through different perspectives- observation, imagination or memory, ideas via experience, solve a problem/explore a concept		
EYFS	<div><div><div>EYFS</div><div><div>3 and 4 year olds Nursery</div><div><div><div>PHYSICAL</div><div>Use large-muscle movements to wave flags and streamers, paint and make marks.</div><div><ul style="list-style-type: none">• Choose the right resources to carry out their own plan.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils</div><div><div>EXPRESSIVE ARTS AND DESIGN</div><div>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</div><div><ul style="list-style-type: none">• 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.• 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.</div></div></div><div><div>Reception</div><div><div>PHYSICAL</div><div>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</div><div><ul style="list-style-type: none">• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Develop overall body-strength, balance, coordination and agility</div></div><div><div>EXPRESSIVE ARTS AND DESIGN</div><div>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</div><div><ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills</div></div></div></div></div><div><div>EARLY LEARNING GOALS</div><div><div>PHYSICAL</div><div>ELG-FINE MOTOR SKILLS</div><div>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</div><div><ul style="list-style-type: none">• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.</div></div><div><div>EXPRESSIVE ARTS AND DESIGN</div><div>ELG-CREATING WITH MATERIALS</div><div>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</div><div><ul style="list-style-type: none">• Share their creations, explaining the process they have used.</div></div></div></div></div>		
EYFS	<div><div>Nursery</div><div><div>Creating with materials</div><div>Inspired by Kandinsky “Circles”</div><div>The Dot</div><div>Inspired by</div><div>Van Gogh “Starry Night”</div><div>Inspired by Andy Goldsworthy “Spirals”</div><div>Katsushika Hokusai “The Great Wave”</div><div>Inspired by Georgia O Keeffe “Flowers”</div><div>Inspired by Giuseppe Arcimboldo & Pablo Picasso</div></div></div>	<div><div>Reception</div><div><div>Creating with materials</div><div>Inspired by George Seurat</div><div>Inspired by Gustav Klimt - Autumn trees</div><div>Inspired by Piet Mondrian</div><div>Inspired by Henri Matisse ‘leaves’</div><div>Exploring colour and pattern</div><div>Transient art</div></div></div>	

EYFS
Colour thread

Nursery: Introduce Hue Families. (An expanded set of names beyond those of rainbow)
Colours belong to a Hue Family.
Pluralise Hue Names. Reds Oranges Yellows Limes Greens Cyans Blues Purples Magentas



Reception: Explore Hue Families from an expanded set of Hue names. (beyond the rainbow)
Identify Hue Families in order.
Pluralise Hue Names. Reds
Oranges Yellows Limes Greens Cyans Blues Purples Magentas



Year

KS1

KS2

Lower KS2

Upper KS2

Thread

- During this key stage, pupils will be taught:
- to use a range of materials creatively to design and make products
 - to use drawing and painting to develop and share their ideas, experiences and imagination
 - to develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

- During this key stage, pupils will be taught to:
- 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 and painting with a range of materials [for example, pencil, charcoal, paint, clay]
 - about great artists, architects and designers in history.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Colour Literacy
Thread

Playful colour mixing.
Experiment with mixing a Grey Scale.
Whites, Greys, Black,

Mix Hue Variations in various media
using black & white = can you make
colours lighter + darker?

Examples of these 4 characters on
display, Pale, Muted, Vivid, Dark.
Teacher drops these terms into
discussions.
Light + colour experiment



Identify Hue Variations
From different sources, / different environments,
Experiment mixing colours in different media to match found
colours, e.g. leaves, toys, flowers, pictures.
Can you work out in which Hue Family your new colours best
fit?
Which character describes them best? Pale, Muted, Vivid, Dark



Identify Hue Variations
in works of art & different media.
Colour Attributes.
Colours belong to a Hue Family.
Lighter colours = higher in Value.
Darker colours = lower in Value.
Vivid colours = high in Chroma.
Muted colours = lower in Chroma.
Characters:
Pale,Muted,Vivid,Dark
Which of these attributes can you
spot in your own colour
experiments/piece?



Mix vivid colours to
represent saturated Hue
Parents to create a
Gradient Hue Circle.
Vivid = very high in Chroma.
Experiment with a range of
media for the best version.
(may include subtractive
mixing + additive mixing)
Include Purples +
Magentas.



Comparative Mixing.
Additive mixing. e.g.
(computers, TV's, phones, stage
lights)
Recognise you need an
appropriate set of colours for
the mixing process used.
Additive mixing = light
Red (R) Green (G) Blue (B)



Subtractive mixing = (paints,
dyes, inks, layered filters,
glazes)
Recognise the best set of
starting colourants to develop
the widest range of colours, for
the particular mixing process
used.
Subtractive mixing = Cyan (C)
Magenta (M) Yellow (Y) and for
printing Black (B)
e.g. experiment with use of
colour to create mood of a city
or distance in a landscape.



Developing Ideas		<p>*Start to record simple media explorations in a sketchbook.</p>	<p>*Use a sketchbook to record media exploration.</p> <p>*Experiment with techniques</p> <p>*Make notes in a sketch book about techniques used by artists</p>	<p>*Use a sketchbook for skill practise.</p> <p>*consider artists’ work to inspire own work.</p> <p>*Use a sketchbook to plan and develop simple ideas.</p> <p>*Annotate work in sketchbook.</p>	<p>*Use sketchbooks to collect and record visual information.</p> <p>*Use a sketchbook to try out ideas e.g. plan colours.</p> <p>* Use a sketch book to express likes & dislikes.</p> <p>* Share ideas about their work. (Visual elements)</p>	<p>*Use sketchbooks to collect and record visual information from different sources.</p> <p>*Use a sketchbook to develop skills.</p> <p>*Use a sketch book to develop original ideas.</p> <p>*Make connections with their work & the work of others.</p> <p>*Annotate effectiveness of own experiments.</p>	<p>*Use sketchbooks to collect and record visual information from different sources.</p> <p>*Plan & try out ideas.</p> <p>* Adapt work as and when necessary and explain why.</p> <p>*Add notes which consider how a piece of work may be developed further</p>
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing and sketchbook- Key concepts		<p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p><u>Key Concepts:</u> That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others</p>	<p>Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> <p><u>Key Concepts:</u> That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</p>	<p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p><u>Key Concepts:</u> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p>	<p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p><u>Key Concepts:</u> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.</p>	<p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p><u>Key Concepts:</u> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</p>	<p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p><u>Key Concepts:</u> That drawing and making have a close relationship. That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. That we can use methods such as the grid method and looking at negative space to help us draw.</p>

						That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.
<u>Surface and Colour- Key concepts</u>	<p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry</p> <p><u>Key Concepts:</u> That we can make a “plate” from which to “print” That there is a relationship between plate and print: e.g. negative / positive. That we can use print to create “multiples” That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</p>	<p>Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p> <p><u>Key Concepts:</u> When we make mono prints we use mark making to create one off prints. When we make mono prints we create an impression of a drawing. That we can generate playful narratives and inventions through drawing. That we understand that using a range of marks will generate different effects when creating mono prints. That we can create creative responses to different stimuli and make the work our own.</p>	<p>“Painting with Scissors”: Collage and stencil in response to looking at artwork</p> <p><u>Key Concepts:</u> That we can be inspired by key artworks and make our own work in creative response. That we can use shape and colour as a way to simplify elements of the world. That shapes have both a positive and negative element. That we can arrange shapes to create exciting compositions. That we can build up imagery through layering shapes. That we can use collage to inspire prints.</p>	<p>Exploring how we can use colour, line and shape to create patterns, including repeating patterns</p> <p><u>Key Concepts:</u> That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes.</p>	<p>Explore how artists use a variety of media to capture spirit of the place</p> <p><u>Key Concepts:</u> That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes. That artists often work outside (plein air) so that all their senses can be used to inform the work. That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. We can share our artistic discoveries with, and be inspired by each other. We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.</p>	<p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> <p><u>Key Concepts:</u> That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences, and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.</p>
<u>Working in 3 dimensions- Key concepts</u>	<p>Exploring materials and intention through a playful approach.</p>	<p>Explore how you can transform a familiar object into new and fun forms.</p>	<p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film</p>	<p>How might we use food and art to bring us together?</p>	<p>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p>	<p>Explore how traditional and contemporary artists use cutouts and shadow puppets.</p>

	<p><u>Key Concepts:</u> That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. That we can reflect upon our intention when we see our ideas made physical.</p>	<p><u>Key Concepts:</u> That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. That making art can be playful and fun. That we can create things for other people to enjoy/use. That we can use our imagination to help us shape the world.</p>	<p><u>Key Concepts:</u> That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re- interpreting and re- inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.</p>	<p><u>Key Concepts:</u> That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together</p>	<p><u>Key Concepts:</u> That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.</p>	<p><u>Key Concepts:</u> That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. That we can work in collaboration with others to make a shared experience.</p>
<p><u>Vocabulary- Drawing and sketchbook</u></p>	<p>Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, “Spaces and Places” Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour, Reflect, Discuss, Share, Think</p>	<p>Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback</p>	<p>Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback</p>	<p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance</p>

Vocabulary-
Colour and surface

Vocabulary-
Working in 3d

SEE COLOUR LITERACY THREAD	SEE COLOUR LITERACY THREAD	SEE COLOUR LITERACY THREAD	SEE COLOUR LITERACY THREAD	SEE COLOUR LITERACY THREAD	SEE COLOUR LITERACY THREAD	SEE COLOUR LITERACY THREAD
Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Arrangement Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange Explore, Try, Test, Reflect Artwork, Artist: Printmaker Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Narrative, Story, Imagination, Invent, Discover	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture, Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality, Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,	Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange Fold, Origami, Design, Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,
Sculpture, Sculptor, Three Dimensions Respond Response Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine Tools, Construct, Structure, Balance				Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	

