

WHOLE SCHOOL LONG TERM SUBJECT OVERVIEW

EYFS

Programme of Study	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
EI values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	
EYFS Theme	All About Us (Diversity)	Celebrations and Festivals (Values and Perception)	Friendship and Fairness (Social Justice)	Caring for our Environment (Sustainable development)	People who Help Us (Interdependence)	
Ongoing Nursery	<ul style="list-style-type: none"> Ongoing Across Nursery Year Exploring, evaluating & developing ideas: Alongside children's open-ended play / learning with art materials, practitioners should: □ scaffold learning □ target specific skills □ develop thinking □ encourage children to talk about their art work □ model responses to their art to develop their thinking □ describe the children as 'artists' □ introduce the children to the work of famous artists □ visit galleries, where possible to extend their learning. 					
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) □ surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps □ inside and outside experiences on a large and small scale □ collaborative projects						
Termly Objectives Breakdown Nursery	<p>Explore mark-making: - As early gestures of drawing (e.g. making horizontal lines, circular marks) - In a variety of contexts (e.g. scribbles in response to music)</p> <p>Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark-maker.</p> <p>Choose and explore a variety of colour medium, colour mixing on a variety surfaces</p>	<p>Use mark-making to: - Represent simple forms and movement - Create shorter lines, curves, enclosed circles; discovering that lines can make shapes</p> <p>Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces. Use markmakers with increasing confidence and control.</p> <p>Explore mixing colours, begin to talk about / name colours and observe the changes.</p>	<p>Draw lines and shapes to:</p> <ul style="list-style-type: none"> - Represent simple forms and movement - Record observations and feelings; adding meaning to pictures (e.g. draw a person using a circle for a head and straight lines for limbs) - Draw from imagination, using simple abstract lines and shapes In painting, begin to be able to select a brush, 'dip, draw, wash and wipe' technique to keep colours clear. Become more confident in using different mark-makers with increasing control and efficiency. Become more selective of colours to achieve a desired effect 			

Printing: Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).						
Termly Objectives Breakdown Nursery	Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold.		Explore with natural and man-made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated.		Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.	
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Explore skills such as joining, stacking, re-shaping and using simple tools □ Offer a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, shells) □ Provide small and large scale projects (indoors & outdoors), including some collaborative						
Termly Objectives Breakdown Nursery	Playdough: Explore properties e.g. poking, pulling, pinching, squeezing, patting. Loose Parts: Explore properties of different objects /materials: moving, combining, lining up and stacking.		Playdough: Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to roll sausages and ball shapes. Loose Parts: Begin to use selected parts to create simple constructions and models. Use simple tools to join, fix, cut etc.		Playdough: Make a clay form & manipulate it with fingers to suggest a subject. Loose Parts: Begin to make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making.	
Collage: Offer a variety of: □ materials e.g. textured papers, recycled materials, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles) □ tools e.g. scissors, glue sticks. □ experiences e.g. light box.						
Termly Objectives Breakdown Nursery	Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface.		Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting.		Find, collect, arrange and stick material onto a surface to make a picture or pattern.	
Reception LQ	How Are We All Different?	Why Do We Celebrate?	How Can I Be Fair?	How do I Look After the Environment?	How Do People Help Us?	
Ongoing Reception	<ul style="list-style-type: none"> Ongoing Across Reception Year Exploring, evaluating & developing ideas: Alongside children's open-ended play / learning with art materials, practitioners should: □ scaffold learning □ target specific skills □ develop thinking □ encourage children to talk about their art work □ model responses to their art to develop their thinking □ describe the children as 'artists' □ introduce the children to the work of famous artists □ visit galleries, where possible to extend their learning 					
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness' (e.g. brushes felt pens, pencils, charcoal, pastels, crayons) □ on a variety of 2D and 3D surfaces (e.g. papers, card, recycled materials, foil, corrugated card, old maps) □ inside and outside on a large and small scale □ collaborative projects						
Termly Objectives Breakdown Reception	Begin to draw with purpose, deciding what to draw before making marks. Use a variety of mark-makers with increasing control and efficiency. Understand that they can draw through observation (e.g. portraits using mirrors) In painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear.		Develop drawing within a range of contexts (e.g. telling a story, figurative or responding to the way an object moves or feels). Return to and build on previous learning. Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. Mix various shades of primary colours to create secondary colours and use these in artwork.		With independence, create drawings based on feelings, real / imaginative experiences and stories. Use drawing tools with care and increasing precision. Draw with increasing complexity and detail. Observe colour in nature and represent it in artwork; mixing colours to match what they see. Work collaboratively with other children, sharing ideas, resources	

	Explore what happens mixing primary colours to create secondary colours.		and skills. Return to and build on previous learning, refining ideas and developing ability to represent them.
Printing: Revisit techniques from nursery and create own block print with everyday objects (natural and man-made), with techniques such as marking, cutting, crimping, crunching.			
Termly Objectives Breakdown Reception	Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures.	Have own ideas for print making (e.g. finding their own everyday objects) to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark.	Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects (e.g. using irregular and repeating patterns).
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Revisit and extend skills such as cutting, folding, tearing, joining, stacking, re-shaping and techniques such as papier mâché □ Offer and extend a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, pine cones) and different types of glue (e.g. PVA, glue sticks, flour & water) □ Involve children in small and large scale projects (indoors & outdoors), including some collaborative experiences - allowing them to share ideas, resources and skills			
Termly Objectives Breakdown Reception	Clay/Playdough: Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. sausages, balls, thumb pot). Use tools appropriately to roll, cut, flatten etc. Loose Parts: Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.	Clay/Playdough: Combine pieces using different techniques and tools to represent a familiar object (e.g. a caterpillar) and represent the feel of an object (e.g. spiky, furry, smooth). Loose Parts: Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.	Clay/Playdough: Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces) For instance, with a systematic approach - begin with a body, add a head, legs and a tail to make a dog. Loose Parts: Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.
Collage: Offer a variety of: □ materials e.g. recycled textured materials, weaving materials, natural resources (leaves, shells, pebbles), □ tools e.g. zig-zag scissors □ experiences e.g. light box			
Termly Objectives Breakdown Reception	Explore different contrasting textures e.g. rough, smooth. Use techniques (e.g. folding, crunching, tearing and cutting) to create different effect.	Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.	Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.

KS1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EI values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	Be positive

Whole School Theme	Diversity	Values & Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
Year 1	D&T Cooking and Nutrition	<p>DRAWING Half portraits, using line to create shape and consider colour for purpose.</p> <p>Lesley Martyn</p>	<p>COLLAGE Animal collages introducing basic collage techniques using paper, card and tissue paper.</p> <p>Megan Coyle</p>	D&T Structures	<p>PAINTING Inspired by 'Sunflower' children accurately mix primary colours to make secondary colours and use different brush sizes and strokes to achieve a planned effect.</p> <p>Van Gogh</p>	D&T Mechanisms
Year 2	<p>DRAWING Inspired by RL's pop art work, children will draw their self portraits using stippling and cross-hatching and bold colours to represent their beauty.</p> <p>Roy Lichtenstein</p>	D&T Mechanisms	D&T Cooking and Nutrition	<p>3D Sculpture Inspired by TM 's foil sculpture, chn manipulate foil into a plant or flower.</p> <p>Toshihiko Mistuya / Georgia O'Keeffe</p>	D&T Textiles	<p>PRINTING Inspired by Seurat and Tcega chn create seaside monoprints with pointillism detail.</p> <p>Jan Tcega & George Pierre Seurat</p>
Year 3	<p>DRAWING Chn explore positive and negative space, and use charcoal to explore tone</p> <p>John Singer</p>	D&T Cooking and Nutrition	<p>PAINTING Chn explore complementary colours and develop paint scales using tints and shades</p> <p>Monet</p>	D&T Mechanical Systems	<p>COLLAGE Chn select and arrange materials for striking effect. Ensure work is precise. Use fabrics to create mosaic like collage.</p> <p>Stella McCartney/Susan Shrenk</p>	D&T Shell Structures
Year 4	<p>DRAWING Chn experiment with proportion and use tone to create depth in their portraits</p> <p>Mary Cassett Oil Pastel Portraits</p>	D&T Cooking and Nutrition	D&T Electrical Systems	<p>3D SCULPTURE Chn mould, roll and join clay using a clay slip inspired by roman and greek pottery</p> <p>Ancient Greek /Roman Clay Pottery</p>	<p>PRINTING Chn make printing blocks using string and can make precise repeating patterns.</p> <p>Relief Printing Andy Lovell</p>	D&T Textiles
Year 5	DRAWING	D&T Mechanical Systems	D&T Textiles	PAINTING	3D SCULPTURE	D&T Food - Celebrating

	<p>Chn looks closely at the eye to create detailed eye portraits. They use scale and proportion more accurately and apply the effects of light.</p> <p>Jose Vergara</p>			<p>Chn explores tetriatry and harmonious colours. They work in a sustained way to develop their own style of painting.</p> <p>Frida Kahlo</p>	<p>Chn transforms their 2D ideas into 3D structures. They shape, form and model malleable and rigid recycled materials.</p> <p>Richterova</p>	<p>seasonality</p>
<p>Year 6</p>	<p>D&T Food - Celebrating Culture</p>	<p>DRAWING</p> <p>Chn merge their imagination and reality in their multimedia portraits, making sensible choices on the shading techniques they use.</p> <p>Ben Hein</p>	<p>PRINTING</p> <p>Chn will create press printing blocks by removing sections. Chn will build up layers of colour and create an accurate pattern showing fine detail.</p> <p>Yasmin Kathrada</p>	<p>D&T Electrical Systems</p>	<p>D&T Structures</p>	<p>COLLAGE</p> <p>Chn create their own mood board using mixed media. Chn express themselves through collage.</p> <p>Mixed Media</p>

EYFS STATUTORY FRAMEWORK

EYFS Statutory Educational Programme:

Expressive arts and design: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals:

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;

Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Development Matters Objectives (Non statutory)

- 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
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.
- 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.