St Aidan's Art Overview 2022-2023



			EYFS			
Term/Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Media	Painting		Collage		Printing	
	Self portraits		Emergency services		Seasons printing (Using a	
	Poppies for		collages		range of natural objects)	
	Remembrance day				Creative Eco Printing:	
					Seaweed and shells	
Artist Inspiration	Various		John Turck/Robert		Matilda Dracula	
			Carner			
Skills	To recognise and		Enjoy playing with		Rubbings	
	name different		and using a variety of		Print with variety of	
	colours. Understand		textiles, materials		objects Print with	
	that when colours are		and fabric.		block colours	
	mixed, new colours					
	are created.		Look and talk about			
	To select and create		what they have			
	different colours.		produced, describing			
	Use a variety of tools		simple techniques and			
	to apply paint, e.g.		media used.			
	brushes of different					
			Sensory experience			

sizes, sponges, fingers,	
objects.	Recognise and
Explore working with	describe key features
paint on different	of their own and
surfaces and in	others' work.
different ways (e.g.	
different textured,	
coloured, sized and	
shaped paper).	
To work from direct	
observation and	
imagination.	
To talk about their	
own work.	

	Sycamore Class					
Term/Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Weather and Seasons	Toys over time	Our school and where	The Great Fire	Our place in the world	Grace Darling
			we live			
Media	Painting		Collage		Printing	
	Seasonal painting		Collage Birds		Creative Eco Printing	

		(Linked to Science	
		topic)	
Artist Inspiration	. Robert and Sonia	Mark Hearld	Orla Kierly
	Delaunany		
Skills	Children can explore	Children will have the	Children experiment with
	using a variety of	opportunity to explore	shape and pattern, looking
	different brushes to see	creating a variety of	at repeated patterns and
	what happens. Children	images on different	different materials to make
	begin to learn the	backgrounds with a	texture,
	primary colours and	variety of media,	e.g. sponges.
	experiment with mixing	e.g. paper, magazines,	KS1 Art and Design
	paints to understand	etc. Children	National Curriculum
	tone and secondary	experiment with sorting	To become proficient in
	colours.	and arranging materials	other art, craft and design
	KS1 Art and Design	and refining their work.	techniques
	National Curriculum	KS1 Art and Design	– printing.
	To become proficient in	National Curriculum	To develop a wide range of
	painting techniques.	To become proficient in	art and design techniques
	To use painting to	other art, craft and	in using colour and texture.
	develop and share their	design techniques –	Children can:
	ideas, experiences and	collage.	copy an original print;
	imagination.	To develop a wide range	use a variety of materials,
	Children can:	of art and design	e.g. sponges, fruit, blocks;
	name the primary and	techniques in using	demonstrate a range of
	secondary colours;	texture, line, shape,	techniques, e.g. rolling,
	experiment with	form and space.	pressing, stamping and
	different brushes	Children can:	rubbing;
	(including brushstrokes)		

and other painting	use a combination of	use key vocabulary to
tools;	materials that have	demonstrate knowledge
mix primary colours to	been cut, torn and	and understanding in this
make secondary colours;	glued;	strand: colour, shape,
add white and black to	sort and arrange	printing, printmaking,
alter tints and shades;	materials;	woodcut, relief printing,
use key vocabulary to	add texture by mixing	objects.
demonstrate knowledge	materials;	
and understanding in	Use key vocabulary to	
this strand: primary	demonstrate knowledge	
colours, secondary	and understanding in	
colours, neutral colours,	this strand: collage,	
tints, shades, warm	squares, gaps, mosaic,	
colours, cool colours,	features, cut, place,	
watercolour wash,	arrange.	
sweep, dab, bold		
brushstroke, acrylic		
paint.		

			Poplar Class			
Term/Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	What's it like in Africa?	Explorers	Our extreme world	Titanic	Mapping Skills	Rosa Parks and Emily
						Davison
Media	Painting		Collage		Textiles	
	Colour Chaos		Gaudi inspired animals		Weaving	
			(Linked to science topic)			
Artist Inspiration	Kandinsky		Antoni Gaudi		Gunta Stolzl	
Skills	Children can explore		Children will have the		Children have the	
	using a variety of		opportunity to explore		opportunity to look at	
	different brushes to see		creating a variety of		and practise a variety of	
	what happens. Children		images on different		techniques, e.g. weaving,	
	begin to learn the		backgrounds with a		dyeing and plaiting. They	
	primary colours and		variety of media,		explore which textiles are	
	experiment with mixing		e.g. paper, magazines,		best to use and produce	
	paints to understand		etc. Children		the best result.	
	tone and secondary		experiment with sorting		Children will also explore	
	colours.				decorating and	

KS1 Art and Design	and arranging materials	embellishing their textiles
National Curriculum	and refining their work.	to add detail, colour and
To become proficient in	KS1 Art and Design	effect.
painting techniques.	National Curriculum	KS1 Art and Design
To use painting to	To become proficient in	National Curriculum
develop and share their	other art, craft and	To become proficient in
ideas, experiences and	design techniques –	other art, craft and
imagination.	collage.	design techniques –
Children can:	To develop a wide range	textiles.
name the primary and	of art and design	To develop a wide range
secondary colours;	techniques in using	of art and design
experiment with	texture, line, shape,	techniques in using
different brushes	form and space.	colour, pattern and
(including brushstrokes)	Children can:	texture.
and other painting	use a combination of	Children can:
tools;	materials that have	show pattern by
mix primary colours to	been cut, torn and	weaving;
make secondary colours;	glued;	use a dyeing technique to
add white and black to	sort and arrange	alter a textile's colour
alter tints and shades;	materials;	and pattern;
use key vocabulary to	add texture by mixing	decorate textiles with
demonstrate knowledge	materials;	glue or stitching, to add
and understanding in	Use key vocabulary to	colour and detail;
this strand: primary	demonstrate knowledge	use key vocabulary to
colours, secondary	and understanding in	demonstrate knowledge
colours, neutral colours,	this strand: collage,	and understanding in
tints, shades, warm	squares, gaps, mosaic,	this strand: textiles,
colours, cool colours,		fabric, weaving, woven,

waterc	rcolour wash, f	^c eatures, cut, place,	placemat, loom,
sweep,	o, dab, bold a	arrange.	alternate, over, under,
brushs	stroke, acrylic		decoration, decorative,
paint.			batik dye, dye, wax,
			resist, crayons, ink,
			apply, set.

	Maple Class					
Term/Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Where I live	Ancient Eygpt	Changing Jobs	The Stone Age to Iron	Water and the water	Local Study
				age	cycle	
Media	Drawing		Collage		Printing	
	Blue Planet inspired		Busy people collage		Hokusai art	
	conservation 3D		(Jobs in our world)		(The Great wave)	
	drawing.					

rtist Inspiration	Ian Macarthur	Martin O'Neill	Hokusai
Skills	Children develop their	Children continue to	Children use a variety of
	knowledge of drawing	explore creating collage	printing blocks, e.g.
	by continuing to use a	with a variety of media,	coiled string glued to a
	variety of drawing tools	e.g. paper and	block, and explore what
	from KS1. They are	magazines. They	effect making their own
	introduced to new ways	experiment with sorting	blocks has on shape and
	of making effect	and arranging materials	texture.
	through tone, texture,	with purpose to create	KS2 Art and Design
	light and shadow. They	effect. They learn new	National Curriculum
	have the opportunity to	techniques, e.g.	To improve their
	use vocabulary learned	overlapping, tessellation,	mastery of art and
	in KS1 accurately, e.g.	mosaic and montage.	design techniques with a
	shading, thick and thin.	KS2 Art and Design	range of materials –
	KS2 Art and Design	National Curriculum	printing.
	National Curriculum	To improve their	Children can:
	To become proficient in	mastery of art and	use more than one colour
	drawing techniques.	design techniques with a	to layer in a print;
	To improve their	range of materials –	replicate patterns from
	mastery of art and	collage.	observations;
	design techniques,	Children can:	make printing blocks;
	including drawing, with	select colours and	make repeated patterns
	a range of materials.	materials to create	with precision;
	Children can:	effect, giving reasons for	use key vocabulary to
	experiment with	their choices;	demonstrate knowledge
	showing line, tone and	refine work as they go	and understanding in
		to ensure precision;	this strand: line, pattern,

	texture with different		learn and practise a		texture, colour, shape,	
	hardness of pencils;		variety of techniques,		block printing ink,	
	use shading to show		e.g. overlapping,		polystyrene printing	
	light and shadow		tessellation, mosaic and		tiles, inking rollers.	
	effects;		montage;			
	use different materials		use key vocabulary to			
	to draw, e.g. pastels,		demonstrate knowledge			
	chalk, felt tips;		and understanding in			
	show an awareness of		this strand: texture,			
	space when drawing;		shape, form, pattern,			
	use key vocabulary to		mosaic.			
	demonstrate knowledge					
	and understanding in					
	this strand: portrait,					
	light, dark, tone,					
	shadow, line, pattern,					
	texture, form, shape,					
	tone, outline.					
			Elm Class		<u> </u>	
Term/Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Focus on Europe	Mayan civilisation	Mountains and Rivers	Roman Empire	Resources and trade	Crime and Punishment
Media	Drawing		Collage		Textiles	
	Famous building		Country Collage		African weaving	
	drawing		(Create a collage in			
			shape of a			
			river/mountain scene).			
Artist Inspiration	n Stephen Wiltshire		Emma Majury		Anni Albers	

Skills	Children develop their	Children continue to	Children develop their
	knowledge of drawing	explore creating collage	weaving and colouring
	by continuing to use a	with a variety of media,	fabric skills further. They
	variety of drawing tools	e.g. paper and	are also introduced to
	from KS1. They are	magazines. They	the skill of stitching in
	introduced to new ways	experiment with sorting	Lower KS2.
	of making effect	and arranging materials	KS2 Art and Design
	through tone, texture,	with purpose to create	National Curriculum
	light and shadow. They	effect. They learn new	To improve their
	have the opportunity to	techniques, e.g.	mastery of art and
	use vocabulary learned	overlapping, tessellation,	design techniques with a
	in KS1 accurately, e.g.	mosaic and montage.	range of materials –
	shading, thick and thin.	KS2 Art and Design	textiles.
	KS2 Art and Design	National Curriculum	Children can:
	National Curriculum	To improve their	select appropriate
	To become proficient in	mastery of art and	materials, giving reasons;
	drawing techniques.	design techniques with a	use a variety of
	To improve their	range of materials –	techniques, e.g. printing,
	mastery of art and	collage.	dyeing, weaving and
	design techniques,	Children can:	stitching to create
	including drawing, with	select colours and	different textural effects;
	a range of materials.	materials to create	develop skills in stitching,
	Children can:	effect, giving reasons for	cutting and joining;
	experiment with	their choices;	use key vocabulary to
	showing line, tone and	refine work as they go	demonstrate knowledge
	texture with different	to ensure precision;	and understanding in
	hardness of pencils;	learn and practise a	this strand: pattern, line,
		variety of techniques,	texture, colour, shape,

use shading to show	e.g. overlapping,	stuffing, turn, thread,	
light and shadow	tessellation, mosaic and	needle, textiles,	
effects;	montage;	decoration.	
use different materials	Use key vocabulary to		
to draw, e.g. pastels,	demonstrate knowledge		
chalk, felt tips;	and understanding in		
show an awareness of	this strand: texture,		
space when drawing;	shape, form, pattern,		
use key vocabulary to	mosaic.		
demonstrate knowledge			
and understanding in			
this strand: portrait,			
light, dark, tone,			
shadow, line, pattern,			
texture, form, shape,			
tone, outline.			

	Hawthorn Class									
Term/Topic	Aut 1	Aut 2	Spr 2	Sum 1	Sum 2					
	Climate from around the world	Ancient Greece	Energy	Anglo Saxons and Scots	Coasts	WWII and The Blitz				
			0.11							
Media	Painting		Collage		Printing					
	Painting a storm		Valuable resource		Printing techniques (Plan					
			collage		it Twinkl)					

			To Create a range of
			savage earth scenes.
Artist Inspiration	. David Hockney	Laura and Gary Dumm	Irving Amen
			Osvaldo Costillo
			Roxanne Faber Savage
Skills	Children continue	Children experiment	Children have more
	exploring a variety of	with mixing textures	opportunities to make
	different brushes to see	and with sorting and	printing blocks and tiles.
	what happens. They use	arranging materials	They now reflect on their
	the language of colour	with purpose to create	choice of colour for
	accurately and use	effect. They develop	prints and develop their
	inspiration from natural	their understanding of	accuracy with patterns.
	and non-natural works	techniques learned in	KS2 Art and Design
	to create a colour	Lower KS2 and develop	National Curriculum
	palette. Children are	their own ideas	To improve their
	more expressive with	through planning.	mastery of art and
	colour, associating	KS2 Art and Design	design techniques with a
	colours with moods.	National Curriculum	range of materials –
	KS2 Art and Design	To improve their	printing.
	National Curriculum	mastery of art and	Children can:
	To become proficient in	design techniques	design and create
	painting techniques.	with a range of	printing blocks/tiles;
	To improve their	materials – collage.	develop techniques in
	mastery of art and	Children can:	mono, block and relief
	design techniques,		printing;
	including painting with	a add collage to a	create and arrange
	a range of materials.	painted or printed	accurate patterns;
	Children can:	background	

create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	 create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. 	use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
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Chestnut Class										
Term/Topic	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2				
	Hazardous World	Around the Med in 80	Map skills	WW2-Winston Churchill	Ecosystems	Vikings up to 1066				
		days		and Clement Attlee		including Alfred and				
						Athelstan				
Media	Painting		Collage		Textiles					
	Pop art volcanoes		Landscape project:		Our patchwork of					
			Guess the cityscape		learning					
					(Using a range of skills to					
					create patches to form a					
					quilt)					
Artist Inspiration	Andy Warhol		Lizzy Hunter		India Flint					
Skills	Children continue		KS2 and develop their		Children further develop					
	exploring a variety of		own ideas through		their weaving,					
	different brushes to see		planning.		overlapping and layering					
	what happens. They use		KS2 Art and Design		techniques. They					
	the language of colour		National Curriculum		experiment with a range					

accurately and use	To improve their	of fabrics including non-
inspiration from natural	mastery of art and	traditional fabrics.
and non-natural works	design techniques	KS2 Art and Design
to create a colour	with a range of	National Curriculum
palette. Children are	materials – collage.	To improve their
more expressive with	Children can:	mastery of art and
colour, associating		design techniques with a
colours with moods.	e add collage to a	range of materials –
KS2 Art and Design	painted or printed	textiles.
National Curriculum	background	Children can:
To become proficient in	f create and arrange	experiment with a range
painting techniques.	accurate patterns;	of media by overlapping
To improve their	g use a range of	and layering in order to
mastery of art and	mixed media;	create texture, effect
design techniques,	h plan and design a	and colour;
including painting with	collage;	add decoration to create
a range of materials.	Use key vocabulary to	effect;
Children can:	demonstrate knowledge	use key vocabulary to
create a colour palette,	and understanding in	demonstrate knowledge
demonstrating mixing	this strand: shape,	and understanding in
techniques;	form, arrange, fix.	this strand: colour,
use a range of paint		fabric, weave, pattern.
(acrylic, oil paints,		
water colours) to create		
visually interesting		
pieces;		
use key vocabulary to		
demonstrate knowledge		

and understanding in			
this strand: blend, mix,			
line, tone, shape,			
abstract, absorb, colour,			
impressionism,			
impressionists.			

Whole school Lent Sculpture project

Year	<u>EYFS</u>	Year 1	Year 2	Year <u>3</u>	Year 4	Year 5	Year <u>6</u>
Media	<u>Sculpture:</u>	<u>Sculpture:</u>	<u>Sculpture:</u>	<u>Sculpture:</u>	<u>Sculpture:</u>	<u>Sculpture:</u>	<u>Sculpture:</u>
	<u>Silk Clay</u>	<u>Willow</u>	Willow	<u>Clay Crosses</u>	<u>Clay Crosses</u>	<u>Wire Crosses</u>	<u>Wire Crosses</u>
	<u>Crosses</u>	<u>Crosses</u>	<u>Crosses</u>				
<u>Artist study</u>		<u>Caroline</u>	<u>Caroline</u>	Nancy	Nancy	<u>Kendra</u>	<u>Kendra</u>
		<u>Gregson</u>	Gregson	<u>Denmark/Vario</u>	<u>Denmark/Vario</u>	<u>Haste/Ruth</u>	<u>Haste/Ruth</u>
				<u>us clay artists</u>	<u>us</u>	Asawa/	Asawa/
						Alexander	Alexander
						<u>Calder</u>	<u>Calder</u>
Skills	Handling,	Children have the	Children have the	Children still have	Children still have	Children still use a	Children still use a
	feeling,	opportunity to use	opportunity to use	the opportunity to	the opportunity to	variety of	variety of
	enjoying and	a variety of	a variety of	use a variety of	use a variety of	materials for	materials for
	manipulating	materials for	materials for	materials for	materials for	sculpting and	sculpting and
	materials.	sculpting and	sculpting and	sculpting. They	sculpting. They	experiment with	experiment with
	materials.	experiment with	experiment with	experiment with	experiment with	joining and	joining and

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Construc	0	. 0			joining and	• •	constructing. They
using son		• •	• •	9	Ű	Ũ	begin to
simple to	015.	9	0	· ·	and answering		understand more
To shape	and	correct vocabulary	correct vocabulary	questions such as,	questions such as,	about clay	about clay
model:		associated with	associated with	'How can it go	'How can it go	modelling and	modelling and
Money.		sculpting and	sculpting and	higher?' Children	higher?' Children	using different	using different
- 1		construction to	construction to	begin to understand	begin to understand	tools with clay.	tools with clay.
Explore		demonstrate their	demonstrate their	more about	more about	They will be more	They will be more
malleable	2	understanding of	understanding of	decorating sculptures	decorating sculptures	reliant on their	reliant on their
media su	ch as	the skill.	the skill.	and adding	and adding	own ideas and	own ideas and
clay, pap	pier	KS1 Art and	KS1 Art and	expression through	expression through	knowledge of	knowledge of
mache, s	alt	Design National	Design National	texture. They use a	texture. They use a	sculpture during	sculpture during
dough, p	laydoh	Curriculum	Curriculum	variety of tools to	variety of tools to	the planning and	the planning and
and sand	•	To become	To become	support the learning	support the learning	designing process.	designing process.
Impress		proficient in	proficient in	of techniques and to	of techniques and to	KS2 Art and	KS2 Art and
,		sculpting	sculpting	add detail.	add detail.	Design National	Design National
apply sin	'	techniques.	techniques.	KS2 Art and Design	KS2 Art and Design	Curriculum	Curriculum
decoratic		To use sculpture	To use sculpture	National Curriculum	National Curriculum	To become	To become
Cut shap	oes	to develop and	to develop and	To become proficient	To become proficient	proficient in	proficient in
using scis	ssors	share their ideas,	share their ideas,	in sculpting	in sculpting	sculpting	sculpting
and othe	r	experiences and	experiences and	techniques.	techniques.	techniques.	techniques.
modelling	g tools.	imagination.	imagination.	To improve their	To improve their	To improve their	To improve their
Use tools		Children can:	Children can:	mastery of art and	mastery of art and	mastery of art	mastery of art
as scissor		use a variety of	use a variety of	design techniques,	design techniques,	and design	and design
staplers,		natural, recycled	natural, recycled	including sculpting	including sculpting	techniques,	techniques,
•	•	and manufactured	and manufactured	with a range of	with a range of	including sculpting	including sculpting
tools, spl		materials for	materials for	materials.	materials.	with a range of	with a range of
and shap	pe	sculpting, e.g.	sculpting, e.g.	Children can:	Children can:	materials.	materials.

cutters	clay, straw and	clay, straw and	cut, make and	cut, make and	Children can:	Children can:
	-	-	-	-	plan and design a	
, ,					, v	sculpture;
	techniques, e.g.	techniques, e.g.	forms;	forms;	use tools and	use tools and
	rolling, cutting,	rolling, cutting,	use clay and other	use clay and other	materials to carve,	materials to carve,
Build a	pinching;	pinching;	malleable materials	malleable materials	add shape, add	add shape, add
construction/	use a variety of	use a variety of	and practise joining	and practise joining	texture and	texture and
sculpture using	shapes, including	shapes, including	techniques;	techniques;	pattern;	pattern;
• • • •		lines and texture;	add materials to the	add materials to the	develop cutting	develop cutting
objects from	use key vocabulary	use key vocabulary	sculpture to create	sculpture to create	and joining skills,	and joining skills,
observation or	to demonstrate	to demonstrate	detail;	detail;	e.g. using wire,	e.g. using wire,
imagination	knowledge and	knowledge and	use key vocabulary to	use key vocabulary to	coils, slabs and	coils, slabs and
e.g. recycled,	understanding in	understanding in	demonstrate	demonstrate	slips;	slips;
natural and	this strand:	this strand:	knowledge and	knowledge and	use materials	use materials
manmade	sculpture, statue,	sculpture, statue,	understanding in this	understanding in this	other than clay to	other than clay to
	model, work,	model, work,	strand: rectangular,	strand: rectangular,	create a 3D	create a 3D
	work of art, 3D,	work of art, 3D,	concrete, terrace,	concrete, terrace,	sculpture;	sculpture;
	land art, sculptor,	land art, sculptor,	architect, 2D shape,	architect, 2D shape,	use key vocabulary	use key vocabulary
final outcome	carving, sculpture,	carving, sculpture,	brim, peak, buckle,	brim, peak, buckle,	to demonstrate	to demonstrate
before making	installation,	installation,	edging, trimmings,	edging, trimmings,	knowledge and	knowledge and
	shapes, materials,	shapes, materials,	shape, form, shadow,	shape, form, shadow,	understanding in	understanding in
	pyramid,	pyramid,	light, marionette	light, marionette	this strand: form,	this strand: form,
	abstract,	abstract,	puppet.	puppet.	structure, texture,	structure, texture,
	geometric.	geometric.			shape, mark, soft,	shape, mark, soft,
					join, tram, cast.	join, tram, cast.