

Our **Hawridge & Cholesbury** curriculum provides opportunities for our children to be;

Fascinated

Rounded

Eager to make a difference

Spiritual

Hold high aspirations



Learning through nature



Active learning



HAWRIDGE & CHOLESBURY CHURCH OF ENGLAND SCHOOL

Art & Design Long Term Overview

Art Mediums:

Drawing - (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)

Painting - (watercolour, ready mixed, acrylic)

Sculpture - (3D work, clay, dough, boxes, wire, paper sculpture, modroc)

Printing - (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
W	<p>Expressive artwork and design.</p> <p>Skills:</p> <ul style="list-style-type: none"> Enjoy using a variety of media. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Develop simple patterns by using objects. 	<p>Exploring self-portraiture and families.</p> <p>Skills:</p> <ul style="list-style-type: none"> Enjoy using a variety of tools including different size/ shaped brushes and tools i.e. sponge brushes, fingers, twigs. Explore working with paint on different surfaces and in different 	<p>Space Art</p> <p>Skills:</p> <ul style="list-style-type: none"> Enjoy using a variety of media. Start to produce different patterns and textures from observations, imagination and illustrations. Develop simple patterns 	<p>Model Making (Rockets)</p> <p>Skills:</p> <ul style="list-style-type: none"> Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling 	<p>Using imagination to design homes and different types of transport</p> <p>Skills:</p> <ul style="list-style-type: none"> Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using 	<p>Observational Drawing and Painting</p> <p>Artist: Matisse</p> <p>Skills:</p> <ul style="list-style-type: none"> Use a variety of media. Draw on different surfaces and coloured paper.

		<p>ways i.e. coloured, sized and shaped paper.</p> <ul style="list-style-type: none"> • Develop simple patterns by using objects. 	<p>by using objects.</p> <ul style="list-style-type: none"> • Enjoy using stencils to create a picture. 	<p>tools.</p> <ul style="list-style-type: none"> • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	<p>scissors and other modelling tools.</p> <ul style="list-style-type: none"> • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. <p><u>Natural Sculptures</u> Andy Goldsworthy</p>	<ul style="list-style-type: none"> • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. • Use a variety of tools including different size/ shaped brushes and tools i.e. sponge brushes, fingers, twigs. • Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.
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Year 1	<p>Understanding the Basics of Colour Theory</p> <p>Artists: Keith Haring, Roy Lichtenstein and Yayoi Kusama</p> <p>Skills: Printing and Painting</p> <p>Curriculum Flashback - EYFS – Colour Mixing</p> <p>Aims:</p> <ul style="list-style-type: none"> Record simple media explorations in a sketch book Use a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on 	<p>Mark Making Exploration</p> <p>Artists: Jackson Pollock and Jean Dubuffet.</p> <p>Skills: Sketching and exploring different art mediums (oil pastels, mud, crayon, pencil)</p> <p>Curriculum Flashback – EFYS – Mark Making</p> <p>Aims:</p> <ul style="list-style-type: none"> Record simple media explorations in a sketch book Experiment with a variety of media. Begin to control the types of marks made with the range of media. Draw on different surfaces. Use a range of tone using a pencil and use a variety 	<p>Famous Artists and Nature Studies</p> <p>Artists: Vincent Van Gogh, Georgia O’Keefe, Antony Gormley and Henri Matisse</p> <p>Skills: Sketching, Sculpture (clay/mud nature studies) and Painting</p> <p>Curriculum Flashback – EYFS – Natural Sculpture and Matisse</p> <p>Aims:</p> <ul style="list-style-type: none"> Record simple media explorations in a sketch book Use a variety of malleable media such as clay, papier Mache, Salt dough Shape and model materials for a purpose, 		<p>Developing skills through portraiture.</p> <p>Artists: Picasso, Andy Warhol and Paul Klee.</p> <p>Skills: Drawing and Painting</p> <p>Curriculum Flashback – EYFS – Artist studies, Matisse and Goldsworthy.</p> <p>Aims:</p> <ul style="list-style-type: none"> Record simple media explorations in a sketch book Use a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. 	

	<p>different surfaces with a range of media.</p> <ul style="list-style-type: none"> Start to mix a range of secondary colours, moving towards predicting resulting colours. Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Explore printing in relief: String and card. 	<p>of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. 	<p>e.g. pot, tile from observation and imagination.</p> <ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way 		<ul style="list-style-type: none"> Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. . Start to mix a range of secondary colours, moving towards predicting resulting colours. Use observational skills to draw. 	
Year 2	<p>Understanding Primary and Secondary Colours</p> <p>Artists: Emma Majuary, Orla Kiely and David Hockney</p> <p>Skills: Printing</p> <p>Curriculum Flashback – Year 1 – Primary Colours. EYFS – Repeating patterns.</p> <p>Aims:</p> <ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform work. Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, 		<p>Still Life Sketching</p> <p>Artists: Leonardo Da Vinci, Pablo Picasso and Käthe Kollwitz.</p> <p>Curriculum Flashback – Year 1 – Nature Studies – EYFS – Andy Goldsworthy</p> <p>Skills: Drawing</p> <ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. (pen, pastel, crayon) Continue to investigate 		<p>Aboriginal/First Nations Art (Geography Link)</p> <p>Artists: Clifford Possum Tjapaltjarri, Naata Nungurrayi and Rusty Peters</p> <p>Curriculum Flashback – Year 1 – Mark Making and Colour Theory.</p> <p>Skills: Painting</p> <p>Aims:</p> <ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas and to store information on colour mixing, the colour wheel and colour spectrums. 	

	<p>sponge.</p> <ul style="list-style-type: none"> • 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. 		<p>tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations.</p> <ul style="list-style-type: none"> • Investigate textures and produce an expanding range of patterns. 		<ul style="list-style-type: none"> • Control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • Experiment in lightening and darkening without the use of black or white. Begin to mix colour shades and tones. • Control the types of marks made with the range of media. • Use a brush to produce marks appropriate to work. E.g. small brush for small marks. 	
<p>Year 3</p>	<p>Portraiture and Self Portraiture. Artists: Frida Kahlo, Johannes Vermeer and Francis Bacon</p> <p>Curriculum Flashback – Year 2 – Portraiture.</p> <p>Skills: Sketching, painting and using different art mediums Aims:</p> <ul style="list-style-type: none"> • Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future 		<p>Exploring British and European Printing. Artists: Michael Rothenstein, William Morris and Lill Tschudi Skills: Printing and Collage Curriculum Flashback – Year 2 – First Nations Art (compare)</p> <p>Aims:</p> <ul style="list-style-type: none"> • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source 		<p>Silhouettes Light/Dark (Science Link)</p> <p>Artists: Historical Images, Cindi Rose and Kara Walker. Skills: Drawing, painting and collage</p> <p>Curriculum Flashback – Year 1 and 2 – colour theory (primary and secondary colours.)</p> <p>Aims:</p> <ul style="list-style-type: none"> • Use a sketchbook to record media explorations and experimentations as 	

	<p>works.</p> <ul style="list-style-type: none"> • Developing intricate patterns/ marks with a variety of media. • Use different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension and perspective. • Use light and dark within painting and begin to explore complimentary colours. • Mix colour, shades and tones with increasing confidence • Confidently create different effects and textures with paint 		<p>material for future works.</p> <ul style="list-style-type: none"> • Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. • Demonstrate experience in 3 colour printing. • Explore 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. • Demonstrate experience in combining prints taken from different objects to produce an end piece. 		<p>well as planning and collecting source material for future works.</p> <ul style="list-style-type: none"> • Developing intricate patterns/ marks with a variety of media. • Use different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension and perspective. • Use light and dark within painting and begin to explore complimentary colours. • Mix colour, shades and tones with increasing confidence • Confidently create different effects and textures with paint 	
<p>Year 4</p>	<p>Roman Mosaics</p> <p>Artists: Historical Artefacts, Sophia King and Laurel True Skills: Sculpture/Drawing</p>		<p>Egyptian Museum – Mixed Media Egyptian Portraits</p> <p>Artists: Historical Artefacts,</p>		<p>Animals of the Rainforest</p> <p>Artists: Henri Rousseau, John Dyer and Daniel Beltrá</p>	

	<p>Curriculum Flashback – EYFS – Natural Sculpture.</p> <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan shapes and collect source material for future works. Adapt work as and when necessary and explain why. • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Have opportunities to develop further drawings featuring the third dimension and perspective. 		<p>Skills: Drawing/Oil pastels/mixed media</p> <p>Curriculum Flashback – EYFS/Year1/Year 2 – Mark making and combining materials.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan shapes and collect source material for future works. Adapt work as and when necessary and explain why. 		<p>Skills: Painting and Drawing</p> <p>Curriculum Flashback – Year 3 – British and European artists</p> <p>Aims:</p> <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan shapes and collect source material for future works. Adapt work as and when necessary and explain why. • Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark 	
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					<p>within painting and show understanding of complimentary colours.</p> <ul style="list-style-type: none"> • Mix colour, shades and tones with increasing confidence. • Start to look at working in the style of a selected artist (not copying). 	
Year 5	<p>Nautical Art and Viking Ships</p> <p>Artists: Joseph Mallord William Turner, Katsushika Hokusai, Historical Images and Claude Monet.</p> <p>Skills: Painting and Drawing</p> <p>Curriculum Flashback – Year 4 – Animals of the rainforest</p> <p>Aims:</p> <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Confidently control the 		<p>Exploring South and Central American Art</p> <p>Artists: Beatriz Milhazes, Tarsila do Amaral and Beatriz González</p> <p>Skills: Printing and Drawing</p> <p>Curriculum Flashback – Year 2 – First Nations Art</p> <p>Aims:</p> <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. 		<p>Natural Still Life Studies</p> <p>Artists: Katie Scott, Guy Yanai, Bryan Nash Gill and Andy Goldsworthy</p> <p>Skills: Sketching</p> <p>Curriculum Flashback- Year 2 - Still Life Sketching - Year 1 – Nature Studies</p> <p>Aims:</p> <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Work in a sustained and 	<p>African Art and Pottery</p> <p>Artists: Historical Images/examples, Enfant Précoce and Abdoulaye Diarrassouba</p> <p>Curriculum Flashback – Year 4 – Canopic Jars (DT)</p> <p>Skills: Sculpture</p> <ul style="list-style-type: none"> • Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Work in a safe,

	<p>types of marks made and experiment with different effects and textures.</p> <ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. • Recognise the art of key artists and begin to place them in key movements or historical events. 		<ul style="list-style-type: none"> • Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Show experience in a range of mono print techniques. • Expand experience in 3 colour printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns. 		<p>independent way to create a detailed drawing.</p> <ul style="list-style-type: none"> • Use key elements of their work: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • Develop further simple perspective in using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Use close observation skills using a variety of 	<p>organised way, caring for equipment.</p> <ul style="list-style-type: none"> • Secure work to continue at a later date. • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Confidently carve a simple form. • Use language appropriate to skill and technique. • Compare the style of different styles and approaches: Moore, Aztec.
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					view finders.	
Year 6	<p>Light, colour and tone in the landscape.</p> <p>Artists: Monet, Gillian Carnegie, John Constable and Harold Newton</p> <p>Skills: Sketching and Painting</p> <p>Curriculum Flashback- Year 3 – British/European landscapes - Colour Theory</p> <p>Aims:</p> <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, 		<p>Bold colours in printing</p> <p>Artists: William Morris, Ethel Mars and Sybil Andrews.</p> <p>Skills: Printing</p> <p>Curriculum Flashback – Year 3 – Printmaking</p> <p>Aims:</p> <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop ideas from a range of sources. Understand positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. 		<p>Surrealism through collage and Mixed Media</p> <p>Artists: Hannah Höch, Eileen Agar and Kurt Schwitters</p> <p>Curriculum Flashback – Year 4 – Mixed Media</p> <p>Skills: Painting/Drawing/Mixed Media</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. Draw for a sustained period of time over a number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different 	

	<p>tone and shade.</p> <ul style="list-style-type: none"> • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. 		<ul style="list-style-type: none"> • Combine prints taken from different objects to produce an end piece. • Create repeating patterns. • Overlay colours. 		<p>techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <ul style="list-style-type: none"> • Develop their own style using tonal contrast and mixed media. • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in their drawings. 	
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