



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership



St Anne's Catholic Primary School  
Art and Design Overview

*Working together; in faith, learning and love*

	Reception		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Autumn	Collage	Sculpture	Drawing & Painting	Drawing & Painting	Drawing & Painting	Drawing & Painting
		Spring	Drawing & Painting	Drawing & Painting	Collage	Collage	Textiles – Tie dye	Sculpture
		Summer	Printing	Textiles– Batik	Printing	Textiles–sewing	Paint & Pastels	Painting
ART	Experiment with colour, design, texture, form and function.	SHAPE, LINE, FORM, SPACE AND SIZE	<ul style="list-style-type: none"> <li>–Begin to control lines to create simple drawings using paintbrushes and pencils.</li> <li>–Make marks using paint with tools such as; sticks, stones and sponges</li> <li>–Develop</li> </ul>	<ul style="list-style-type: none"> <li>–Draw on smaller and larger scales</li> <li>–Make marks using tools such as; pencils and fine liners</li> <li>–Begin to sculpt and arrange own 3D pieces</li> </ul>	<ul style="list-style-type: none"> <li>–Use sketchbooks to record drawings from observation</li> <li>–Include increased detail within work</li> <li>–Draw on a range of scales</li> </ul>	<ul style="list-style-type: none"> <li>–Draw using paint, pastel, pencils and pens))</li> <li>–Use small and large brushes and experiment with ways of marking with them</li> <li>–Create work on a larger scale as a group</li> </ul>	<ul style="list-style-type: none"> <li>–Use first– hand observations using different viewpoints, developing more abstract representations</li> <li>–Introduce perspective, fore/back and middle ground</li> <li>– Develop and</li> </ul>	<ul style="list-style-type: none"> <li>–Use watercolours, pastels, pens and pencils when working in sketch books.</li> <li>–Investigate proportions</li> <li>–Develop fine brush strokes</li> </ul>
	Safely use and explore a variety of materials, tools and techniques.	COLOUR	<ul style="list-style-type: none"> <li>–Recognise warm ( red, orange yellow and pink ) and cold colours ( blue, greens and purples)</li> <li>–Recognise and name primary ( red, blue, yellow) and secondary</li> </ul>	<ul style="list-style-type: none"> <li>–Add white to colours to make tints and black to colours to make tones</li> <li>–Mix primary colours to make secondary colours</li> <li>–Experiment with shades of colour</li> </ul>	<ul style="list-style-type: none"> <li>–Lighten and darken tones using black and white</li> <li>–Explore complementary ( red and green, blue and orange, violet and yellow) in creating patterns</li> <li>–Mix and match colours (create palettes to match</li> </ul>	<ul style="list-style-type: none"> <li>–Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> </ul>	<ul style="list-style-type: none"> <li>–Build on previous work with colour by exploring intensity</li> <li>–Explore using limited colour palettes ( Dark blue – Light blue) ( Deep red to pink)</li> </ul>	<ul style="list-style-type: none"> <li>–Experiment with colour in creating an effect</li> <li>–Mark make with paint (blocks of colour)</li> </ul>
	<p>Explore mixing colours.</p> <p>Represent own ideas, thoughts and feelings through art.</p> <p>Make own choices with regard to equipment and materials.</p>	TECHNIQUES	<ul style="list-style-type: none"> <li>–Hold a large paint brush correctly</li> <li>–Use thick felt tip pens/chalks/ wax crayon/oil pastel</li> </ul>	<ul style="list-style-type: none"> <li>–Investigate clay – pinching, rolling, twisting, scratching and coiling and add details and textures using tools</li> <li>–Simple batik work</li> <li>–Dye fabrics using tea, red cabbage, beetroot, onion, spinach</li> </ul>	<ul style="list-style-type: none"> <li>–Experiment with different tones using graded pencils such as 2B, 3B, 4B, 5B.</li> <li>–Blend two colours when printing ( printing over the top of each colour)</li> </ul>	<ul style="list-style-type: none"> <li>–Create work on a larger scale as a group</li> <li>–Experiment with watercolour, exploring intensity of colour to develop shades</li> <li>–Develop shadows</li> <li>–Sew using running and over stitch.</li> <li>–Change fabrics by cutting to make a toy.</li> </ul>	<ul style="list-style-type: none"> <li>–Tie dying</li> </ul>	<ul style="list-style-type: none"> <li>–Build on sculpting techniques to improve design and skills</li> <li>–Embellish sculptures with colour and textures</li> <li>–Introduce acrylic paint</li> </ul>

		TEXTURE AND PATTERN	<ul style="list-style-type: none"> <li>-Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</li> <li>-Sponge printing to form patterns and experiment with the</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate textures such as, ridged, smooth, bumpy and spiky.</li> <li>-Collect natural materials to create texture and pattern</li> </ul>	<ul style="list-style-type: none"> <li>-Develop individual and group collages, working on a range of scales</li> <li>-Use a stimulus for print and collage- work ( Eric Carle illustrations and paper cows collage work by Elizabeth St Hilaire), trying to think of more abstract ways of showing</li> </ul>	<ul style="list-style-type: none"> <li>-Represent pattern in different forms such as abstract art</li> <li>-Use a range of stimulus to for collage work</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with pattern</li> <li>-Represent textures using tie dying techniques</li> <li>-Use oil pastels to create textures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Add detail and texture to sculptures</li> <li>- Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</li> </ul>
		KNOWLEDGE ABOUT ARTISTS	Describe the work of artwork of artists such as <i>Van Gogh</i> and <i>Lichtenstein</i> (colour and form)	<ul style="list-style-type: none"> <li>-Describe the artwork of artists such as <i>Anthony Gormley</i> (sculpture) to create own pieces</li> <li>-Look at sculptures by known artists such as; <i>Degas</i> - Little Dancer, <i>Alexander Calder</i> - mobile, <i>Richard Long</i> - Saharah Circle and natural objects as starting points for own work</li> <li>-<i>Manu Song</i> (batik)</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the work of <i>Jackson Pollock</i> (colour) and <i>Monet</i> (colour and form)</li> </ul>	<ul style="list-style-type: none"> <li>-Use the work by <i>Matisse</i> (pattern) and <i>Turner</i> (colour and technique) to influence own work</li> </ul>	<ul style="list-style-type: none"> <li>-Use the work of an artist to replicate ideas or inspire own work such as <i>Hokusai</i> and <i>David Doubilet</i> (photographer)</li> </ul>	<ul style="list-style-type: none"> <li>-Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of artists that used mono printing include <i>David Hockney</i> and <i>Jim Dine</i> (print), <i>Peter Randall-Page</i> (sculpture)</li> </ul>
	Reception		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		VOCABULARY	<p>Collage - texture, materials, wax resist, observe, tear, layer, collage, 2-D, 3-D</p> <p>Drawing (sketchbooks) - sketch, detail, shadow, drawing</p> <p>Painting - colour, primary colours, secondary colours, warm colours, cold colours, thin/thick line, brush size, lighter, darker</p>	<p>Sculpture - natural, man-made, place, arrange, 3-D / 2-D techniques, sculpture, form, surface</p> <p>Textiles - wax resist, materials, dye, fabric, colour, batik, fix, natural, shades</p> <p>Sketchbooks - Drawing - line, shape, represent, dark, light</p>	<p>Printing - pattern, design, texture, dots, lines, application, mono-printing, shape, blocking</p> <p>Painting - colour, form, colour wheel, dotting, splashing, splatting, palette, abstract, energy</p> <p>Drawing (sketchbooks) - detail, scale, proportion, graded pencils, light, dark, observation, smudge, blend</p>	<p>Drawing (sketchbooks) - detail, scale, proportion, graded pencils, light, dark, observation, smudge, blend</p> <p>Painting - wash, colour, form, shades, colour wheel, observation, mood, feeling, represent</p> <p>Collage - abstract, image, cut, tear, overlap, overlay, colour, object</p>	<p>Drawing (sketchbooks) - perspective, shade, graded pencils, rub out to highlight</p> <p>Painting - mood, layers, fore ground, middle ground, back ground, mix, primary colours, secondary colours, illustrate</p> <p>Textiles - tie-dye, colour, fold, tie, inspiration</p>	<p>Sculpture - sculpt, colour, 2-D, 3-D, mould, model, technique, natural, manmade forms, malleable, embellish detail</p> <p>Drawing (sketchbooks) - abstract, crosshatching, highlight</p> <p>Painting - composition, abstract, proportions, fine brush strokes</p>