

**Art and Design Yearly Overview EYFS and KS1**

**Bramley Infant and Nursery continue to review and reflect upon content and context of topics in light of equality, diversity and inclusion. Significant local, national and international events will also be explored as appropriate e.g. coronations**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	<p>Throughout the year children are supported to develop the following skills:</p> <ul style="list-style-type: none"> <li>Experimenting with ways to enclose a space, create shapes and represent actions, sounds and objects.</li> <li>Enjoying and responding to playing with colour in a variety of ways, for example combining colours.</li> <li>Using 3D and 2D structures to explore materials and/or to express ideas.</li> <li>Using everyday materials to explore, understand and represents their world- their ideas, interests and fascinations</li> </ul> <p>Adults join children in their play and respond to the children's interests, modelling key vocabulary and techniques. The provision is updated in response to children's interests and next steps. Adult-led activities provide opportunities for children to be introduced to new skills. See below for examples of activities that may be delivered at different points in the year.</p>					
	<p><b>Topic: Autumn</b></p> <p>Harvest- collage using pasta, pulses etc.</p>	<p><b>Topic: Light and Dark and Christmas</b></p> <p>Chalk and black paper drawings. Diwali- clay divi pots.</p>	<p><b>Topic: Nursery Rhymes</b></p> <p>Painting flower pictures.</p>	<p><b>Topic: New life and Easter</b></p> <p>Making flower art using tissue paper.</p>	<p><b>Topic: Friends and family</b></p> <p>Self portraits.</p>	<p><b>Topic: Courage</b></p>
<b>Pre-School</b>	<p><b>Topic: Year 1-All about me Year 2-All about me</b></p> <p>Exploring and choosing colours. Looking closely at our faces. What colours do we need for our hair, eyes etc. Selecting an appropriate colour to create a portrait of ourselves with adult support.</p> <p>Explore drawing on different surfaces-for example, paper, chalk boards, the floor outside, white boards.</p> <p>Constructing using a variety of materials. Explore joining and sticking different materials together with the support of an adult.</p>	<p><b>Topic: Year 1-Autumn and celebrations Year 2-Autumn and celebrations</b></p> <p>Exploring and choosing colours. What colours are good colours for Autumn? Explore our outside world to collect a 'palette' of different Autumn colours. Reflect these colours in our artwork, selecting colours appropriately with adult support.</p> <p>Explore using different painting tools- brushes of different sizes, palettes, paint, sponges, water.</p> <p>Constructing using a variety of materials. Explore joining and sticking different materials together.</p>	<p><b>Topic: Year 1-Winter and superheroes Year 2-Traditional tales</b></p> <p>Exploring and choosing colours. Beginning to explore how colours can be changed by experimenting with different paints as they are painting, talking about what is happening and thinking about cause and effect.</p> <p>Constructing using a variety of materials.</p> <p>Using available resources to create props to support play. Beginning to select resources independently.</p>	<p><b>Topic: Year 1-Superheroes and Spring Year 2-Under the sea and Spring</b></p> <p>Using tools for a purpose. Selecting the correct tool for their artwork. Children are beginning to think about what they want to create, the processes that may be involved and the materials and resources they may need.</p> <p>Exploring and choosing colours. Exploring how colours can be changed as they paint.</p> <p>Constructing using a variety of materials.</p> <p>Using available resources to create props to support play.</p>	<p><b>Topic: Year 1-The great outdoors Year 2-Farms and farm animals</b></p> <p>Using tools for a purpose. Selecting the correct tool for their artwork. Children are beginning to think about what they want to create, the processes that may be involved and the materials and resources they may need.</p> <p>Exploring and choosing colours. Exploring how colours can be changed as they paint.</p> <p>Constructing using a variety of materials.</p> <p>Using available resources to create props to support play.</p>	<p><b>Topic: Year 1-Amazing animals Year 2-Minibeasts</b></p> <p>Using tools for a purpose. Independently selecting the correct tool for their artwork. Children can think about what they want to create, the processes that may be involved and the materials and resources they may need.</p> <p>Using available resources to create props to support imaginative play, both independently and with their peers.</p> <p>Constructing imaginatively using a variety of materials.</p>
<b>Reception</b>	<p><b>Topic: Autumn</b></p> <p>Children create simple representations of events, people and objects when engaging in the continuous provision.</p> <p>Children continue to explore how colours can be changed and are supported by adults to begin naming and using both primary and secondary colours.</p>	<p><b>Topic: Light and Dark</b></p> <p>Children create simple representations of events, people and objects with increasing control and detail as they develop their ability to grip tools effectively.</p> <p>Children are encouraged to say what they have done and talk</p>	<p><b>Topic: Storytelling</b></p> <p>When drawing, adults will support children to explore how different drawing materials can make a range of marks including lines, patterns and textures.</p> <p>Children will begin to choose particular colours and materials for their own imaginative</p>	<p><b>Topic: Storytelling</b></p> <p>Children will become more confident choosing particular colours and materials for their own imaginative purposes.</p> <p>Children will begin to talk about how they could improve their art work.</p>	<p><b>Topic: Not a Box</b></p> <p>Children will develop their ability to create different props and then make use of these when engaged in roleplay.</p> <p>Children will become more confident justifying their choices and talking about how they could improve their art work.</p>	<p><b>Topic: Pirates</b></p> <p>Children will be able to combine art forms that they have experienced.</p> <p>Children will respond imaginatively to art works and objects e.g representations of pirates and pirate ships.</p>

<p>Adults model blending colours on a palette or on a different painting surface.</p> <p>Children are encouraged to experiment with different media both in adult-led activities and in the continuous provision.</p> <p>Possible adult-led activities could include:</p> <ul style="list-style-type: none"> <li>• Self-portrait using paint, painting from observation using a mirror (on entry assessment activity)</li> <li>• Harvest paintings- painting from observation of favourite vegetable.</li> <li>• Pasta collage</li> <li>• Vegetable printing- creating simple patterns and pictures.</li> <li>• Drawing family portrait- creating defined marks to represent each individual person.</li> <li>• Leaf/bark rubbings</li> <li>• Create images using leaves</li> <li>• Pumpkin observation drawing</li> <li>• Clay spiders- manipulating clay and creating and joining shapes.</li> <li>• Snowflake paper folding and cutting</li> </ul> <p>(Children will have the opportunity to practise each of the skills introduced in these adult-led activities in the continuous provision.)</p>	<p>about how it makes them feel and if they like it.</p> <p>Children begin to use colours for a particular purpose with greater independence.</p> <p>To experiment with different media- returning to those introduced in adult-led activities and improving upon what they have done before/applying it to new contexts.</p> <p>In adult-led activities and in the continuous provision adult support children to name different painting tools-brushes, palette, paint, sponges, water.</p> <p>Possible adult-led activities could include:</p> <ul style="list-style-type: none"> <li>• Dark pictures using chalk and black paper- Choosing particular colours. Imaginative drawing based upon the book 'Owl Babies'.</li> <li>• Large scale chalk drawing outside for Diwali- Rangoli patterns.</li> <li>• Projected images using torches</li> <li>• Junk modelling animal homes</li> <li>• Paper chains</li> <li>• Collage snowmen</li> <li>• Fairy light finger painting- pattern</li> <li>• Use of sponges to create Christmas paintings</li> <li>• Mixed media angel Christmas cards- experimenting with different textures.</li> <li>• Christmas playdough shapes</li> </ul>	<p>purposes including representing story characters and settings.</p> <p>Children will name different materials, explore cutting them and making simple sculptures by joining different materials together.</p> <p>Possible adult-led activities could include:</p> <ul style="list-style-type: none"> <li>• Goldilocks bed construction, link to Science materials.</li> <li>• Drawing to create a story map.</li> <li>• Beginning to recognise pattern in the environment, linked to Maths.</li> </ul>	<p>Possible adult-led activities could include:</p> <ul style="list-style-type: none"> <li>• Drawing what they think a mystery monster that has visited the class looks like.</li> <li>• Using loose parts to represent monsters.</li> <li>• Using coloured modelling clay to create own monster- adding texture using wood sticks and clay tools.</li> <li>• Junk modelling monster home- applying learning about choosing and joining materials, use of tools.</li> <li>• Reinforcing learning about modelling clay to create frog life cycle.</li> <li>• Butterfly symmetry painting</li> <li>• Using 3D shape blocks- reinforcing maths learning.</li> <li>• Marbelling egg Easter cards.</li> </ul>	<p>Possible adult-led activities could include:</p> <ul style="list-style-type: none"> <li>• Rainy day watercolour paintings in response to a story and music.</li> <li>• Drawing to illustrate a diary.</li> </ul>	<p>Possible adult-led activities could include:</p> <ul style="list-style-type: none"> <li>• Creating pirate props e.g. telescope</li> <li>• Drawing pirates, pirate ship</li> <li>• Creating a treasure map</li> <li>• Colour mixing to paint parrots and fish, looking at colour, texture and pattern.</li> </ul>
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<p><b>Year One</b></p>	<p><b>Topic: Here we are Introduce abstract art</b></p> <p>Learning and talking about Mondrian – shape, primary colours. Create a paper collage inspired by Mondrian.</p> <p>Begin to describe what they like and dislike including feelings about their own work and how they can develop it further.</p> <p>Recognising and using primary colours.</p> <p>Learning and talking about Kandinsky – shape and colours. Make links to their own work.</p> <p>Painting - colour mixing- including knowing how to make secondary colours and beginning to use white and black to make lighter and darker colours.</p>	<p><b>Topic: Here we are</b></p> <p>Using chalk pastels – exploring techniques</p> <p>Colours in the environment. Link to poppies and Remembrance using chalk pastels</p> <p>Exploring Christmas artists' representations of the Nativity</p> <p>Christmas cards – talking about art and images</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further.</p>	<p><b>Topic: Terrific Toys</b></p> <p>Painting – colour mixing to create a splat in graphic novel style.</p> <p>Name and use different types of paint and begin to explore their properties- including powder paints, watercolours and block paints.</p> <p>Creating background for slider – painting, collage (DT)</p> <p>Weaving using wool or paper.</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further.</p>	<p><b>Topic: Terrific Toys</b></p> <p>Da Vinci- drawings- looking at marks/sketching technique.</p> <p>Drawing – lines and texture (link to science) Exploration (using drawing materials correctly and applying the appropriate pressure). Name different line-types and direction. Begin to explore tone, patterns and texture in their drawings. Draw more accurate observations of people, events and objects).</p> <p>Using different media (pencils, chalk pastels, crayons, rubbers, charcoal).</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further.</p>	<p><b>Out and about</b></p> <p>Who was Van Gogh? -looking at his art and discussing lines, texture.</p> <p>-portraits including self-portraits.</p> <p>Looking at Giuseppe Acimboldo-painting/printing using objects to create portraits.</p> <p>Butterfly symmetry pictures.</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further.</p>	<p><b>Out and about</b></p> <p>Colour wheel</p> <p>-hot, cool colours linked to Gertrude Jekyll the Artist Gardener.</p> <p>Begin to compare work to other pieces of art.</p> <p>Sculpture -paper -ways to create 3D shapes (folding, curling etc.)</p>
<p><b>Year Two</b></p>	<p><b>Topic: Castle Keepers</b></p> <p><b>Sketch input:</b> Shading/ line/ textures/ colour pencils/ labels/ illustrations</p> <p><b>Castle sketches:</b> Create a series of castle sketches based on photographs and real-life observations.</p> <p><b>Material prints:</b> (Science link) Make various print studies using natural and man-made materials. Understand different forms of printing when practising printing.</p> <p><b>Collaging:</b> (RE link) Make a collaborative collage on what God is like.</p>	<p><b>Topic: Castle Keepers</b></p> <p><b>Paul Klee's cubism:</b> Using Paul Klee's work with cubism, children create a castle landscape using 2D shapes.</p> <p><b>Evaluate:</b> Explore the main successes and challenges that took place when completing their art work.</p> <p>Explain what they like and dislike including feelings about their own and others' artwork and compare it with other pieces of art.</p>	<p><b>Topic: World wonderers</b></p> <p><b>Watercolour paint input:</b> mix/consistency/lines/naming of more complex colours.</p> <p><b>J.M.W. Turner's watercolour seascapes:</b> Use watercolour paint to create a collaged seascape.</p>	<p><b>Topic: World wonderers</b></p> <p><b>Pastel input:</b> Pressure/ strokes/ tone/ texture/ pattern/ layering.</p> <p><b>Claude Monet's cityscapes:</b> Inspired by Monet's cityscapes, create two, contrasting pastel pictures of the houses of parliament.</p> <p><b>Evaluate:</b> Explore the main successes and challenges that took place when completing their art work.</p> <p>Explain what they like and dislike including feelings about their own and others' artwork and compare it with other pieces of art.</p>	<p><b>Topic: Change Champions</b></p> <p><b>Clay input:</b> Forming/ pinching/ coiling/ rolling/ manipulating.</p> <p><b>Sculptors:</b> Explore the work of Antony Gormley. Children create man-made sculptures.</p>	<p><b>Topic: Change Champions</b></p> <p><b>Sculptors:</b> Explore the work of Andy Goldsworthy. Children create natural sculptures.</p> <p><b>Evaluate:</b> Explore the main successes and challenges that took place when completing their art work.</p> <p>Explain what they like and dislike including feelings about their own and others' artwork and compare it with other pieces of art.</p>