St Gregory's Catholic Primary School – Art & Design Whole School Yearly Overview

	Autumn	Spring	Summer
Nurs 3-4 yr olds	**Topic: Autumn/Ourselves/Bonfire Night/Diwali/Celebrations/ Advent/Christmas**	**Topic: Winter Weather/Antarctica/Jack Frost, Gruffalo's Child Stories/Valentine's Day/ Chinese New Year/Spring/ New Life/Easter**	**Topic – Summer Weather/Holidays/Growing/Animals**
	Physical Development Use large-muscle movements to wave flags and streamers, Paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. **Expressive Arts & Design** Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	**Physical Development** Use large-muscle movements to wave flags and streamers, Paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. **Expressive Arts & Design** Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 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.	**Physical Development** Use large-muscle movements to wave flags and streamers, Paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. **Expressive Arts & Design** Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. 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.

	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. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
	Trip/Hook/Visitor Ideas: Explore school grounds, Examining different leaves, Video Clips of Bonfire Night, Diwali, Advent, Christmas, and other celebrations,	**Trip/Hook/Visitor Ideas:** Explore school grounds, Reading stories, Video clips of Spring/Easter Story	**Trip/Hook/Visitor Ideas:** Explore school grounds, trip to local nursery/farm or in school visit/chicks or caterpillars/selection of gardening equipment (plant pots, soil, spade, seeds etc…)/Travel brochures
Rec ELGs	**Topic – Seasons/Autumn/Bonfire Night/Celebrations**	**Topic –Seasons/Polar Regions/Chinese New Year/Growing and Changing**	**Topic – Weather/Holidays/Transport**
	Physical Development Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility. **Early Learning Goals – Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery.	**Physical Development** Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility. **Early Learning Goals – Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.	**Physical Development** Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility. **Early Learning Goals – Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.

	Begin to show accuracy and care when drawing. **Expressive Arts & Design** 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.	**Expressive Arts & Design** 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.	**Expressive Arts & Design** 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.
	Trip/Hook/Visitor Ideas: Explore school grounds, Examining different leaves, Video Clips of Bonfire Night, Diwali, Advent, Christmas, and other celebrations,	**Trip/Hook/Visitor Ideas:** Explore school grounds, Reading stories, Video clips of Chinese New Year/Spring/Easter Story Chinese New Year decorations/ trip to local nursery/farm or in school visit/chicks or caterpillars/selection of gardening equipment (plant pots, soil, spade, seeds etc…)	**Trip/Hook/Visitor Ideas:** Explore school grounds, Travel brochures. Weather forecast videos
Year 1	**Topic –Seasons/Animal Prints/ Where we live/Out of the toy box**	**Topic – Food (Giuseppe Arcimbolo) /Action Figures /Seasons-Spring**	**Topic – Seasons-Summer/ What's in the Garden?/ Local Heroes (The Beatles)**
	Drawing Objectives I can do simple line drawings. I can observe and draw shapes and forms. I can use pencils to create lines of different thickness in drawings. **Painting and Printing** I can mix paints to make a new colour. I can create a print by pressing, rolling and stamping. **Collage & Sculpture** I can fold, crumple, tear and overlap papers. **Artists & Self Evaluation** I can talk about an artist's work.	**Drawing Objectives** I can do simple line drawings. I can observe and draw shapes and forms. **Painting and Printing** I can mix paints to make a new colour. I can express my ideas and feelings in paint I can create a print by pressing, rolling and stamping. **Artists & Self Evaluation** I can talk about an artist's work. I can talk about my own work and the colours I have used.	**Drawing Objectives** I can do simple line drawings. I can observe and draw shapes and forms. I can use pencils to create lines of different thickness in drawings. **Painting and Printing** I can mix paints to make a new colour. I can express my ideas and feelings in paint **Collage & Sculpture** I can fold, crumple, tear and overlap papers. I can roll clay into a ball. **Artists & Self Evaluation** I can talk about my own work and the colours I have used.

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	Trip/Hook/Visitor Ideas: Video of Firework Display Street View Google Earth – house recognition Favourite Toy to show	**Trip/Hook/Visitor Ideas:** Trip to Calderstones Park to look for signs of Spring (walled garden area)	**Trip/Hook/Visitor Ideas:** Minibeast Hunt Explore School grounds
Year 2	**Topic – What will we see on our journey around the world (Ton Shulten) Guy Fawkes/Bonfire Night**	**Topic – Flight/ Living things and their habitats /Plants / Wonders of our World**	**Topic – Growing / Recycled Art**
	Drawing Objectives I can use different media in my drawings. E.g. charcoal/graphite pencils. (Freedom to choose) I am beginning to draw in proportion. **Painting and Printing** I can name the primary and secondary colours. **Collage & Sculpture** I can cut, roll and coil materials. **Artists & Self Evaluation** I can suggest how artists have used, colour, pattern and shape. (Freedom to choose) I can say what went well in my own work.	**Drawing Objectives** I am beginning to draw in proportion. **Painting and Printing** I can create texture using paint. **Collage & Sculpture** I can cut, roll and coil materials. **Artists & Self Evaluation** I can say what went well in my own work.	**Drawing Objectives** I can use different media in my drawings. E.g. charcoal/graphite pencils. (Freedom to choose) **Painting and Printing** I can create a repeated pattern using mono-print. **Collage & Sculpture** I can cut, roll and coil materials. I can roll and mould clay into a variety of forms. **Artists & Self Evaluation** I can compare the work of two artists. I can suggest how artists have used, colour, pattern and shape. (Freedom to choose) I can say what went well in my own work.
	Trip/Hook/Visitor Ideas: Guy Fawkes Story Video of Fireworks/Bonfire	**Trip/Hook/Visitor Ideas:** Spend an afternoon plane spotting - airport Video clips of different habitats An old nest/ Bug hotel/ Wormery	**Trip/Hook/Visitor Ideas:** Beans/Seeds to plant and watch grow – Jack in the Beanstalk Examples of recycled art
Year 3	**Topic – Stonehenge**	**Topic – Volcanoes/Plants (Van Gogh)**	**Topic – Plants (William Morris)**
	Drawing Objectives I can use light and dark in my pencil drawings.	**Drawing Objectives** I can try to use detail in observational drawings.	**Drawing Objectives** I can use light and dark in my pencil drawings.

	I am beginning to apply perspective to my work. **Painting and Printing** I am beginning to use a variety of paint types in my work. E.g. watercolours and acrylics. **Collage & Sculpture** I can layer materials to create texture. I can use clay or everyday materials to construct a sculpture. **Artists and Self Evaluation** I can recognise when art is from different cultures I can say what went well in my own work and how I could make it better	I am beginning to apply perspective to my work. **Painting and Printing** I am beginning to use a variety of paint types in my work. E.g. watercolours and acrylics. I can use a range of painting tools to create different texture and depth. **Collage & Sculpture** I can use clay or everyday materials to construct a sculpture. **Artists and Self Evaluation** I can suggest how artists have used colour, pattern and shape	I can draw in proportion **Painting and Printing** I am beginning to use a variety of paint types in my work. E.g. watercolours and acrylics. I can print on a range of materials. **Collage & Sculpture** I can layer materials to create texture. **Artists and Self Evaluation** I can recognise when art is from different cultures I can suggest how artists have used colour, pattern and shape I can say what went well in my own work
	Trip/Hook/Visitor Ideas: Video to show Stonehenge Home Made model of Stonehenge	**Trip/Hook/Visitor Ideas:** Video of active volcanoes Show experiment of how to make a volcano Online gallery Van Gogh Sunflowers/Irises	**Trip/Hook/Visitor Ideas:** On line gallery William Morris Variety of plants/flowers to investigate
Year 4	**Topic – Native American Art/Romans**	**Topic – The Egyptians/Music**	**Topic – What is it like in the Amazon? Rainforests/ Henri Rousseau**
	Drawing Objectives I can use my pencil in a variety of ways to add shading. I am able to add more detail to my observational drawings. I can consider perspective and proportion within the same drawing. **Painting and Printing** I can use a variety of paint types in my work. E.g. watercolours, acrylic and inks. **Collage & Sculpture**	. **Drawing Objectives** I am able to add more detail to my observational drawings. **Painting and Printing** I can use a variety of paint types in my work. E.g. watercolours, acrylic and inks. **Collage & Sculpture** I can use a slip to join parts of a clay sculpture. **Artists & Self Evaluation** I can experiment with styles used by other artists.	**Drawing Objectives** I am able to add more detail to my observational drawings. I can consider perspective and proportion within the same drawing. **Painting and Printing** I can use my paint brush and other tools to show different techniques. I can create my own original printed design. **Collage & Sculpture** I can use images that I have created, scanned or found in my collage.

	I can use images that I have created, scanned or found in my collage. **Artists & Self Evaluation** I can compare art from different cultures and express my opinion. I can experiment with styles used by other artists. I can reflect on my own work and comment on its strengths and weaknesses.	I can reflect on my own work and comment on its strengths and weaknesses.	**Artists & Self Evaluation** I can experiment with styles used by other artists. .
	Trip/Hook/Visitor Ideas: Online Art Gallery Model Totem Pole or North American Art Example of Roman Mosaics (video or real)	**Trip/Hook/Visitor Ideas:** Museum – Egyptian Section focusing on burial masks/Sarcophagus Examples of Hieroglyphics on Papyrus	**Trip/Hook/Visitor Ideas:** Video clips Rainforests Henri Rousseau online gallery
Year 5	**Topic – Water/Remembrance**	**Topic – Mapping it Out/ Vikings/Everyday Art**	**Topic –The Greeks/ Recycled Art**
	Drawing Objectives I can use shading to create mood and feeling. I am beginning to draw from different perspectives. I can draw consistently in proportion. I am beginning to be able to draw in the style of a famous artist. **Painting and Printing** I can mix a range of tones from the same colour **Collage & Sculpture** I can consider proportion in my sculpture. I can experiment with different materials. E.g. wire. **Artists & Self Evaluation** I can reflect upon my work and what inspired it.	**Drawing Objectives** I am beginning to be able to draw in the style of a famous artist. **Painting and Printing** I can mix a range of tones from the same colour I can showcase different paint brush techniques in my works **Collage & Sculpture** I can create a collage mood board to express my ideas. .I can experiment with different materials. E.g. wire. **Artists & Self Evaluation** I can reflect upon my work and what inspired it. I am beginning to use feedback to make improvements.	**Drawing Objectives** I am beginning to draw from different perspectives. I can draw consistently in proportion. **Painting and Printing** I can showcase different paint brush techniques in my works I can adopt and discuss different printing techniques. **Collage & Sculpture** I can create a collage mood board to express my ideas. I can consider proportion in my sculpture. I can experiment with different materials. E.g. wire. **Artists & Self Evaluation** I can recognise when art is from different historical periods. I am beginning to use feedback to make improvements.

	Trip/Hook/Visitor Ideas: Otterspool/Crosby Beach – River Mersey Listen to Blue Danube – how does it describe the flow of the water? Water in Art Images of Remembrance Day Images of Poppies – real poppies – look at them in detail	**Trip/Hook/Visitor Ideas:** Examples of Maps, maps of the local area old and new Video clips, images showing Viking jewellery Examples of Artwork from sources not involving paper, pencils, and paint Eg Everyday items Laundry The Environment Tinfoil sculpture	**Trip/Hook/Visitor Ideas:** Examples of Greek pottery, Greek vases and plates for children to examine. Examples of how artwork has been created using recycled materials eg bottle top art, flowers created using old lemonade bottles etc…
Year 6	**Topic – Yayoi Kusama – Contemporary artist – painting, drawing, sculpture & instillation art**	**Topic – World War 2 (propaganda posters and perspective (Tunnel shelter perspective Henry Moore)**	**Topic – Islamic Art – Art from different cultures – geometric, floral designs and calligraphy**
	Drawing Objectives I can use shading to create mood and feeling. I am beginning to draw from different perspectives. I can draw consistently in proportion. I am beginning to be able to draw in the style of a famous artist. **Painting and Printing** I can mix a range of tones from the same colour. I can showcase different paint brush techniques in my works. **Collage & Sculpture** I can create a collage mood board to express my ideas. I can experiment with different materials. E.g. wire, clay. **Artists & Self Evaluation**	**Drawing Objectives** I am beginning to draw from different perspectives. I can draw consistently in proportion. I am beginning to be able to draw in the style of a famous artist. **Painting and Printing** I can mix a range of tones from the same colour. **Collage & Sculpture** I can create a collage mood board to express my ideas. **Artists & Self Evaluation** I can recognise when art is from different historical periods. I am beginning to use feedback to make improvements.	**Drawing Objectives** I am beginning to draw from different perspectives. I can draw consistently in proportion. **Painting and Printing** I can adopt and discuss different printing techniques. **Collage & Sculpture** I can create a collage mood board to express my ideas. **Artists & Self Evaluation** I can recognise when art is from different historical periods. I am beginning to use feedback to make improvements.

	I can reflect upon my work and what inspired it. I am beginning to use feedback to make improvements.		
	Trip/Hook/Visitor Ideas: Images of Yayoi Kusama's work Copies/photographs from her exhibition (online resource) **Kind, caring citizens – offering positive feedback and constructive feedback to their peers.** **See a world beyond their own - look at work from different cultures/times/styles etc...** **Have high aspirations – wanting to do well, or become an artist, designer, or sculptor.** **Experiences beyond the academia – Art club, half termly art projects, art exhibitions.** **Happy – children to enjoy their art activities and be happy with their finished piece of work.** **Resilient learners – understand that it's ok to make mistakes, we just keep practicing.** **Lifelong learners – children will build on skills previously learned and use these skills and the new skills acquired throughout their lives.** **British Values** **Democracy** – Pupil voice children to have their own opinions on different pieces of artwork - what they like/dislike about them.	**Trip/Hook/Visitor Ideas:** Trip to Imperial War Museum Images of War and Propaganda posters Images of Henry Moore's 'Tunnel Shelter Perspective' **Kind, caring citizens – offering positive feedback and constructive feedback to their peers.** **See a world beyond their own - look at work from different cultures/times/styles etc...** **Have high aspirations – wanting to do well, or become an artist, designer, or sculptor.** **Experiences beyond the academia – Art club, half termly art projects, art exhibitions.** **Happy – children to enjoy their art activities and be happy with their finished piece of work.** **Resilient learners – understand that it's ok to make mistakes, we just keep practicing.** **Lifelong learners – children will build on skills previously learned and use these skills and the new skills acquired throughout their lives.** **British Values** **Democracy** – Pupil voice children to have their own opinions on different pieces of artwork - what they like/dislike about them.	**Trip/Hook/Visitor Ideas:** Trip to a mosque to look at the Islamic patterns inside. **Kind, caring citizens – offering positive feedback and constructive feedback to their peers.** **See a world beyond their own - look at work from different cultures/times/styles etc...** **Have high aspirations – wanting to do well, or become an artist, designer, or sculptor.** **Experiences beyond the academia – Art club, half termly art projects, art exhibitions.** **Happy – children to enjoy their art activities and be happy with their finished piece of work.** **Resilient learners – understand that it's ok to make mistakes, we just keep practicing.** **Lifelong learners – children will build on skills previously learned and use these skills and the new skills acquired throughout their lives.** **British Values** **Democracy** – Pupil voice children to have their own opinions on different pieces of artwork - what they like/dislike about them. **Rule of Law** – following instructions given to keep ourselves and others safe. **Individual Liberty** – freedom to choose their own colours, designs or materials for products.

	Rule of Law – following instructions given to keep ourselves and others safe. **Individual Liberty** – freedom to choose their own colours, designs or materials for products. **Mutual Respect** – showing appreciation of everyone's work, being polite about the work of others. **Tolerance** – respecting other children's choices, even if they don't agree with the choices you have made.	**Rule of Law** – following instructions given to keep ourselves and others safe. **Individual Liberty** – freedom to choose their own colours, designs or materials for products. **Mutual Respect** – showing appreciation of everyone's work, being polite about the work of others. **Tolerance** – respecting other children's choices, even if they don't agree with the choices you have made.	**Mutual Respect** – showing appreciation of everyone's work, being polite about the work of others. **Tolerance** – respecting other children's choices, even if they don't agree with the choices you have made.