

Holywell Long-term Overview 23-24

	Autumn		Spring		Summer	
	1	2	1	2	1	2
<p>Nursery Possible lines of enquiry</p> <p>All year the children have daily access to a making and art area. At these areas children will get the chance to explore a variety of mediums.</p>	<p>Family / home / me / myself Autumn Halloween Being special: where do we belong?</p> <p>*Uses large muscle movements to paint and make marks. Use their imagination as they consider what they can do with different materials. Join different materials and explore different textures. *Make simple models which express their ideas</p>	<p>Diwali Bonfire Night, Children in Need Christmas Story & celebrations Father Christmas, Christmas around the world</p> <p>*Choose the right resources to carry out their own plan. 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.</p>	<p>Winter Mother's Day Chinese New Year</p> <p>*Uses 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. *Join different materials and explore different textures. Use drawing to represent ideas</p>	<p>Pancake Day Easter Why is Easter special to Christians? Planting/Gardening/Spring</p> <p>*Effectively uses one-handed tools and equipment, Choose the right resources to carry out their own plan. • Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>What places are special and why?</p> <p>*Uses a comfortable grip with good control when holding pens and pencils* • Explore colour and colour mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>Father's Day What times/ stories are special and why? Transition to Reception *Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. *Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features *Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors</p>
<p>Reception Possible lines of enquiry</p> <p>All year the children have daily access to a making and art area. At these areas' children will get the chance to explore a variety of mediums.</p> <p>Texts- <u>Luna Loves Art</u> <u>William Bee's</u> <u>Wonderful World of Things That Go</u> **NB: Whilst these statements will be split for extra</p>	<p>Settling in Family / home / me / myself Autumn <u>Tools and Fixings</u> Accurately use a range of small tools - scissors, cutlery, stapler, hole punch, trowel. • Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves). • Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.</p>	<p>Diwali Bonfire Night Children in Need Christmas/Father Christmas story Nursery Rhyme Week 30th Nov St Andrews <u>Painting</u> Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). • Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint. • Self-select different tools for painting linked to purpose, e.g. brushes, sponges, rollers. •</p>	<p>Winter Chinese New Year Mental Health week Valentine's Day</p> <p><u>Drawing/Line</u> Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. • Create different depth of line using the above. • When drawing themselves, represent all of the different face / body parts. • Draw with increasing observation, e.g. the banana has black dots.</p>	<p>Pancake Day Holi Easter Planting/Gardening/Spring Mother's Day World Book Day 1st March St David 15th March St Patrick Nick Sharratt Christmas draw.</p> <p><u>Sculpting</u> Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. • Use correct vocabulary to describe process e.g. twisted, rolled, stretched.</p>	<p>21st May Cultural Day 23rd April St George's Day <u>Colour / pattern / texture / shape</u> Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey. • Select specific textures to represent different things e.g. glitter / sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach. • Recognise and create different patterns (up to AABC patterns) using loose parts and shapes.</p>	<p>Father's Day Transition Sports Day <u>Artists / Wider concepts</u> Know what an art gallery is. • Name at least two different artists. • Express clear opinions about different paintings / designs / sculptures justifying their opinions. • Talk about colours, shapes, patterns and texture in different pieces of art. <u>Discussion and evaluation</u> Share their creations explaining the process they have used, e.g. colours, fixings and materials using mostly accurate vocabulary. • Return to and build on their previous learning, refining ideas and developing their ability to</p>

<i>focus in EYFS, they all will apply on an ongoing basis throughout the Nursery/Reception years</i>		Accurately use a paint brush (appropriate grip).			Describe patterns using correct vocabulary.	represent them. • Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. • Create collaboratively, sharing ideas, resources and skills.
Year 1	Drawing Explore materials and tools for mark making.	Painting Explore mark making with paint using primary colours.	Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks.	Textiles Explore weaving with natural and man-made materials. Work with wax and oil crayon resist on fabric.	3D Use natural and man-made materials. Create plaster casts from clay impressions.	Collage Explore the visual and tactile qualities of objects. Layer paper to build an image.
Year 2	Drawing Evoke mood and represent movement through mark making.	Painting Explore line, colour +shape, make own painting tools and develop colour mixing skills to include secondary colours.	Printmaking Create repeated patterns with positive + negative space Print using natural objects as a stimulus.	Textiles and Collage Explore dip dye technique. Use relief and block printing techniques on fabric. Create work focusing on pattern, line and colour using mixed media.	3D Take inspiration from the designs of indigenous art. Create 3 d sculptures using paper and cardboard.	Creative Response Drawing and Collage Combine drawing and collage to add detail and interest.
Year 3	Drawing and Painting Combine drawing and resist to explore colour, line + shape. Create tints and learn painting techniques of tonking and sgraffito.	Printmaking Create monoprints and explore mark making + pattern with printing tools.	Textiles and Collage Explore pattern and colour combinations. Use collograph +plasticine blocks+tie dye. Explore positive + negative space. Explore line+ shape + create paper collage.	3D Create relief sculptures Use wire to make 3d insects	Painting Use a range of paint techniques to create backgrounds for effect.	Creative Response Painting & Printmaking Combine painting & Printmaking techniques
Year 4	Drawing Create contour drawings using still life and natural forms as stimulus.	Painting Learn about abstract art and develop colour mixing skills to include tertiary colours.	Printmaking and Textiles Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and weaving techniques	3D and Collage Create wire structures, focusing on line +form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.	Painting Mix tints and tones to create an ombre effect with paint.	Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques
Year 5	Drawing and Painting Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.	Printmaking Create 3 colour prints and combine printing techniques.	Textiles and Collage Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for art work.	3D Create slab and coil pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	Painting Explore a range of effects which can be achieved using watercolour paint.	Creative Response Printmaking and Textiles Combine printmaking and textiles to embellish and fabric
Year 6	Drawing Combine techniques to create abstract images. Learn about surrealism and portraiture.	Painting and Collage Create still life compositions by combining different media in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Painting and Collage Create still life compositions by combining different media + in response to cubist work. Adapt and refine ideas + techniques + respond to different styles of artists + art movements.	3D Explore shape, form + colour +explore the effect of heat to create Chihuly- style 'glass.' Explore combining techniques to create sculptures using mixed-media including recycled materials.	Painting Combine techniques to create the illusion of water and depth.	Creative Response Drawing and Textiles Combine drawing and Batik to add detail.

