

## Art and Design Skills – OLSJ 2021/2022

	EYFS	KS1	KS2	Suggested Artists
Colour	<ul style="list-style-type: none"> <li>Explore primary and secondary colours through mixing paint.</li> <li>Investigate line, shape, and colour and create individual art works.</li> <li>Make work based on favourite colours/things.</li> <li>Work as a team to make large scale work based on the body (Me, Myself and I)</li> <li>Investigate art/crafts from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Explore primary and secondary colours through mixing paint.</li> <li>Investigate line, shape, and colour and create individual art works.</li> <li>Make art in response to music and the senses.</li> </ul>	<ul style="list-style-type: none"> <li>Mix colour tints in primary and secondary colours plus white.</li> <li>Investigate other artists – explore their use of colour.</li> </ul>	<ul style="list-style-type: none"> <li>Pollock, Monet, Chagall, Ben Moseley, Van Gogh, Alma Thomas, Kehinde Wiley, Esref Armagan, Giotto, El Greco, David Hockney</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>To investigate using various graphic marks using different materials.</li> <li>To draw on various surfaces.</li> <li>To develop hand/body movements and link them to drawing.</li> <li>To have a drawing vocabulary for lines that hop, zig zag, wave, etc.</li> <li>To work collaboratively on a group piece.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate the possibility of a range of different marker – makers, pencils and pastels.</li> <li>To create and use a different surface for mark-making.</li> <li>To talk about own work and that of others.</li> <li>To look closely at natural objects, talk about different visual aspects and then make a controlled drawing.</li> <li>To use imagination to draw a character from a story using media</li> </ul>	<ul style="list-style-type: none"> <li>To explore landscape.</li> <li>To respond to the work of an artist.</li> <li>To use fine pencil control to make detailed analytical drawings.</li> <li>To work collaboratively.</li> <li>To respond to portraits from different times and style.</li> </ul>	<ul style="list-style-type: none"> <li>Leonardo Da Vinci, Van Gogh, Poonac, Stephen Wiltshire, David Hockney</li> </ul>

		<p>already encountered.</p> <ul style="list-style-type: none"> <li>To represent texture by using different marks.</li> </ul>		
Printmaking	<ul style="list-style-type: none"> <li>To use everyday materials to make a print.</li> <li>To create shapes using fingers and hands to print with.</li> <li>To print onto a variety of different surfaces.</li> <li>To explore direct print making with a variety of objects.</li> </ul>	<ul style="list-style-type: none"> <li>To print with positive and negative stencils.</li> <li>To investigate layering and overlapping colours.</li> <li>To combine printing techniques already learned to produce a layered printed image.</li> </ul>	<ul style="list-style-type: none"> <li>To identify what they might change or develop in the future.</li> <li>To create coloured repeated patterns on selected surfaces.</li> <li>To select and develop ideas from direct observation.</li> <li>To develop unique prints using blocks (3D shapes) and coloured tissue.</li> </ul>	<ul style="list-style-type: none"> <li>Picasso, Dan Maher, Andy Warhol, Kara Walker</li> </ul>
Mixed Media/ Texture	<ul style="list-style-type: none"> <li>To select and sort different materials.</li> </ul>	<ul style="list-style-type: none"> <li>To identify hot and cold colours.</li> <li>To work with others on large-scale collaborative projects.</li> <li>To cut, tear and arrange primary colours and to choose other colours that would compliment them.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to the work of another artist from a different culture or time.</li> <li>To develop compositional skills.</li> <li>To collaborate on an art piece.</li> <li>To create facial images using collage.</li> <li>To investigate the use of symbols in art.</li> <li>To collect visual information to help develop ideas using sketch books.</li> </ul>	<ul style="list-style-type: none"> <li>Linda Caverley, Molly Williams, William Morris, Gustav Klimt, Lubaina Himid, Nick Cave, Steve McQueen (digital)</li> </ul>

Form	<ul style="list-style-type: none"> <li>To change the form of clay by pulling, pinching and smoothing.</li> </ul>	<ul style="list-style-type: none"> <li>Explore rolling clay into balls and coils.</li> <li>To explore a range of marks which can be made by pressing found objects into clay.</li> </ul>	<ul style="list-style-type: none"> <li>To design a 3D piece of art out of clay (Christmas Bauble, Easter Egg, Curricular link, etc.)</li> <li>Upscale design (make changes)</li> <li>Create a piece of 3D art out of wire.</li> <li>Create a 3D piece of art out of paper mache.</li> </ul>	<ul style="list-style-type: none"> <li>Henry Moore, Barbara Hepworth, Andy Goldsworthy</li> </ul>
Pattern	<ul style="list-style-type: none"> <li>Exploring pattern repetition.</li> <li>Exploring irregular painting patterns</li> <li>Simple symmetry</li> </ul>	<ul style="list-style-type: none"> <li>To be aware and discuss visible patterns.</li> <li>Exploring repetitive patterns.</li> <li>Exploring symmetry.</li> <li>Natural v man made patterns.</li> <li>Discuss regular and irregular.</li> </ul>	<ul style="list-style-type: none"> <li>Making patterns on a range of surfaces.</li> <li>Explore environmental and manmade patterns.</li> <li>Create own abstract pattern to reflect personal experience/expression.</li> <li>Tessellation</li> </ul>	<ul style="list-style-type: none"> <li>Camille Walala, Joan Miro, Bridget Riley, Escher, Paul Klee</li> </ul>