

Villa Real School Art and Design Overview 2025

Art and Design Scheme of Work for Villa Real School

The following overview has been compiled using the National Curriculum guidelines for EYFS to Key Stage 3. Please see Bridging document EYFS/KS1 appendix.

The activities planned ensure a full curriculum coverage for each Key Stage throughout the year. Activities increase in difficulty and depth of knowledge required as students move through the key stages. Class managers are expected to apply differentiation within all aspects of their art and design lessons to ensure appropriate levels of challenge. The following activities simply outline the key elements of the lessons for each Key Stage. Many pupils within CE classes are working towards short term targets which centre around their access to Conductive Education so the following scheme of work may be applied informally as the class manager fits their learning around their physical needs. Class staff to introduce and develop thinking skills within art lessons (attached). Class staff to encourage correct terminology if appropriate(attached). Suggested artists attached. Explore art and artists from different time periods and cultures, male and female, link to British Values, equality and diversity ethos. Explore CEIAG linked to design.

Villa Real School Art and Design Overview 2025

Traditional and Modern Artists- link to focus areas/STEAM projects- starting points for inspiration

Green means the artist uses one main technique or skill/ Yellow means the artist uses more than one technique or skill.

Drawing	Colour	Texture and 3D	Form and 3D	Printing	Pattern
<p>Traditional</p> <p>Leonardo Da Vinci -detailed sketches and inventions</p> <p>Vincent van Gogh –used strong lines and bright colours to show feelings and movement</p> <p>Modern</p> <p>David Hockney – digital iPad drawings and portraits</p>	<p>Traditional</p> <p>Vincent van Gogh – bold brushstrokes and vibrant tones</p> <p>Jackson Pollock – splashed and dripped paint in energetic, colourful layers</p> <p>Georges Seurat – used tiny dots of colour (pointillism) to build light and form</p> <p>Henri Matisse – used bold colours</p>	<p>Traditional</p> <p>William Morris – designed decorative textiles and wallpapers featuring detailed, nature-inspired patterns, often used on 3D objects like furniture and tapestries</p> <p>Sophie Taeuber-Arp – used embroidery and textile techniques in abstract 3D forms</p>	<p>Traditional</p> <p>Henry Moore – made large, smooth sculptures inspired by the human body and nature</p> <p>Barbara Hepworth – created abstract sculptures with holes and flowing shapes, often carved from stone or wood</p> <p>Auguste Rodin – expressive bronze figures showing</p>	<p>Traditional</p> <p>Pablo Picasso – experimented with etching and linocut in bold, abstract styles</p> <p>Edvard Munch – expressive printmaking (e.g. The Scream)</p> <p>Traditional/modern</p> <p>Katsutoshi Yuasa- combines old traditional woodblock printing with</p>	<p>Traditional</p> <p>William Morris – nature-inspired repeating designs in textiles and wallpaper</p> <p>Paul Klee – colourful grids and playful patterns</p> <p>M.C. Escher – mathematical tessellations, symmetry, and optical pattern illusions</p>

Villa Real School Art and Design Overview 2025

<p>Heather Hansen – movement-based charcoal drawings</p> <p>Zaria Forman – large-scale pastel drawings of nature</p>	<p>and simple shapes in his cut-out artworks</p> <p>Claude Monet – soft colours and light in landscapes</p> <p>Modern</p> <p>Yayoi Kusama – dots and bold colour repetition</p> <p>Beatriz Milhazes – joyful layered colour and shapes</p> <p>Amy Sherald – paints people with grey skin tones and bright clothes to create strong colour contrasts and highlight their identity.</p>	<p>Modern</p> <p>El Anatsui – woven textures from recycled materials to create sculptures inspired by textiles in both form and technique, though not in a traditional way.</p> <p>Nick Cave – Creates wearable 'Soundsuits' using textiles, beads, feathers, and found objects. His work blends fashion, sculpture, and performance.</p> <p>Judith Scott- Wrapped found objects in yarn, string, and fabric to make cocoon-like sculptures. Her work is deeply personal and tactile.</p>	<p>movement and emotion</p> <p>Modern</p> <p>Andy Goldsworthy – builds outdoor art using natural materials like leaves, ice, and stones that change with time</p> <p>Olafur Eliasson – creates large-scale installations and sculptures using light, water, mirrors, and natural elements to explore perception, climate, and the environment.</p>	<p>modern digital photography to create layered, emotional artworks that blend past and present.</p> <p>Modern</p> <p>Banksy – stencil-based street prints with strong social messages and bold shapes</p> <p>Andy Warhol – pop art screenprints of celebrities and everyday objects</p> <p>Dan Mather – bold graphic screenprints using clean design and water-based inks</p> <p>Barbara Kruger – digital prints with</p>	<p>Modern</p> <p>Yayoi Kusama – dots and bold colour repetition everywhere</p> <p>Keith Haring – bold, cartoon-like figures with repeated symbols and lines</p> <p>Beatriz Milhazes – creates vibrant, layered compositions using colourful patterns and a unique printing technique that transfers painted shapes onto canvas.</p>
--	--	--	---	---	---

Villa Real School Art and Design Overview 2025

		<p>Chiharu Shiota – Builds immersive installations using thread woven around objects, creating large-scale 3D environments that feel like webs or memory maps.</p> <p>Linda Caverley – uses textiles and mixed media to create richly textured, layered surfaces often inspired by nature.</p>		<p>strong words and bold images that challenge ideas about power, identity, and media.</p>	
--	--	--	--	--	--

Villa Real School Art and Design Overview 2025

EYFS Framework Requirements: Explore ‘Understanding the World and Expressive Arts and Design’

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour Work (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture and 3D (textiles, relief surface)	Form and 3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)
<p>Begin to use a variety of drawing tools for free mark making and expression</p> <p>Use drawings to tell a story. Investigate different lines</p> <p>Explore different textures. Encourage accurate drawings of people as appropriate</p> <p>STEAM Project: This Is Me: Drawing Discovery</p> <p>Art Focus: Drawing</p> <ul style="list-style-type: none"> Use pencil, charcoal, inks, chalk, pastels, and ICT drawing software Explore free mark making—swirls, dots, 	<p>Experimenting using primary colours, explore and name , mix colour (not formal), learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper , explore expressive mark making</p> <p>STEAM Project: Colour Explorers</p> <p>Art Focus: Colour Work</p> <ul style="list-style-type: none"> Use paint, ink, dye, textiles, pencils, crayons, and pastels to explore colour 	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experience exploring mark making in sand, cornflour and siftable materials</p> <p>Simple collages</p> <p>Simple weaving</p> <p>STEAM Project: Touch & Build</p> <p>Art Focus: Texture & 3D</p> <ul style="list-style-type: none"> Explore textiles and relief surfaces through touch and play Enjoy handling and manipulating soft, rough, 	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and models</p> <p>STEAM Project: Build It, Break It</p> <p>Art Focus: Form & 3D</p> <ul style="list-style-type: none"> Use clay, dough, boxes, wire, paper, mod roc to build 3D shapes and models Explore handling, squeezing, pressing, and shaping materials 	<p>Rubbings</p> <p>Print with variety of objects</p> <p>Print with block colours</p> <p>Art Focus: Printing</p> <ul style="list-style-type: none"> Explore printing using: <p>Found materials (leaves, packaging, fabric scraps)</p> <p>Fruit and vegetables (cut apples, celery, corn, broccoli)</p> <p>Wood blocks (flat or carved)</p> <p>Press print methods (pressing textured items into paint or ink)</p> <p>Lino and string (simple shapes or lines for texture)</p> <ul style="list-style-type: none"> Make rubbings using crayons 	<p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p> <p>STEAM Project: Patterns in Nature in the world around us</p> <p>Art Focus: Patterns</p> <ul style="list-style-type: none"> Use paint, pencils, clay, textiles, and printing to explore patterns Create repeating patterns using stamps, shapes, or colours Try irregular painting patterns with sponges or

Villa Real School Art and Design Overview 2025

<p>ziggags, shading, scribbles</p> <ul style="list-style-type: none"> Investigate different lines and textures using varied tools and surfaces Use drawing to tell a story about themselves, their feelings, or their world Encourage accurate representations of the child using photos, adult support, and expressive mark making <p>Steps:</p> <ol style="list-style-type: none"> Mark Making Stations Pupils explore drawing tools—pencils, charcoal, chalk, pastels—on different surfaces like paper, fabric, and foil. Focus 	<ul style="list-style-type: none"> Experiment with primary colours and mix freely to discover new shades Learn the names of tools like brush, sponge, roller, and dabber Make expressive coloured marks using a variety of tools Create colour collages using materials and pictures grouped by colour (e.g. green leaf, green fabric, green crisp packet) <p>Steps:</p> <ol style="list-style-type: none"> Colour Discovery Table Pupils explore 	<p>smooth, and bumpy materials</p> <ul style="list-style-type: none"> Make marks in sand, cornflour, and siftable materials for sensory discovery Create simple collages using fabric, string, and textured scraps Try basic weaving with ribbons, wool, or paper strips <p>Steps:</p> <ol style="list-style-type: none"> Sensory Play & Mark Making Pupils use fingers and tools to make marks in sand, flour, or textured trays. Texture Collage Pupils collect and stick soft, 	<ul style="list-style-type: none"> Try constructing and destroying—build towers, then knock them down Talk about how materials feel: soft, hard, bendy, rough <p>Steps:</p> <ol style="list-style-type: none"> Explore Materials Pupils touch and play with different 3D materials and describe how they feel. Build & Shape Pupils create simple models—animals, towers, or shapes—using clay, boxes, or paper. Test & Break Pupils gently squash, bend, or break their models and 	<p>or pencils on textured surfaces like bark, coins, or leaves</p> <ul style="list-style-type: none"> Print with a variety of objects to discover different shapes, textures, and impressions Use block colours to highlight form and surface detail—one colour at a time for bold results Focus on exploration and discovery, not repetition or pattern-making <p>Steps:</p> <ol style="list-style-type: none"> Texture Hunt & Rubbings Pupils explore the classroom or outdoor area to find textured 	<p>natural objects</p> <ul style="list-style-type: none"> Explore simple symmetry by folding, mirroring, or matching shapes Look at patterns in leaves, shells, animal fur, and flowers <p>Steps:</p> <ol style="list-style-type: none"> Pattern Hunt Go outside and look for natural patterns—on leaves, bark, feathers, or stones. Make a Pattern Collage Use printing blocks, clay stamps, or textured fabrics to create repeating and irregular patterns. Symmetry Painting
--	--	---	--	---	--

Villa Real School Art and Design Overview 2025

<p>on sensory enjoyment and freedom of movement.</p> <p>2. Line & Texture Explorers Pupils touch natural objects (e.g. feathers, bark, stones) and use drawing tools to recreate how they feel—zigzags for rough, soft shading for smooth.</p> <p>3. Story Drawing Time Pupils respond to a short story or sensory experience (e.g. music, movement) by making expressive marks and choosing colours or lines that match the mood.</p> <p>4. "This Is Me" Portrait Creation</p>	<p>red, blue, and yellow using different materials and name each colour.</p> <p>2. Tool Time Pupils try brushes, rollers, and sponges to make colourful marks and learn tool names.</p> <p>3. Mix & Make Pupils mix colours and create expressive artwork with bold strokes, dabs, and swirls.</p> <p>4. Colour Collage Creation Pupils collect and stick materials or images of one colour (e.g. all green) onto a</p>	<p>rough, shiny, or stretchy materials to make a tactile artwork.</p> <p>3. Weave & Build Pupils weave simple shapes using paper or fabric strips and explore how materials bend or fold.</p> <p>4. Talk & Sort Pupils describe textures using words like "soft," "bumpy," "smooth," and sort materials by feel or look.</p> <p>STEAM Links Science: Pupils explore materials using their senses and describe how they feel and behave. Technology: Pupils use simple tools to shape, stick, and</p>	<p>talk about what happens.</p> <p>4. Talk & Sort Pupils use science words like "hard," "soft," "strong," and "bendy" to describe materials.</p> <p>STEAM Links Science: Pupils explore how materials behave when shaped, bent, or broken. Technology: Pupils use simple tools to build and record their models. Engineering: Pupils test how strong or stable their constructions are. Art: Pupils enjoy shaping and building with 3D materials. Maths: Pupils explore size, shape, and balance in their models.</p>	<p>surfaces. They make rubbings using crayons or pencils and describe what they feel and see.</p> <p>2. Object Printing Station Pupils print using a range of materials—fruit, veg, wood blocks, string, and found objects—dipped in paint and pressed onto paper.</p> <p>3. Block Colour Printing Pupils use one colour at a time to make bold prints, noticing how colour affects the visibility of texture and shape.</p> <p>4. Compare & Talk</p>	<p>Fold paper in half, paint on one side, and press to reveal a symmetrical pattern.</p> <p>4. Talk & Share Pupils describe their patterns using words like "same," "repeat," "wavy," or "zigzag."</p> <p>STEAM Links Science: Pupils observe and describe patterns in nature and materials. Technology: Pupils use simple tools like rollers, stamps, or tablets to create and share patterns. Engineering: Pupils build pattern blocks or clay stamps to test how shapes repeat. Art: Pupils explore pattern through colour, texture, symmetry, and repetition.</p>
--	--	---	--	--	---

Villa Real School Art and Design Overview 2025

<p>Pupils use a photo of themselves as a base. With adult support, they apply all the skills they've explored:</p> <p>Zigzag lines from texture stations to represent hair. Dots from story drawing to show freckles or accessories. Soft shading from mark making to colour skin or clothing. Lines and swirls from expressive drawing to show movement or emotion. This portrait becomes a culmination of their sensory experiences, drawing exploration, and storytelling—linking media and mark making directly to their own image.</p> <p>5. Digital Drawing Discovery Adults support pupils using interactive whiteboard (IWB) apps or</p>	<p>sketchbook page or group poster.</p> <p>5. Talk & Share Pupils describe their colours and tools using words like "bright," "soft," "smooth," and "splash."</p> <p>STEAM Links Science: Pupils explore how materials look and behave when coloured or combined. Technology: Pupils use simple tools and devices to apply and record colour. Engineering: Pupils test how different tools and surfaces affect colour application. Art: Pupils create expressive colour work and collages using a wide range of materials.</p>	<p>record their textured creations.</p> <p>Engineering: Pupils test how materials can be bent, folded, or woven into 3D forms. Art: Pupils create tactile collages and woven pieces using textured and siftable materials. Maths: Pupils sort and compare materials by texture, size, and shape.</p>		<p>Pupils group their prints by material or texture and use science words like "smooth," "rough," "soft," "leaf," "stem," or "shell."</p> <p>STEAM Links Science: Pupils explore and describe materials and living things by printing their textures and shapes. Technology: Pupils use simple tools like rollers, tablets, or cameras to record and share their printing process. Engineering: Pupils test how pressure, surface, and material type affect printed results. Art: Pupils create expressive prints using a wide range of materials and techniques, focusing on texture and form.</p>	<p>Maths: Pupils recognise and create repeating patterns and explore symmetry.</p>
---	--	---	--	--	---

Villa Real School Art and Design Overview 2025

<p>tablets. Pupils add marks, colours, or textures on top of their photo, exploring digital tools with guidance.</p> <p>STEAM Links:</p> <p>Science: Pupils explore senses and body features through touch, observation, and expressive drawing.</p> <p>Technology: Pupils use drawing apps and IWB tools with adult support to create digital portraits.</p> <p>Engineering: Pupils test how different tools and surfaces affect their drawing experience and control.</p> <p>Art: Pupils express stories, textures, and emotions through varied drawing tools and techniques.</p> <p>Maths: Pupils explore size, shape, and direction through lines,</p>	<p>Maths: Pupils sort and group colours, compare sizes of collage pieces, and explore mixing combinations.</p>			<p>Maths: Pupils compare prints by size and shape, and group them by shared features.</p>	
---	---	--	--	--	--

Villa Real School Art and Design Overview 2025

portraits, and drawn forms.					
-----------------------------	--	--	--	--	--

Art and Design Overview Stage 1 (Beech, Ash)

Suggested overview – class teachers may adapt to link into specific events, trips off site and visitors to school to facilitate spontaneous learning or improve thinking skills where appropriate. Teachers may alternate lessons with Design and Technology lessons. Theme and subject matter to be chosen by key stage leader / class manager.

TERM	Autumn	Spring	Summer
2025 - 2026	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns and observe anatomy (faces) Colour Work (painting, ink, dye, textiles, pencils, crayon, pastels) Name all the colours mixing of colours Find collections of colour Applying colour with a range of tools STEAM Project: Colour and textures Explorers	Texture and 3D (textiles, clay, sand, plaster, stone) Weaving exploration Collage exploration Sort according to specific qualities How textiles create things Form and 3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Construct , use materials to make known objects for a purpose Carve ,Pinch and roll coils and slabs using a modelling media, make simple joins STEAM Project: Seaside Sculptures & Textures	Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Create patterns Develop impressed images Relief printing Pattern (paint, pencil, textiles, clay, printing) Awareness and discussion of patterns Repeating patterns Symmetry STEAM Project: Polar Pattern Printing Art Focus: Printing & Pattern

Villa Real School Art and Design Overview 2025

	<p>Art Focus: Drawing, Colour and Textures</p> <ul style="list-style-type: none"> Use pencils, chalk, charcoal, pastels, inks, and drawing software Draw / create landscapes, faces, and natural objects using different tools Explore colour mixing, expressive lines, and textured surfaces Try free mark making and experiment with how materials feel and look <p>Activity Steps:</p> <ol style="list-style-type: none"> Texture Hunt: Pupils collect natural items (leaf, bark, fruit) and describe their texture using science words like "rough," "smooth," "solid," "liquid." include simple face shapes using natural materials (incorporate drawing if appropriate). Drawing Station: Use pencils, chalk, charcoal, and pastels to draw what they interpretate (see and feel). Colour Mixing: Pupils name colours, mix new ones, and group them by "cool," "warm," "bright," or "dull." Include landscape views. Light & Shadow Play: Use torches or mirrors to explore light and shadow, then draw what they observe. Digital Extension: Pupils recreate or enhance their drawings using ICT drawing software. <p>STEAM Links Science: Children explore materials and senses through texture, light, shadows and observation. Technology: Children use drawing software to enhance or recreate their artwork.</p>	<p>Art Focus: Texture, Form & 3D Construction</p> <ul style="list-style-type: none"> Use textiles, clay, sand, plaster, and stone to explore texture and 3D form Try techniques like carving, pinching, rolling, joining, and layering Create collages, weaves, and sculptures inspired by seaside objects and habitats Focus on handling materials, building, and sensory exploration <p>Steps:</p> <ol style="list-style-type: none"> Texture Sorting & Discussion: Pupils handle clay, sand, plaster, textiles, and stone. Sort by texture and describe using science words (e.g. rough, smooth, soft, solid). Weaving & Collage Exploration: Create beach-inspired collages and woven pieces using fabric, string, and paper. Focus on layering and pattern. 3D Construction: Use clay, dough, boxes, wire, and mod roc to sculpt seaside objects (e.g. turtles, shells, sunglasses, rock pools). Techniques: carve, pinch, roll coils and slabs, make simple joins. Purposeful Design: Pupils design their sculpture for a purpose—e.g. a turtle to raise awareness of pollution, or a shell to show habitat protection. Reflection & Display: Pupils explain how their materials and 	<ul style="list-style-type: none"> Use found materials (fruit/veg, wood blocks, string, lino) to create prints Explore relief printing and develop impressed images using clay, foam, and textured surfaces Create patterns using paint, pencil, textiles, clay, and printing techniques Build awareness and discussion of patterns in nature and design Explore repeating patterns and symmetry through printmaking <p>Steps:</p> <ol style="list-style-type: none"> Pattern Discovery: Show pupils images of polar animals and environments. Discuss natural patterns (e.g. penguin footprints, snowflakes, fur textures). Printing Station: Pupils use found materials to create printing blocks. Potato stamps for penguin feet. String for icy textures. Wood blocks for iceberg shapes. Clay or foam for seal flippers and polar bear paws Create Repeating Patterns: Pupils print onto paper or fabric using paint or ink. Focus on symmetry, rhythm, and layering to build visual interest. Science Discussion: Link each print to a scientific concept—e.g. "This pattern shows
--	---	--	--

Villa Real School Art and Design Overview 2025

	<p>Engineering: Children build simple textured surfaces using natural and found materials.</p> <p>Art: Children draw landscapes, faces, and textures using a variety of tools and techniques.</p> <p>Maths: Children sort colours, explore symmetry, and compare textures and shapes.</p>	<p>textures link to real-world science (e.g. "I used rough plaster to show the rocky beach").</p> <p>STEAM Links</p> <p>Science: Pupils explore material properties (hard/soft, rough/smooth, solid/liquid) and seaside habitats.</p> <p>Technology: Pupils use tools to shape, join, and build with different materials.</p> <p>Engineering: Pupils design and construct purposeful 3D objects using sculpting techniques.</p> <p>Art: Pupils use textiles, clay, and mixed media to explore texture, form, and construction.</p> <p>Maths: Pupils sort materials by qualities, measure shapes, and explore symmetry in their designs.</p>	<p>how penguins walk in snow," or "This texture feels like ice."</p> <p>5. Extension:</p> <p>Use textiles or collage to add colour and texture to printed scenes. Pupils can create a class mural showing a polar habitat filled with printed animal tracks and icy textures.</p> <p>STEAM Links</p> <p>Science: Pupils learn about polar animals and explore materials like ice, snow, and waterproof clothing.</p> <p>Technology: Pupils use tools and techniques to shape, stamp, and layer printed images.</p> <p>Engineering: Pupils design and build printing blocks and combine materials for texture and form.</p> <p>Art: Pupils explore printing, pattern, and symmetry using a wide range of materials and techniques.</p> <p>Maths: Pupils identify and create repeating patterns, explore symmetry, and sort materials by texture and shape.</p>
2026 - 2027	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records</p> <p>Colour Work</p>	<p>Texture and 3D (textiles, clay, sand, plaster, stone) Use smaller eyed needles and finer threads Weaving Tie dying, batik</p> <p>Form and 3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Awareness of natural and man-made forms</p>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Print with a growing range of objects Identify the different forms printing takes</p> <p>Pattern (paint, pencil, textiles, clay, printing)</p>

Villa Real School Art and Design Overview 2025

	<p>(painting, ink, dye, textiles, pencils, crayon, pastels)begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Use colour on a large scale</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Expression of personal experiences and ideas to shape and form -direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form Influence of other sculptors</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>
2027 – 2028	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Experiment with the potential of various pencils, close observation , sketchbooks Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces</p> <p>Colour Work (painting, ink, dye, textiles, pencils, crayon, pastels) Colour mixing Make colour wheels Introduce different types of brushes to overlay colour Techniques- apply colour using dotting, scratching, splashing</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Texture and 3D (textiles, clay, sand, plaster, stone) Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches and collage layer</p> <p>Form and 3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction Aesthetics</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Relief and impressed printing Recording textures/patterns Mono printing Colour mixing through overlapping colour prints</p> <p>Pattern (paint, pencil, textiles, clay, printing) Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>

Villa Real School Art and Design Overview 2025

Art and Design Overview Stage 2 (Hazel, Cedar, Willow, Maple)

Suggested overview – class teachers may adapt to link into specific events, trips off site and visitors to school to facilitate spontaneous learning or improve thinking skills where appropriate. Teachers may alternate lessons with Design and Technology lessons. Theme and subject matter to be chosen by key stage leader / class manager.

TERM	Autumn	Spring	Summer
2025 - 2026	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Identify and draw the effect of light, scale and proportion, drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings</p> <p>Colour Work (painting, ink, dye, textiles, pencils, crayon, pastels) Colour mixing and matching; tint, tone, shade Observe colours -suitable equipment for the task Colour to reflect mood</p> <p>STEAM Project: Marking the Wild</p> <p>Art Focus: Drawing & Outdoor Expression</p> <ul style="list-style-type: none"> Explore mark making using pencil, charcoal, chalk, pastels, and natural materials 	<p>Texture and 3D (textiles, clay, sand, plaster, stone) Use a wider variety of stitches, observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics</p> <p>Form and 3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction</p> <p>STEAM Project: Growing in 3D</p> <p>Art Focus: Texture, Form & 3D</p> <ul style="list-style-type: none"> Explore texture using textiles, clay, sand, plaster, and natural materials 	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print</p> <p>Pattern (paint, pencil, textiles, clay, printing) Explore environmental and manmade patterns Tessellation</p> <p>STEAM Project: Print to Plate</p> <p>Art Focus: Exploring Food Through Pattern & Printing</p> <ul style="list-style-type: none"> Use found materials (fruit, veg, string, wood blocks) to create prints Explore textures and patterns from food and kitchen tools

Villa Real School Art and Design Overview 2025

	<ul style="list-style-type: none"> Develop awareness of light, size, and placement in drawings Use colour mixing to reflect mood and match nature (tint, tone, shade) Work on a variety of scales—from large mural paper to small leaf-sized sketches Use ICT drawing software to recreate marks and enhance artwork Encourage independent choice-making and creative expression <p>Steps:</p> <ol style="list-style-type: none"> Mark Making Station Using large paper, cardboard, or fabric outdoors, pupils make marks with charcoal, chalk, pastels, or natural tools like sticks and leaves. Colour Mixing & Mood Pupils mix colours using paint or chalk to match what they saw. Techniques include sponge dabbing, finger painting, or rolling to explore texture and mood. Digital Drawing Extension Pupils use simple ICT software (e.g. Tux Paint, Paint 3D) to recreate nature-inspired marks. They add colours, shapes, and labels to show habitats. 	<ul style="list-style-type: none"> Create 3D forms of plants using dough, boxes, wire, paper sculpture, or mod roc Use stitching and fabric comparison to design flower petals, leaves, or roots Experiment with mood, movement, and feeling through surface patterns and textures Discuss own work and explore the work of sculptors inspired by nature Observe and interpret natural and manmade forms in gardens and outdoor spaces <p>Steps:</p> <ol style="list-style-type: none"> Outdoor Observation Walk Visit a garden or green space. Pupils observe and collect textures (leaf rubbings, bark, petals) and name plant parts. Texture Table Explore fabrics, clay, sand, and plaster. Pupils press, roll, and stitch (e.g. running) to create textures that match plant surfaces (e.g. rough bark, soft petals). 3D Plant Sculptures Pupils build flowers, seeds, or trees using mod roc, wire, paper, or dough. Focus on form, balance, and surface detail. 	<ul style="list-style-type: none"> Record ideas in a sketchbook using rubbings, drawings, and photos Create tessellated patterns using printing blocks or repeated shapes Compare and adapt environmental and manmade patterns (e.g. seeds vs packaging) Modify prints to show movement, mood, and texture <p>Steps:</p> <ol style="list-style-type: none"> Food Texture Hunt Pupils explore real food items (e.g. broccoli, pasta, citrus fruit) and kitchen tools. They feel, describe, and sketch textures in their sketchbooks. Printing Station Use cut fruit/veg, string, or blocks to press-print onto paper or fabric. Pupils explore repeating patterns, symmetry, and tessellation. Pattern Challenge Pupils design a food-inspired pattern using paint, pencil, or clay. They compare natural textures (e.g. seeds) with manmade ones (e.g. packaging).
--	---	---	---

Villa Real School Art and Design Overview 2025

	<p>4. Group Mural or Digital Journal Pupils collaborate to create a shared artwork or digital presentation showing the habitat. Include drawings, photos, and science vocabulary to explain their findings</p> <p>STEAM Links Science: Pupils explore and sort things that are living, dead, or never alive in their local habitat. Technology: Pupils use drawing software like <i>Tux Paint</i> or <i>Paint 3D</i> to recreate nature marks digitally. Engineering: Pupils build simple outdoor structures using natural materials to represent habitats or animal shelters. Art: Pupils make marks using charcoal, chalk, pastels, and natural tools to express what they see and feel outdoors. Maths: Pupils compare sizes, count natural items, and use position and shape in their artwork.</p>	<p>4. Mood & Movement Use colour and texture to show how plants feel (e.g. soft, spiky, flowing). Pupils can create wind-blown petals or twisting roots.</p> <p>5. Digital Extension (ICT) Pupils photograph their sculptures and use simple software (e.g. <i>Paint 3D</i>) to label plant parts or show growth stages.</p> <p>STEAM Links Science: Pupils observe how seeds and bulbs grow and what plants need to stay healthy. Technology: Pupils use ICT to label, present, or animate their plant sculptures. Engineering: Pupils build stable 3D forms using wire, mod roc, and recycled materials. Art: Pupils explore texture, form, and mood through sculpture and stitching. Maths: Pupils measure plant parts, compare sizes, and explore symmetry in natural forms.</p>	<p>4. Modify & Reflect Pupils adapt their prints by layering colours, changing shapes, or adding movement. They discuss how their artwork shows texture, mood, or energy.</p> <p>5. Digital Extension (ICT) Use simple software (e.g. <i>Paint 3D</i>, <i>Tux Paint</i>) to recreate or enhance food patterns. Pupils can label food types, add textures, or animate their designs.</p> <p>STEAM Links Science: Pupils learn about food types, nutrition, hygiene, and plant growth. Technology: Pupils use ICT to create, label, and animate food-based patterns. Engineering: Pupils explore how materials (wood, string, clay) behave in printing. Art: Pupils create and adapt prints using food textures and environmental patterns. Maths: Pupils explore symmetry, repetition, and tessellation in their designs.</p>
2026 - 2027	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p>	<p>Texture and 3D (textiles, clay, sand, plaster, stone) Use stories, music, poems as stimuli Select and use materials , embellish fabric</p>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Combining prints</p>

Villa Real School Art and Design Overview 2025

	<p>Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people</p> <p>Colour Work (painting, ink, dye, textiles, pencils, crayon, pastels) Hue, tint, tone, shades and mood , explore the use of texture in colour , Colour for purposes</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>making art using textiles</p> <p>Form and 3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Plan and develop ideas , shape, form, model and join , Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Design prints Make connections Discuss and evaluate own work and that of others</p> <p>Pattern (paint, pencil, textiles, clay, printing) Create own abstract pattern to reflect personal experiences and expression pattern for purposes</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>
2027 – 2028	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of basic perspective</p> <p>Colour Work (painting, ink, dye, textiles, pencils, crayon, pastels) Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Texture and 3D (textiles, clay, sand, plaster, stone) Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale</p> <p>Form and 3D (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists</p> <p>Pattern (paint, pencil, textiles, clay, printing) Create own abstract pattern to reflect personal experiences and expression create pattern for purposes</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>

Villa Real School Art and Design Overview 2025

Art and Design Overview Stage 3 (Oak, Elm Cherry)

Suggested overview – class teachers may adapt to link into specific events, trips off site and visitors to school to facilitate spontaneous learning or improve thinking skills where appropriate. Teachers may alternate lessons with Design and Technology lessons. Theme and subject matter to be chosen by key stage leader / class manager.

TERM	Autumn	Spring	Summer
2025 - 2026	<p>Drawing</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p>Lines and Marks - name, match and draw lines/marks from observations</p> <p>Invent new lines - draw on different surfaces with a range of media</p> <p>Shape - observe and draw shapes from observations</p> <p>Draw shapes in between objects, invent new shapes</p> <p>Tone - investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p>Texture - investigate textures by describing, naming, rubbing, copying</p> <p>Exploring and Developing Ideas - Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p>	<p>Painting</p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrap books and mood boards</p> <p>Name different types of paint and their properties</p> <p>Colour - Identify primary and secondary colours by name</p> <p>Mix primary shades and tones</p> <p>Mix secondary colours</p> <p>Texture - create textured paint by adding sand, plaster</p> <p>Exploring and Developing Ideas - Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p>	<p>Printing</p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p>Colour - Experiment with overprinting motifs and colour</p> <p>Texture - Make rubbings to collect textures and patterns</p> <p>Exploring and Developing Ideas - Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p>

Villa Real School Art and Design Overview 2025

	<p>STEAM Project: Drawing Sound</p> <p>Art Focus: Drawing, Texture & Expression inspired by Sound & Vibration</p> <ul style="list-style-type: none"> • Use a wide range of drawing tools: pencils, crayons, felt tips, charcoal, chalk, ballpoints • Make expressive marks—soft, bold, scratchy, smooth—to reflect sound qualities • Draw lines, shapes, and textures from observation and imagination • Explore tone using light and dark to show loud and quiet sounds • Invent new patterns and forms inspired by sound and rhythm • Record ideas from real-life sensory experiences • Experiment with drawing on different surfaces and using rubbings • Learn about artists and designers who explore sound, movement, and abstraction 	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>STEAM Project: Painting for a Purpose</p> <p>Art Focus: Painting & Mixed Media to design an item</p> <ul style="list-style-type: none"> • Use a variety of brush sizes and types to explore control, texture, and expression • Mix and match colours to artefacts and objects, responding to mood and material qualities • Work on different scales—from small panels to large collaborative boards • Experiment with layering, mixed media, and presentation formats like scrapbooks and mood boards • Name and compare different types of paint (e.g. acrylic, watercolour, tempera) and their properties • Identify primary and secondary colours and mix shades and tones for expressive effect • Create textured paint by adding materials like sand or plaster 	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>STEAM Project: Printing the Garden</p> <p>Art Focus: Printing & Pattern in the Garden</p> <ul style="list-style-type: none"> • Print with hard and soft materials such as corks, pen barrels, and sponge • Make simple marks using rollers and printing palettes • Take mono-prints and explore overprinting for layered effects • Roll ink over found objects like plastic mesh and stencils to create patterns • Build repeating patterns and recognise natural pattern structures • Create printing blocks using press print techniques • Design repetitive motifs inspired by plants and garden textures
--	--	---	--

Villa Real School Art and Design Overview 2025

	<p>Steps:</p> <ol style="list-style-type: none"> 1. Listen & Sketch Pupils listen to sounds—music, nature, machines—and sketch what they imagine using lines, shapes, and patterns. They use science words like vibration, pitch, and volume to describe their ideas. 2. Mark Making & Texture Hunt Pupils explore drawing tools and surfaces to create sound-inspired marks. They collect textures through rubbings (e.g. bark, fabric, foil) and match them to sounds—e.g. rough for loud, smooth for soft. 3. Tone & Shape Challenge Pupils use light and dark tones to show loud and quiet sounds. They invent shapes for high and low pitch and layer lines to show movement. Prompts like “Draw a loud sound using zigzags” guide exploration. 4. Sound & Movement Drawing Pupils respond physically to sounds—stretching, bouncing, floating—and then draw the 	<ul style="list-style-type: none"> • Record and explore ideas from first-hand observations of materials and surfaces • Ask and answer questions about starting points, materials, and design intentions • Develop ideas through experimentation, reflection, and revision • Explore the work of artists, craftspeople, and designers from different cultures and time periods, comparing approaches and materials <p>Steps:</p> <ol style="list-style-type: none"> 1. Material Testing & Observation Pupils explore materials used in an item such as raincoat, tent, bag, hat (e.g. fabric, plastic, absorbent). They observe and record texture, absorbency, and flexibility using science vocabulary: stretchy, stiff, waterproof, absorbent, rough, smooth. 2. Painting Techniques Station Pupils use different brushes and tools to apply paint. They mix colours to match materials and moods—e.g. soft pastels for comfort, bold tones for strength— 	<ul style="list-style-type: none"> • Experiment with colour mixing—tint, tone, and shade—to reflect mood and growth • Make rubbings to collect textures and patterns from natural surfaces • Record and explore ideas from first-hand observation • Explore the work of artists and designers from different cultures and time periods <p>Steps:</p> <ol style="list-style-type: none"> 1. Garden Observation Walk Pupils observe and sketch plants, leaves, flowers, and textures. They use science vocabulary such as stem, root, petal, seed, trunk, and dispersal. Photos or notes are taken for printing inspiration. 2. Mark Making & Texture Collection Pupils use rubbings from bark, leaves, and mesh to collect textures. They make marks with natural and found tools to explore surface qualities. 3. Printing Station Pupils create mono-prints and
--	--	---	---

Villa Real School Art and Design Overview 2025

	<p>movement using expressive lines. This links sound, body, and drawing in a playful way.</p> <p>5. Digital Extension & Display Pupils use drawing apps (e.g. Paint 3D) to recreate or enhance their sound drawings. They add labels, colours, and textures digitally, then contribute to a class mural or digital gallery showing their sound-inspired artwork.</p> <p>STEAM Links</p> <p>Science: Pupils explore sound through pitch, volume, vibration, and texture.</p> <p>Technology: Pupils use digital tools to create and enhance sound-inspired drawings.</p> <p>Engineering: Pupils experiment with materials and surfaces to reflect sound movement.</p> <p>Art: Pupils express sound through drawing, tone, texture, and pattern.</p> <p>Maths: Pupils use time, repetition, symmetry, and scale in their sound drawings.</p>	<p>and add sand or plaster to create textured surfaces.</p> <p>3. Mood Boards & Scrapbooks Pupils create mood boards showing textures, colours, and ideas. These include paint samples, material swatches, and annotated science vocabulary to link artistic choices to material properties.</p> <p>4. Digital Extension Pupils use Paint 3D or similar software to design a product-inspired artwork. They add labels, effects, and textures to show how materials behave and how they might be used in design.</p> <p>5. Group Display or Digital Gallery Pupils collaborate to create a large painted panel or digital showcase. They include painted textures, colour experiments, and reflections on how their artwork connects to science and product design.</p> <p>STEAM Links</p>	<p>overprints using rollers and palettes. They design plant-inspired patterns using press print blocks and experiment with layering colours to show growth and mood.</p> <p>4. Digital Extension Pupils use Paint 3D or Tux Paint to recreate prints digitally. They add labels and shapes to show plant parts or life cycles, enhancing their understanding through visual design.</p> <p>5. Group Display or Digital Journal Pupils collaborate to create a mural or digital gallery. They include prints, rubbings, photos, and science terms, reflecting on growth, pattern, and texture in nature.</p> <p>STEAM Links</p> <p>Science: Pupils explore plant parts, growth needs, and life cycles through observation and vocabulary.</p> <p>Technology: Pupils use digital drawing tools to recreate and enhance printed patterns.</p>
--	--	--	---

Villa Real School Art and Design Overview 2025

		<p>Science: Pupils test and observe materials used in nappies, focusing on absorbency, texture, and flexibility.</p> <p>Technology: Pupils use digital painting tools to recreate textures and design product-inspired artwork.</p> <p>Engineering: Pupils explore how materials behave and how they could be used in product design.</p> <p>Art: Pupils paint using varied tools, textures, and colour mixing to express material qualities.</p> <p>Maths: Pupils measure, compare, and record material properties (e.g. weight, absorbency, stretch).</p>	<p>Engineering: Pupils build simple printing tools and blocks using recycled or natural materials.</p> <p>Art: Pupils print with varied materials and techniques to express plant forms and textures.</p> <p>Maths: Pupils explore symmetry, repetition, and scale in printed patterns.</p>
2026 - 2027	<p style="text-align: center;">Drawing</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p>Lines and Marks - name, match and draw lines/marks from observations</p> <p>Invent new lines - draw on different surfaces with a range of media</p> <p>Shape - observe and draw shapes from observations</p> <p>Draw shapes in between objects, invent new shapes</p> <p>Tone - investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p>Texture - investigate textures by describing, naming, rubbing, copying</p>	<p style="text-align: center;">Digital Media</p> <p>Explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders</p> <p>Use a simple graphics package to create images and effects with</p> <p>Lines by changing the size of brushes in response to ideas</p> <p>Shapes using eraser, shape and fill tools</p> <p>Colours and Texture using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tools</p> <p>Exploring and Developing Ideas - Record and explore ideas from first hand observations</p>	<p style="text-align: center;">3-D</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading, thumb pots, coil pots</p> <p>Explore sculpture with a range of malleable media, create wire armature and cover with tissue paper and pva.</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile using papier mache and recycled materials to create containers or sculpture</p> <p>Understand the safety and basic care of materials and tools</p> <p>Form - Experiment with constructing and joining recycled, natural and manmade materials</p>

Villa Real School Art and Design Overview 2025

	<p>Exploring and Developing Ideas - Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Use simple 2-D shapes to create a 3-D form</p> <p>Texture - Change the surface of a malleable material e.g. build a textured tile</p> <p>Exploring and Developing Ideas - Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>
2027 – 2028	<p style="text-align: center;">Drawing</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p>Lines and Marks - name, match and draw lines/marks from observations</p> <p>Invent new lines - draw on different surfaces with a range of media</p> <p>Shape - observe and draw shapes from observations</p> <p>Draw shapes in between objects, invent new shapes</p> <p>Tone - investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p>Texture - investigate textures by describing, naming, rubbing, copying</p> <p>Exploring and Developing Ideas - Record and explore ideas from first hand observations</p>	<p style="text-align: center;">Collage</p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture</p> <p>Fold, crumple, tear and overlap papers</p> <p>Work on different scales</p> <p>Colour - collect, sort, name match colours appropriate for an image</p> <p>Shape - create and arrange shapes appropriately</p> <p>Texture - create, select and use textured paper for an image</p>	<p style="text-align: center;">Textiles</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p>Colour</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture</p> <p>Create fabrics by weaving materials i.e. grass through twigs</p>

Villa Real School Art and Design Overview 2025

	<p>Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Exploring and Developing Ideas - Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Exploring and Developing Ideas - Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Exploring and Developing Ideas - Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>
--	---	---	--

Villa Real School Art and Design Overview 2025

Art and Design Stage 4 and 5 '14 – 19' Provision (Rowen, Aspen)

Students will work on a curriculum devised by the 14 – 19 Coordinator taking into account external accreditations where possible. These may include ASDAN Printing, ASDAN Making Pictures, NCFE Modules. Where no suitable accreditations are available, teachers will follow the overview below, course coverage taken from AQA GCSE Art & Design Fine Art (8202), AQA GCSE Art & Design - Textiles (8204) and AQA GCSE Art & Design – three dimensional design (8205). This coursework will reflect the work of artists, designers and crafts people and link into CEIAG and work awareness. Students should visit a museum, gallery or studio or work with a visiting artist or craftsman.

TERM	Autumn	Spring	Summer
2025 - 2026	<p>Two- and/or three-dimensional fine art drawing and painting, mixed media collage and embellishments.</p> <p>Students can select and use a variety of traditional and/or experimental recording, mark making and drawing materials, such as: charcoal, pastel , graphite and coloured pencils, biro, pen and ink, paint, collaged, and mixed media techniques</p> <p>This should encourage the student to engage with independent decision making, risk taking and enquiry. Students become or work towards becoming independent thinkers and problem solvers. They are able to begin to realise their ideas in a personal and creative manner. Document findings in their preferred</p>	<p>Two- and/or three-dimensional textiles.</p> <p>Printing, resist techniques, constructed or stitched. Make connections with the work of textile artists, craftspeople and designers</p> <p>Integrate the use of drawing and written annotation into working practice linking to literacy and narrative story telling. They collect a variety of materials and objects that suggest different surface qualities, use their collection to help create a variety of mixed media samples /studies that explore surface quality and texture., compare and contrast the different tactile qualities and present their findings in any appropriate format. Use a variety of : felt, wool, nets, meshes, lace, cottons, mixed fibres, ribbons, decorative embellishments, metallic threads and rainbow, recycled and chunky yarns - stitched, pulled, twisted, woven, compacted, dissolved, distorted or combined by hand or</p>	<p>Two- and/or three-dimensional sculptural, ceramic.</p> <p>Students explore the possibilities of work with different types of finish and a clay, metals, wood, plastic, found/recycled materials and plaster and build small models. Draw from first hand observation looking at the form, structure and surface texture of natural forms such as bones, fossils, shells, fruit, vegetables, nuts and seeds etc. Appropriate visual investigations and written annotations are collated and presented in an appropriate manner as the creative journey evolves. Develop technical knowledge, understanding and skills and appreciation of the value of experiments through engagement with the work of Josiah Wedgewood, Bernard Leach, Hans Coper, Lucy Rie, Barbara Hepworth, Dorothy Feibleman or Ewan Henderson, Pablo</p>

Villa Real School Art and Design Overview 2025

	<p>format, such as sketchbook pages, mood boards, digital presentation, design sheets and journals and explore historical and contemporary painters and artists who use drawing.</p> <p>STEAM Project: Nature Sounds & Art</p> <p>Art Focus: Drawing, Painting & Mixed Media</p> <ul style="list-style-type: none"> • Make art outside using natural things like leaves, sticks, stones, and flowers • Create big or small art pieces that may change with weather or seasons • Try carving, whittling, or making your own charcoal (with support) • Use shapes, textures, and patterns to show how sounds feel (e.g. soft, loud, fast). • Learn how nature can help us feel calm, relaxed, and happy • Look at artists who use plants and nature in their work • artists who use plants, sound, and outdoor sculpture (e.g. Andy Goldsworthy, Richard Long) • <p>Steps:</p> <ol style="list-style-type: none"> 1. Go Outside & Listen Walk in nature and listen to sounds 	<p>machine effects to make new surfaces. Colour using different dye. Introduce students textile artists and designers who use, or have been inspired by, surface qualities and textural effects or techniques.</p> <p>STEAM Project: Textile Lampshades with Power</p> <p>Art Focus: Textile</p> <ul style="list-style-type: none"> • Create 2D and 3D textile panels using felt, lace, mesh, cotton, recycled yarns, and embellishments • Explore surface texture through stitching, weaving, pulling, twisting, and layering • Use printing, resist dyeing, and colour mixing to add pattern and mood • Compare and record tactile qualities (soft, rough, stretchy, smooth) • Integrate drawing and annotation to explain ideas and link to storytelling • Study textile artists and designers who work with light, surface, and structure • Present work as samples, mood boards, stitched panels, or finished lampshades 	<p>Picasso, Jacob Epstein, Naum Gabo, Vladimir Tatlin, Sally Matthews and Kurt Schwitters to inform their own manipulation of raw materials and then record what emerges into three - dimensional forms.</p> <p>STEAM Project: Sculpting Life</p> <p>Art Focus: Sculptural & Ceramic Art</p> <ul style="list-style-type: none"> • Create 2D and 3D sculptures using clay, plaster, wood, metal, plastic, and recycled materials • Explore form, structure, and surface texture by observing natural objects like bones, shells, seeds, fruit, and insects • Build small models inspired by living things—e.g. jointed legs, antennae, wings, shells • Experiment with finishes: smooth, rough, glazed, painted, carved, layered • Use drawing/pictures and annotation to record observations and explain creative choices • Compare and contrast tactile qualities of materials and how they relate to habitats or survival • Study artists like Barbara Hepworth, Lucy Rie, Hans Coper, Sally Matthews, Kurt Schwitters
--	--	---	--

Villa Real School Art and Design Overview 2025

	<p>like birds, wind, or water. Talk about what makes the sound and how it travels.</p> <ol style="list-style-type: none"> Collect Natural Materials Pick up safe items like leaves, twigs, stones, and bark to use in your art. Make Sound-Inspired Art Use your materials to make art that shows sound—maybe a loud shape or a quiet pattern. Try Nature Skills With help, try carving, whittling, or making marks with charcoal. Share & Reflect Take photos or draw your art in a sketchbook. Talk about how the sound made you feel and how you showed it in your art. <p>STEAM Links Science: Pupils learn how sounds are made and travel by exploring vibrations in nature. Technology: Pupils use cameras or tablets to record sounds and share their artwork. Engineering: Pupils build outdoor art using natural materials and simple tools. Art: Pupils create expressive nature art that shows sound through shape, texture, and pattern.</p>	<p>Steps:</p> <ol style="list-style-type: none"> Explore Materials & Textures Pupils collect and sort textile materials by feel and appearance, recording how they might affect light and design. Design a Lampshade Panel Pupils sketch ideas for a textile lampshade, inspired by circuits and electricity—using lines, shapes, and textures. Create Textile Samples Use stitching, printing, and embellishment to make small samples showing surface quality and light filtering. Build a Simple Circuit Pupils construct a basic circuit with a battery, wires, and bulb, testing how their textile shade affects brightness. Reflect & Present Pupils annotate their sketchbooks with drawings, textures, and science words like “circuit,” “power,” and “switch.” Share final lampshade designs in a group display or digital gallery. <p>STEAM Links Science: Pupils explore circuits, switches, and how materials conduct or block electricity.</p>	<ul style="list-style-type: none"> Present work as sketchbook pages, design sheets, mood boards, or finished sculptures <p>Steps:</p> <ol style="list-style-type: none"> Observe & Record Natural Forms Pupils study living things—shells, insects, seeds, bones—and sketch their shapes, textures, and features. Create a Classification Collage Pupils group and classify living things using a creative collage. They cut out images, textures, and materials to represent mammals, reptiles, insects, etc., and arrange them into visual categories. Labels, drawings, and science words like “antennae,” “habitat,” and “food chain” are added to show understanding. Sculptural Studies Pupils sculpt small models inspired by their collage using clay, plaster, or recycled materials, focusing on structure and surface. Experiment with Texture & Finish Pupils test different finishes—glazing, painting, carving—to reflect habitat, movement, or adaptation.
--	---	---	--

Villa Real School Art and Design Overview 2025

	<p>Maths: Pupils explore patterns, size, and distance in their artwork and sound observations.</p>	<p>Technology: Pupils use digital tools to present their textile designs and research artists.</p> <p>Engineering: Pupils build working lampshades using textile panels and simple electrical components.</p> <p>Art: Pupils create expressive textile art that responds to light, texture, and structure.</p> <p>Maths: Pupils measure, compare, and record material properties and circuit layouts.</p>	<p>5. Reflect & Present Pupils annotate their sketchbooks with drawings, textures, and science vocabulary. Share final sculptures in a group display or digital gallery.</p> <p>STEAM Links Science: Pupils explore how living things are grouped and adapted by sculpting and classifying natural forms. Technology: Pupils use digital tools to present their sculptures and research artists who work with nature. Engineering: Pupils build stable 3D models using a range of materials and construction techniques. Art: Pupils create expressive sculptures and collages that reflect the texture, form, and diversity of living things. Maths: Pupils measure, compare, and record shapes, sizes, and patterns in nature and their sculptural responses.</p>
2026 - 2027	<p>Art in the outdoors, ephemeral art which may change with climate, weather and seasons.</p> <p>Use only natural materials to create large and small scale / miniature installations. Creative arts using 'Forest School' approaches. Explore heritage skills of carving, whittling, pyrography etc to work with wood. Make own charcoal on a campfire. Create art work off site in local woodlands, beach countryside etc. Link</p>	<p>Two- and/or three-dimensional graphics and media / advertising Cameras and scanning, video and computer manipulation techniques digital recording.</p> <p>Animation, film making and cartoons Link to literacy and reading, narrative storytelling and creative writing. Look at Japanese illustration graphics and media, computer games, superheroes and heroes. Look at concept of super powers</p>	<p>Two- dimensional fine art drawing and painting.</p> <p>Observe and record from a range of objects in a sketchbook 'Natural Forms' could encourage students to: such as seed pods, shells, fungi, fruits and vegetables that display different surface qualities, exploring pattern, texture, shape, colour and form , explore and respond to a variety of contextual sources, such as Juan</p>

Villa Real School Art and Design Overview 2025

	<p>to eco therapy and 'wilderness therapy' within outdoor education. Explore concept of green nature as a therapy and mindfulness, relaxation and good mental health in nature. Look at art work using plants, natural materials and outdoor sculpture. Possible visit to Dilston Physic garden, local woodlands and beach.</p> <p>STEAM Project: Nature Changes</p> <p>Art Focus: Nature Changes Art linked to Weather and Materials</p> <ul style="list-style-type: none"> • Make art outside using natural things like leaves, sticks, stones, and flowers • Create big or small art pieces that may change with weather or seasons • Try carving, whittling, or making your own charcoal (with support) • Use shapes, textures, and patterns to explore change and mood • Learn how nature can help us feel calm, relaxed, and happy • Look at artists who use plants and nature in their work • Explore outdoor sculpture and ephemeral art (e.g. Andy Goldsworthy, Richard Long) <p>Steps:</p>	<p>and saving the planet in graphics, illustration and animation. Explore mixed media, collage, pop art and photography in abstract art. Put up an exhibition or installation. Their creative journey should be evidenced in the preparatory work, which should show the development, refinement and recording of ideas</p> <p>Students select one theme from a closed selection.</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Sánchez Cotán and Ernst Haeckel, or the photographs of John Blakemore and Karl Blossfeldt. 'Close up' could allow students to observe and record from a range of natural and manufactured objects. The focus might be on the close-up surface qualities of the chosen subject matter</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>
--	--	--	--

Villa Real School Art and Design Overview 2025

	<ol style="list-style-type: none"> 1. Go Outside & Observe Walk in nature and notice how weather affects the environment—wet, dry, windy, cold. 2. Collect Natural Materials Pick up safe items like leaves, twigs, stones, and bark to use in your art. 3. Make Ephemeral Art Use your materials to make art that may change—like a mud sculpture that cracks in the sun or softens in rain. Test how your sculpture reacts to different weather—sun, rain, wind, or cold—and notice what changes. 4. Try Nature Skills With help, try carving, whittling, or making marks with charcoal. 5. Share & Reflect Take photos or draw your art in a sketchbook. Talk about how the weather changed your artwork and how it made you feel. <p>STEAM Links Science: Pupils explore how weather and temperature affect natural materials used in art. Technology: Pupils use cameras or tablets to record changes in their artwork over time.</p>		
--	---	--	--

Villa Real School Art and Design Overview 2025

	<p>Engineering: Pupils build outdoor art using natural materials and simple tools, testing how they hold up in different conditions.</p> <p>Art: Pupils create expressive nature art that responds to weather through changing shape, texture, and form.</p> <p>Maths: Pupils explore patterns, size, and comparisons in how materials react and change.</p>		
--	---	--	--

Villa Real School Art and Design Overview 2025

<p>2027 – 2028</p>	<p>Environmental art and design.</p> <p>Two- and/or three-dimensional textiles printing, resist techniques, stitched – using recycled objects. Students discuss the surface quality of the materials they have collected. These could include recycled or found objects such as bottle tops, plastics, wire, leaves, twigs, seed heads, dried flowers or shells. They could create samples/studies by collaging collected items using different types of card, paper, tissue, tinfoil, bubble wrap etc. They can apply colour using paint, pencil, ink or pastel. Introduce students to the creation of texture in the work of practitioners such as Jeanette Appleton, Jan Beaney, Rachel Quarmbly and Kim Thittichai. They could investigate how Jennifer Collier and Sandra Meech use collected objects or recorded imagery in their textile pieces. Students could study how Alexander McQueen combined different fabric textures within a garment or how Christopher Kane or Hussein Chalayan create clothing use plastics, aluminium and wire. On completion, students present their work to their peers and discuss its inspiration and development.</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Culture and diversity in art and design.</p> <p>Pupils select a cultures and consider such aspects as context, style, process, meaning and function, as well as how key features are depicted and created in the chosen textiles, fine art (drawing and painting) and graphics and media They consider visual concepts such as forms of representation be these, for example, abstract, figurative or naturalistic as well as visual considerations such as colour, scale, pattern, use of repeat, style, composition, symbolism and embellishment. They may also choose to explore the ceremonial content of specific garments or objects associated with their own culture. Students to extend their source material by considering the patterns or motifs found on a wide range of artefacts such as ceramics, coins, memorabilia, tools, jewellery, documents, antiquities or archaeology as well as those found on textiles. They could look at small sections of pattern or study specific areas of applied or carved decoration. They should identify contemporary artists or designers who have been inspired by museum artefacts or textiles from other cultures.</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>	<p>Printing.</p> <p>Students explore their selected imagery through print and dye experiments. They are introduced to dye resist processes, silk painting and batik. They explore simple stencil cutting and block printing. They develop repeat patterns using the imagery derived from their museum studies. Students could be encouraged to try bleeding dyes or to etch marks using bleaching techniques. Screen printing with stencils could be used to experiment with colour layering and marbling. Collagraph blocks could enable irregular or regular repeat patterns to be made. They should present their ideas and findings that have led to and support their decision making in an appropriate format.</p> <p>Review previous STEAM projects to evaluate impact and guide planning for future curriculum development.</p>
--------------------	---	---	--

Improving Thinking Skills within Art and Design Questioning Differentiated for Individual Learning

- 1. Activating prior knowledge:** Ask pupils to recall and draw / paint / produce something learned previously relative to the theme, topic or task.
- 2. Analysing skills:** Encourage core thinking skills that involve clarifying information by examining separate elements of , or relationships between them within theme, composition, tools and techniques using mind maps.
- 3. Attention and Commitment:** Encourage pupils to try to develop a conscious control of mental focus on particular information, to stay on task, further develop or improve mastery of artistic skills by refining skill, adding detail, improve design etc. Encourage self- regulation and emotional / behavioural strategies for self control to employ personal energy and resources.
- 4. Classifying:** Encourage pupils to create lists, mind maps, flow charts etc with visual sketches and mood boards in sketch books to explore concepts with more depth by grouping ideas on the basis of their common attributes.
- 5. Comparing:** Encourage pupils to observe and identify similarities and differences between or among pictures, designs, works of art or craft, between their own and each other or their own and that of a famous artist/ designer.
- 6. Composing:** Encourage pupils to explore a variety of ways to developing an artistic composition exploring different layouts, perspectives, artistic styles, designs and patterns. Explore the idea of the Golden Mean linking composition to maths and fractions.
- 7. Concept formation:** organizing information about 2D visual images and associating the information with a label (word or pictorial symbolic representation).
- 8. Creative thinking:** Encourage pupils to produce own original ideas with creative thinking outside of the box using word association and doodling – taking the pencil for a walk to music.
- 9. Critical thinking:** Encourage pupils to use specific skills such as analysing pros and cons or likes and dislikes in visual themes, designs, styles of art carefully, seeing other points of view, and reaching sound conclusions to deepen evaluations.
- 10. Decision making:** Encourage pupils to create at least three designs and then select from alternatives, explaining the reasoning for their selection.
- 11. Elaborating:** Encourage pupils to add more fine detail increasing depth of narrative visual information to

Villa Real School Art and Design Overview 2025

pictures, adding details, sketched and written explanations, examples of various colour choices, colour combinations linked to colour theory, texture and tactile details or intricate patterns.

12. Evaluating: assessing one's current knowledge state, judgement on own and others artwork with evaluating skills of core thinking to assess the quality of creative ideas and technical skill.

13. Identifying attributes and components: Encourage pupils to determine the characteristics in terms of artistic influences and styles on their design, art work, craft piece.

14. Identifying relationships and patterns: Encourage pupils to recognize ways elements are related in compositions, patterns, designs and form etc.

15. Information-gathering skills: Encourage pupils to develop core thinking skills that involve bringing to the activity, the relevant information, ideas, visual influences, needed for cognitive processing / more depth of thinking and explaining.

16. Integrating skills: Encourage use of core skills that involve connecting or combining information from different styles, cultural influences and periods in art history to create an eclectic art work.

17. Knowledge and control of process: Encourage pupils to master the tools and techniques used rather than accept a first attempt developing metacognition to involve executive control of information related to their technical work and how it is produced.

18. Knowledge domain: Encourage pupils to learn about the history, culture, artistic style and influences of their art work to facilitate cross curricular learning and develop oral discourse skills – talking to other peers about what they have produced, researched etc to develop self confidence and presentation skills needed in the workplace or for college interviews.

19. Metacognition: Encourage the pupils to think about their own role in the artwork, how they move their hand, speed of mark making, pressure on tools etc and how they can influence the outcome by combining a knowledge of self with a knowledge of the artistic process.

20. Observing: Encourage pupils to study closely in real life what they are going to portray, the trees blowing in the wind, the smell of something, how it sounds , feels on their skin etc to gain a multi sensory awareness.

21. Organizing and ordering skills: Encourage pupils to develop core thinking skills that involve arranging research, layout of art equipment etc, so that it can be used more effectively or by sequencing images according to a given criteria.

22. Planning and predicting : Encourage pupils to make a plan of action, a 'to do' list, steps to complete their art work developing strategies to reach a final goal and think of the means to an end rather than seeing what

Villa Real School Art and Design Overview 2025

happens, anticipating an outcome based on research or previous artistic experiences, and knowledge.

23. Problem solving: Encourage pupils to think about how, where, why, what and when linked to their art work. Get them to analyse the expected artistic task to set higher expectations and challenge themselves to generate more advanced solutions/ designs, plans for the final art work.

24. Recalling skills: Encourage pupils to remember previous artistic success and why they were a success to develop skills that involve retrieving information stored in long-term memory.

25. Regulating: Encourage pupils to stop and evaluate mid way through an activity not only after final artwork is completed, to check their own progress towards a goal.

26. Representing: Encourage pupils to look at artwork which is abstract, surreal or symbolic and how artists changed the form of pictures / visual information to represent something else

27. Setting goals: Encourage pupils to set own goals and develop focusing skills that involve establishing intrinsic motivation, direction and purpose.

28. Summarizing: Encourage pupils to research and discard irrelevant information, using mood boards, sketch books, scrap books etc. Encourage pupils to learn how to combine information efficiently into a cohesive statement.

Villa Real School Art and Design Overview 2025

Pupils will taught specific vocabulary related to art terminology in their communication either through speech, Makaton signing or symbols.

Abstract art : Art that does not attempt to represent an accurate depiction of a visual reality, but instead uses shapes, colours, forms and gestural marks to achieve its effect.

Abstract expressionism: A development of abstract art which originated in New York in the 1940s and 1950s aimed at subjective emotional expression with particular emphasis on the spontaneous creative act.

Ancient: Belonging to the very distant past and no longer in existence.

Animation: Generating movement by displaying a series of images using frames.

Applique: The technique where one fabric is layered or applied on-top of another and secured in place by hand or machine stitching.

Aquatint: A technique in etching to create tonal areas.

Armature: A rigid framework, often wood or steel, used to support a sculpture or other large work while it is being made.

Art deco: Decorative art style of the 1920s and 1930s, characterised by precise and boldly delineated geometric shapes and strong colours, used most notably in household objects and in architecture.

Art nouveau : A style of decorative art, architecture, and design prominent in Western Europe and the USA from about 1890 until the First World War and characterised by intricate linear designs and flowing curves based on natural forms.

Assemblage: Art that is made by assembling disparate elements which are often scavenged by the artist, or sometimes bought: specially.

Asymmetrical: This is when graphics and/or text are not identical on both sides of a central line.

Backlighting: Lighting from behind the subject.

Bas relief: Sculpture in which figures project only slightly from a background, as on a coin. Also known as low relief sculpture.

Batik: The application of hot wax onto cloth to create a pattern or design. When dye is applied the waxed area resists the colour. Once dry, successive applications of wax and dye can be applied in layers to create intricate patterns. The process can often be found on textiles from Indonesia and India.

Bleeding: Describes the action of one colour running into another. Most applicable to watercolour where a second or third colour can be dropped onto an already applied wash while wet.

Block print : Fabric that has been hand printed using carved wooden printing blocks.

Villa Real School Art and Design Overview 2025

Border: The decorative design or edge of a surface, line, or area that forms its outer boundary.

Branding: The process involved in creating a unique name and image for a product in the consumers' mind, mainly through advertising campaigns with a consistent theme.

Brushwork: Refers to the way paint is applied in a painting, describing texture of the paint surface applied with a brush.

Clay: Decomposed feldspathic rock which is uniquely plastic so can be formed into an endless range of forms.

Close-up: A picture of a subject taken with the subject close to the camera.

Coiling: A method of forming pottery or sculpture from rolls of clay that are smoothed together to form the sides of a jar or pot.

Collage: Describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.

Colour field painting: Describes the work of abstract painters working in the 1950s and 1960s who painted large areas of a more or less flat single colour.

Colour wash: A term used to describe the transparent layers of colour in a watercolour.

Combing: The use of a blunt-toothed comb to decorate wet surfaces.

Complementary colours: Red and green, yellow and purple, blue and orange. These colours lie opposite each other on the colour wheel.

Contemporary: The term contemporary art is loosely used to refer to art of the present day and of the relatively recent past, of an unusual style.

Contrast: The difference in colour found between the light and dark parts of an image.

Craft: Craft is a form of making which generally produces an object that has a function.

Cross hatching: Mark making technique using crisscrossed lines which are used to build up shadow and tone. They can be created using crisscrossed hand or machine stitches as well as 2D media.

Cubism: A movement in modern art that emphasised the geometrical depiction of natural forms.

Culture: The ideas, customs, and social behaviour of a particular people or society.

Cubism: The name given to the early phase of cubism, from about 1908–12. The subject was viewed from multiple viewpoints and recreated in fragmented and overlapping shapes.

Decorative: Art that is meant to be useful as well as beautiful, it is inclusive of different crafts such as ceramics, furniture, interior design, jewellery, and textiles.

Depth of field: The distance between the nearest and furthest point in focus in an image.

Digital art: Refers to art made or presented using digital technology.

Villa Real School Art and Design Overview 2025

Direct print: Refers to printmaking processes, where the ink is applied to the surface of the printing block before printing onto paper.

Drawing : A technique in which images are created on a surface using lines and other marks. Drawings may also consist of areas of tone, washes and other non-linear marks. Drawing might, therefore, take many different forms as it features in the creative journey undertaken.

Dye: A colouring agent for cloth, fabric, fibre and yarn.

Embellishment: The application of stitching, trimmings, threads, braid, ribbons and beads to decorate a fabric or textile.

Environmental art : 1. Art that is large enough for viewers to enter and move about in. 2. Art designed for display in the outdoor environment. 3. Art that actually transforms the natural landscape.

Experience: Practical contact with and observation of facts or events. An event or occurrence which leaves an impression on someone.

Expressive: Effectively conveying thoughts or feelings. Where the process and style of creation is emphasised rather than the final product. Expression in art might be seen in bold colour, or gestural mark making.

Focal point: The main or principal point of focus.

Font: A complete combination of characters created in a specific type, style, and size.

Frottage: The process of making rubbings through paper of objects or textures underneath.

Golden section/Mean: The use of a mathematical proportion as the basis for important parts of a composition.

Gouache: A type of water-soluble paint that, unlike watercolour, is opaque so the white of the paper surface does not show through.

Horizon line: Refers to the eye level used in perspective.

Hue: One of the three primary attributes of colour. A hue is a variety of colour such as red, blue, green, or yellow.

Impasto: The process or technique of laying on paint or pigment thickly so that it stands out from a surface.

Impressionism: A style of painting associated mainly with French artists of the late nineteenth century, such as Edgar Degas, Edouard Manet, Claude Monet, and Pierre-Auguste Renoir. Impressionist painting seeks to re-create the artist's or viewer's general impression of a scene.

Installation art: A term used to describe large scale assemblages or constructions of mixed media, often designed for a specific site or space.

Intaglio: Refers to printmaking processes such as etching, engraving and drypoint, where the ink is contained within the lines and shapes before printing.

Villa Real School Art and Design Overview 2025

Interactive media: The integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerised environment that allows people to interact with the data for appropriate purposes.

JPEG: The initial letters for Joint Photographic Experts Group. It describes a standard form of compressing an image to reduce its memory size.

Land art: Art that is made directly in the landscape, sculpting the land itself into earthworks or making structures in the landscape using natural materials such as rocks or twigs.

Landscape; One of the principal types or genres of subject in Western art. It can be rural or urban.

Line drawing: Refers to a kind of drawing in which there are only lines and no shading.

Media (in art): Refers to the materials you use to create your art. Mixed media is artwork in the making of which more than one medium has been employed.

Medium: Can refer to both to the type of art (painting, sculpture, printmaking) as well as the materials an artwork is made from.

Minimalism: A style that uses pared-down design elements (uncomplicated, kept purposefully simple).

Mixed media : A term used to describe artworks composed from a combination of different media or materials.

Modern: Modernism refers to the broad movement in Western arts and literature that gathered pace from around 1850. It is characterised by a deliberate rejection of the styles of the past, emphasising instead innovation and experimentation in forms, materials and techniques to create artworks that better reflected modern society.

Monochromatic: Having only one colour. Descriptive of work in which one hue, perhaps with variations of value and intensity, predominates.

The monoprint: A form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals. Usually but not only in one colour.

Montage: An assembly of images that relate to each other in some way to create a single work or part of a work of art.

Mosaic: A picture made up of small parts which are traditionally tiny tiles made out of terracotta, pieces of glass, ceramics or marble and usually inlaid into floors and walls.

Motion graphics: Digital footage and/or animation technology to create the illusion of motion or rotation, and are usually combined with audio for use in multimedia projects.

Murals: Paintings that are executed directly on to a wall.

Narrative art: A form of art that tells a story.

Villa Real School Art and Design Overview 2025

Natural dyes: Dyes derived from a plant or animal origin such as leaves, flowers, insects or shellfish.

Negative space: The space around an object rather than the object itself.

Pastels: A coloured drawing medium made from a stick of compressed pigment and binder.

Patchwork: A textile constructed by sewing together small pieces of fabric. The design is often in a geometric composition.

Pattern: A repeated decorative design. It is also the term given to a series of templates or instructions which are used to assemble a fashion or costume piece.

Personal response: Belonging to or affecting you rather than anyone else. How you feel about your artwork.

Perspective: Refers to the use of a mathematical system to represent three dimensional space on the two dimensional surface of a drawing or painting.

Photography: The term 'Photography: lens-based and light-based media' has now changed to 'Photography'. It continues to enable the production of static or moving images using traditional and/or new media practices.

Post impressionism: An art movement at the end of the nineteenth century that followed on from Impressionism and included Cezanne, Gauguin and van Gogh.

Pottery: Any artefact made of clay which has undergone chemical changes produced by heat over 600 degrees centigrade.

Primary colours: Any hue that, in theory, cannot be created by a mixture of any other hues. Varying combinations of the primary hues can be used to create all the other hues of the spectrum. In pigment the primaries are red, yellow, and blue.

Realism: Representing a person, location or thing in a way that is accurate and true to life.

Screenprint: A technique of printing in which each coloured ink is squeezed through a stencil held on a mesh screen.

Scumble : The applying of an opaque or semi-opaque colour over an area of an oil-painting without completely obscuring the under painting.

Secondary colours: A hue created by combining two primary colours, as yellow and blue mixed together yield green. In pigment the secondary colours are orange, green, and violet.

Sgraffito: (in Italian "to scratch") A decorating pottery technique produced by applying layers of colour or colours to leather hard pottery and then scratching off parts of the layer(s) to create contrasting images, patterns and texture and reveal the clay colour underneath.

Stencil: A shape or image cut out of paper or card to create a space through which dye can be applied.

Still life: One of the principal genres (subject types) of Western art – essentially, the subject matter of a still life painting or

Villa Real School Art and Design Overview 2025

sculpture is anything that does not move or is dead.

Tertiary colours: Six colours positioned between the primary and secondary colours on the colour wheel.

Tie-dye: The technique where small objects can be tied into a fabric or where a fabric is gathered and tied tightly with string or thread prior to the application of dye.

Tint; A colour is made lighter by adding white, this is called a tint.

Tonal drawing; Refers to the technique of drawing in which there are no lines only shading.

Tone; The lightness or darkness of something – this could be a shade, or how dark or light a colour appears.

Vanishing point: The point at which the receding lines in perspective appear to meet.

Watercolour: A painting technique using coloured pigment suspended in a transparent medium.