



## Art and Design Overview

Year	Term	Key Concept	Intent	Nat. curriculum objective	Milestones Skills <span style="background-color: #cccccc; border: 1px solid black; padding: 0 2px;"> </span> Knowledge <span style="background-color: #cccccc; border: 1px solid black; padding: 0 2px;"> </span>	Essential Characteristics	Vocabulary	Prior Learning
One	Autumn	Make Your Mark - <b>Drawing</b>  Artist links: Bridget Riley Zaria Forman Wassily Kandinsky Renata Bernal Ilya Bolotowsky	<p>Pupils will learn how to create different types of lines.</p> <p>Pupils will explore line and mark-making to draw water.</p> <p>Pupils will draw with different media.</p> <p>Pupils will develop an understanding of mark making.</p> <p>Pupils will apply an understanding of drawing materials and mark-making to draw from observation.</p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</li> <li>Developing observational skills to look closely and reflect surface texture through mark-making.</li> <li>Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</li> <li>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</li> <li>Describing and comparing features of their own work and other's art work.</li> <li>To know that an outline is a joined up line that shows a 2D shape.</li> <li>To know that drawing tools can create different marks.</li> <li>To know that you can draw different types of lines.</li> <li>To know that texture means 'what something feels like'.</li> <li>To know that different marks can be used to represent the textures of objects.</li> <li>To know that different drawing tools make different marks.</li> <li>To know that things we see have darker and lighter areas.</li> </ul>	<p>Show knowledge of the language and literacy to describe lines.</p> <p>Show control when using string and chalk to draw lines.</p> <p>Experiment with a range of mark-making techniques, responding appropriately to music.</p> <p>Colour neatly and carefully, featuring a range of different media and colours.</p> <p>Apply a range of marks successfully to a drawing.</p> <p>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy	Pupils will have experimented with mark-making using a variety of media.
	Spring	Paper Play - <b>Sculpture</b>  Artist links: Samantha Stephenson Marco Balich Louise Bourgeois	<p>Pupils will roll paper to make 3D structures.</p> <p>Pupils will shape paper to make a 3D drawing.</p> <p>Pupils will apply paper-shaping skills to make an imaginative sculpture.</p> <p>Pupils will work collaboratively to plan and create a sculpture.</p> <p>Pupils will apply painting skills when working in 3D.</p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Using their hands to manipulate a range of modelling materials, including paper and card.</li> <li>Exploring how to join and fix materials in place.</li> <li>Creating 3D forms to make things from their imagination or recreate things they have seen.</li> <li>Selecting colours, shapes and materials to suit ideas and purposes.</li> <li>Designing and making something that is imagined or invented.</li> <li>Beginning to develop skills such as measuring materials, cutting, and adding decoration.</li> <li>Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</li> <li>Describing and comparing features of their own work and others' artwork.</li> <li>To know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</li> <li>To know that three dimensional art is called sculpture.</li> </ul>	<p>Roll paper tubes and attach them to a base securely.</p> <p>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p> <p>Shape paper strips in a variety of ways to make 3D drawings.</p> <p>Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</p> <p>Create a tree of life sculpture that includes several different techniques for shaping paper.</p> <p>Work successfully with others, sustaining effort over a time.</p> <p>Paint with good technique, ensuring good coverage.</p>	artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag	Pupils will have explored clay as a medium, developing manipulation skills.



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	Summer	<p>Colour Splash - <b>Painting</b></p> <p>Artist links: Jasper Johns Clarice Cliff</p>	<p>Pupils will investigate how to mix secondary colours.</p> <p>Pupils will apply knowledge of colour mixing when painting.</p> <p>Pupils will explore colour when printing.</p> <p>Pupils will experiment with paint mixing to make a range of secondary colours.</p> <p>Pupils will apply their painting skills when working in the style of an artist.</p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces.</li> <li>Beginning to explore colour mixing.</li> <li>Selecting colours, shapes and materials to suit ideas and purposes.</li> <li>Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</li> <li>To know that the primary colours are red, yellow and blue.</li> <li>To know that primary colours can be mixed to make secondary colours.</li> <li>To know that a pattern is a design in which shapes, colours or lines are repeated.</li> </ul>	<p>Name the primary colours.</p> <p>Explore coloured materials to mix secondary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Apply paint consistently to their printing materials to achieve a print.</p> <p>Use a range of colours when printing.</p> <p>Mix five different shades of a secondary colour.</p> <p>Decorate their hands using a variety of patterns.</p> <p>Mix secondary colours with confidence to paint a plate.</p> <p>Describe their finished plates.</p>	<p>blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick</p>	<p>Pupils will have explored paint using a range of tools.</p>
Two	Autumn	<p>Tell a Story - <b>Drawing</b></p> <p>Artist links: Quentin Blake</p>	<p>Pupils will develop a range of mark-making techniques.</p> <p>Pupils will explore and experiment with mark-making to create textures.</p> <p>Pupils will develop observational drawing.</p> <p>Pupils will learn how to apply expressions to illustrate a character.</p> <p>Pupils will develop illustrations to tell a story.</p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> <li>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</li> <li>Further developing mark-making within a greater range of media, demonstrating increased control.</li> <li>Developing observational skills to look closely and reflect surface texture through mark-making.</li> <li>Experimenting with drawing on different surfaces, and beginning to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes.</li> <li>Beginning to talk about how they could improve their own work.</li> <li>To know that 'composition' means how things are arranged on the page.</li> <li>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> <li>To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</li> <li>To know that patterns can be used to add detail to an artwork.</li> <li>To know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</li> <li>To know that drawing materials can be used to show light and dark.</li> </ul>	<p>Suggest ways to draw a word through marks.</p> <p>Use relevant language to describe how an object feels.</p> <p>Suggest ways to create different textures through drawn marks.</p> <p>Freely experiment with different tools, receiving encouragement when needed.</p> <p>Describe and then draw shapes that make up an object.</p> <p>Use good observational skills to add details to their drawing.</p> <p>Use an interesting range of marks that show an understanding of how to draw different textures.</p> <p>Make sketches, which may be of basic stick-like figures or may imply more shapes.</p> <p>Develop sketches into a character, with some support, adding details to enhance their character.</p> <p>Demonstrate an understanding of how drawing facial features in different ways conveys expressions.</p> <p>Recount a story and select key events to draw.</p> <p>Create scenes from their own imagination, with some support.</p>	<p>blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell scribbling sketch stippling storyboard texture thick thin</p>	<p>Pupils will have used a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Pupils will have developed observational skills to look closely and reflect surface texture through mark-making.</p> <p>Pupils will have explored mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>



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Spring	<p>Clay Houses - <b>Sculpture</b></p> <p>Artist links: Ranti Bam Rachel Whiteread</p>	<p>Pupils will use hands as a tool to shape clay.</p> <p>Pupils will shape a pinch pot and join clay shapes as decoration.</p> <p>Pupils will use impressing and joining techniques to decorate a clay tile.</p> <p>Pupils will use drawing to plan the features of a 3D model.</p> <p>Pupils will make a 3D clay tile from a drawn design.</p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Developing understanding of sculpture to construct and model simple forms.</li> <li>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>Developing basic skills for shaping and joining clay, including exploring surface texture.</li> <li>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</li> <li>Talking about art they have seen using some appropriate subject vocabulary.</li> <li>Explaining their ideas and opinions about their own and other's art work, giving reasons.</li> <li>To know that pieces of clay can be joined using the 'scratch and slip' technique.</li> <li>To know that a clay surface can be decorated by pressing into it or by joining pieces on.</li> <li>To know that patterns can be made using shapes.</li> <li>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> <li>To know that patterns can be used to add detail to an artwork.</li> </ul>	<p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</p> <p>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</p> <p>Roll a smooth tile surface.</p> <p>Join clay shapes and make marks in the tile surface to create a pattern.</p> <p>Draw a house design and plan how to create the key features in clay.</p> <p>Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>	<p>casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot</p>	<p>Pupils will have used their hands to manipulate a range of modelling materials.</p> <p>Pupils will have created 3D forms to make things from their imagination or recreate things they have seen.</p>
Summer	<p>Life in Colour - <b>Painting</b></p> <p>Artist links: Romare Bearden</p>	<p>Pupils will develop knowledge of colour mixing.</p> <p>Pupils will learn how texture can be created with paint.</p> <p>Pupils will use paint to explore texture and pattern.</p> <p>Pupils will compose a collage, choosing and arranging materials for effect.</p> <p>Pupils will evaluate and improve artwork.</p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> <li>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</li> <li>Further developing mark-making within a greater range of media, demonstrating increased control.</li> <li>Developing observational skills to look closely and reflect surface texture through mark-making.</li> <li>Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint.</li> <li>Creating a range of secondary colours by using different amounts of each starting colour or adding water.</li> <li>Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects.</li> <li>Talking about art they have seen using some appropriate subject vocabulary.</li> <li>Making links between pieces of art.</li> <li>Explaining their ideas and opinions about their own and other's art work, giving reasons.</li> <li>Beginning to talk about how they could improve their own work.</li> <li>To know that different amounts of paint and water can be used to mix hues of secondary colours.</li> <li>To know that colours can be mixed to 'match' real life objects or to create things from your imagination.</li> <li>To know that 'composition' means how things are arranged on the page.</li> <li>To know that collage materials can be shaped to represent shapes in an image.</li> <li>To know that shapes can be organic (natural) and irregular.</li> <li>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> <li>To know that patterns can be used to add detail to an artwork.</li> <li>To know that collage materials can be chosen to represent real-life textures.</li> <li>To know that collage materials can be overlapped and overlaid to add texture.</li> </ul>	<p>Name the primary and secondary colours.</p> <p>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>Describe the colours and textures they see.</p> <p>Try different tools to recreate a texture and decide which tool works best.</p> <p>Show they can identify different textures in a collaged artwork.</p> <p>Apply their knowledge of colour mixing to match colours effectively.</p> <p>Choose collage materials based on colour and texture.</p> <p>Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes.</p> <p>Give likes and dislikes about their work and others'.</p> <p>Describe ideas for developing their collages.</p> <p>Choose materials and tools after trying them out.</p>	<p>mixing primary colour secondary colour texture collage overlap detail surface</p>	<p>Pupils will have experimented with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint.</p> <p>Pupils will have investigated colour mixing.</p> <p>Pupils will have played with combinations of materials to create simple collage effects.</p> <p>Pupils will have selected materials based on their properties e.g. shiny, soft.</p>