



Art and Design Overview

Year	Term	Key Concept	Intent	Nat. curriculum objective	Milestones Skills Knowledge 	Essential Characteristics	Vocabulary	Prior Learning
One	Autumn	Exploring line and shape - Drawing Artist links: Bridget Riley Paul Klee	Pupils will learn how to create different types of lines Pupils will explore control and pressure in mark making Pupils will explore line in relation to a musical stimulus Pupils will draw with different drawing materials Pupils will learn how to complete organic (irregular) shapes Pupils will apply an understanding of line and shape	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<ul style="list-style-type: none"> Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens Developing mark making skills through drawing a range of lines; straight, curved, wavy, dashed, dotted and zigzag 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 Describing and comparing features of their own work and other's art work To know that an outline is a joined-up line that shows a 2D shape To know that different drawing materials can create different marks To know that you can draw different types of lines To know that that control and pressure can affect the way a line appears To know what 'abstract' means 	<p>Show knowledge of the language and literacy to describe lines</p> <p>Show control and pressure when using a range of drawing materials</p> <p>Experiment with line, responding appropriately to music</p> <p>Colour neatly and carefully, featuring a range of different drawing materials and colours</p> <p>Apply a range of lines and shapes successfully to a drawing</p> <p>Produce a drawing that displays observational skill, experimenting with a range of lines and shape</p>	line artist shape circle rectangle square triangle side curved dashed dotted straight wavy zigzag violin feature portrait control pressure organic abstract sketch	Pupils will have explored line and shape using a variety of drawing materials
	Spring	Colour Splash - Painting Artist links: Jasper Johns Clarice Cliff	Pupils will investigate how to mix secondary colours Pupils will apply knowledge of colour mixing when painting Pupils will explore colour when printing Pupils will experiment with paint mixing to make a range of secondary colours Pupils will apply their painting skills when working in the style of an artist	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<ul style="list-style-type: none"> Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces Beginning to explore colour mixing Selecting colours, shapes and materials to suit ideas and purposes Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work To know that the primary colours are red, yellow and blue To know that primary colours can be mixed to make secondary colours To know that a pattern is a design in which shapes, colours or lines are repeated 	<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>	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick	Pupils will have explored paint using a range of tools
	Summer	Paper Play - Sculpture Artist links: Samantha Stephenson Marco Balich Louise Bourgeois	Pupils will roll paper to make 3D structures Pupils will shape paper to make a 3D drawing Pupils will apply paper-shaping skills to make an imaginative sculpture Pupils will work collaboratively to plan and create a sculpture Pupils will apply painting skills when working in 3D	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<ul style="list-style-type: none"> Using their hands to manipulate a range of modelling materials, including paper and card Exploring how to join and fix materials in place Creating 3D forms to make things from their imagination or recreate things they have seen Selecting colours, shapes and materials to suit ideas and purposes Designing and making something that is imagined or invented Beginning to develop skills such as measuring materials, cutting, and adding decoration Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work Describing and comparing features of their own work and others' artwork To know that we can change paper from 2D to 3D by folding, rolling and scrunching it To know that three dimensional art is called sculpture 	<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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Two	Autumn	<p>Life in Colour - Painting</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"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next Further developing mark-making within a greater range of media, demonstrating increased control Developing observational skills to look closely and reflect surface texture through mark-making Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint Creating a range of secondary colours by using different amounts of each starting colour or adding water 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 Talking about art they have seen using some appropriate subject vocabulary Making links between pieces of art Explaining their ideas and opinions about their own and other's art work, giving reasons Beginning to talk about how they could improve their own work <ul style="list-style-type: none"> To know that different amounts of paint and water can be used to mix hues of secondary colours To know that colours can be mixed to 'match' real life objects or to create things from your imagination To know that 'composition' means how things are arranged on the page To know that collage materials can be shaped to represent shapes in an image To know that shapes can be organic (natural) and irregular. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern To know that patterns can be used to add detail to an artwork To know that collage materials can be chosen to represent real-life textures To know that collage materials can be overlapped and overlaid to add texture 	<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>
	Spring	<p>Clay Houses - Sculpture</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"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<ul style="list-style-type: none"> Developing understanding of sculpture to construct and model simple forms Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials Developing basic skills for shaping and joining clay, including exploring surface texture Following a plan for a making process, modifying and correcting things and knowing when to seek advice Talking about art they have seen using some appropriate subject vocabulary Explaining their ideas and opinions about their own and other's art work, giving reasons <ul style="list-style-type: none"> To know that pieces of clay can be joined using the 'scratch and slip' technique To know that a clay surface can be decorated by pressing into it or by joining pieces on To know that patterns can be made using shapes To know that lines can be used to fill shapes, to make outlines and to add detail or pattern To know that patterns can be used to add detail to an artwork 	<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>



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	<p>Summer</p> <p>Understanding tone and texture - Drawing</p> <p>Artist links: Käthe Kollwitz Max Ernst Sari Dienes Saeed Akhtar</p>	<p>Pupils will explore drawing techniques using a range of materials</p> <p>Pupils will explore and describe texture through touch and rubbings</p> <p>Pupils will develop tonal shading skills using control and pressure</p> <p>Pupils will develop an initial sketch for an observational drawing</p> <p>Pupils will use tone and texture to create an observational drawing</p>	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques Using drawing to record ideas Demonstrating increased control with a greater range of drawing materials Making choices about which materials and techniques to use to create an effect Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect Explaining their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it Beginning to talk about how they could improve their own work Talking about how art is made <ul style="list-style-type: none"> Form: That 'composition' means how things are arranged on the page Shape: Shapes can be organic (natural) and irregular Shape: Patterns can be made using shapes Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture Texture: Texture means 'what something feels like.' Texture: Different marks can be used to represent the textures of objects Texture: Drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture Using and describing more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure Recognising that shapes and marks can be refined rather than accepting the first attempt Composing more complex drawings by combining shapes Using shading to show light and dark areas Using the same tool to colour/shade different tones by adjusting pressure Developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people Some artists create art to make people aware of good and bad things happening in the world around them Artists use line and tone to show how people feel 	<p>Use relevant language to describe how an object feels</p> <p>Suggest ways to create different textures through drawn mark</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 observational drawings using tone and texture</p>	<p>grip mark making materials refine shading sketch texture tone</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 and tone 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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