Art and Design Overview

Year	Term	Key Concept	Intent	Nat. curriculum objective	Milestones Skills ■ Knowledge ■	Essential Characteristics	Vocabulary	Prior Learning
One	Unit 1	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	• 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	• 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	Show knowledge of the language and literacy to describe lines Show control and pressure when using a range of drawing materials Experiment with line, responding appropriately to music Colour neatly and carefully, featuring a range of different drawing materials and colours Apply a range of lines and shapes successfully to a drawing Produce a drawing that displays observational skill, experimenting with a range of lines and shape	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
	Unit 2	Learning about paint and brush control **Painting** Artist links: Alma Thomas	Pupils will learn how to hold and use a paintbrush in different ways Pupils will explore how different brush sizes create different marks Pupils will develop control when using paint Pupils will learn how to plan a painting Pupils will create a painting inspired by Alma Thomas using a plan	• 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	• To know that there are differences between similar colours. • Know that adding water to paint makes it runnier and harder to control. • To know the names of common colours when using ready-mixed paint. • To know that using different tools or using the same tool in different ways can create different types of lines • To know that a pattern is a design in which shapes, lines or colours are repeated • To know how to use different tools to create different types of marks • To know some artists are influenced by things happening around them • To know some artists concentrate on how they are making something rather than what they make • To know artists choose materials that suit what they want to make or draw	Hold the brush in a comfortable, functional grip Name at least two colours correctly and use colours with increasing confidence Make two to three different marks with some control Use more than one brush confidently and describe the differences between marks made with large and small brushes Produce a painting with smooth areas of colours and clearly separated colour blocks Choose appropriate brushes for different tasks	bristles brush brushstrokes control drag grip marks mixing runny smooth thick thin watery	Pupils will have explored paint using a range of tools
	Unit 3	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	• 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	• 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	Roll paper tubes and attach them to a base securely Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other Shape paper strips in a variety of ways to make 3D drawings Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest Create a tree of life sculpture that includes several different techniques for shaping paper Work successfully with others, sustaining effort over a time Paint with good technique, ensuring good coverage	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	Unit 1	Understanding tone and texture - **Drawing** Artist links: Käthe Kollwitz Max Ernst Sari Dienes Saeed Akhtar	Pupils will explore drawing techniques using a range of materials Pupils will explore and describe texture through touch and rubbings Pupils will develop tonal shading skills using control and pressure Pupils will develop an initial sketch for an observational drawing Pupils will use tone and texture to create an observational drawing	• 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	• 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 • 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	Use relevant language to describe how an object feels Suggest ways to create different textures through drawn mark Freely experiment with different tools, receiving encouragement when needed Describe and then draw shapes that make up an object Use good observational skills to add details to their drawing Use an interesting range of marks that show an understanding of how to draw different textures Make sketches, which may be of basic stick-like figures or may imply more shapes Develop observational drawings using tone and texture	grip mark making materials refine shading sketch texture tone	Pupils will have used a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens Pupils will have developed observational skills to look closely and reflect surface texture and tone through mark-making 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
	Unit 2	Clay Houses - **Sculpture** Artist links: Ranti Bam Rachel Whiteread	Pupils will use hands as a tool to shape clay Pupils will shape a pinch pot and join clay shapes as decoration Pupils will use impressing and joining techniques to decorate a clay tile Pupils will use drawing to plan the features of a 3D model Pupils will make a 3D clay tile from a drawn design	• 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	• 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 • 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	Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique Roll a smooth tile surface Join clay shapes and make marks in the tile surface to create a pattern Draw a house design and plan how to create the key features in clay Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes	casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface	Pupils will have used their hands to manipulate a range of modelling materials Pupils will have created 3D forms to make things from their imagination or recreate things they have seen

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	Unit 3	Colour Mixing **Painting** Artist links: Gillian Ayres Frank Bowling	Pupils will explore how primary colours mix to make new colours Pupils will explore mixing primary colours into secondary colours Pupils will create secondary colours for a purpose Pupils will explore how artists use paint to achieve different effects Pupils will apply colour mixing skills to develop a piece of art	• 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	• Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques • To demonstrate further increased control with a greater range of media • To make choices about which materials and techniques to use to create effect • To improve control of brushes and using different grips confidently • To select appropriate brushes and/or parts of the brush for different marks • To experiment with the consistency of paint to see how it changes the marks that are made • To explore different paint consistencies for different purposes • To mix secondary colours • To know the primary colours are red, yellow and blue • To know that primary colours cannot be made by mixing other colours • To know that some artists create art to make people aware of good and bad things happening in the world around them • To know art can be figurative or abstract • To know that people make art about things that are important to them • To know that people make art to share their feelings as well as for fun	Name the primary and secondary colours Talk about the colour changes they notice and make predictions about what will happen when two colours mix Describe the colours and textures they see Try different tools to recreate a texture and decide which tool works best Show they can identify different textures in a collaged artwork Apply their knowledge of colour mixing to match colours effectively Choose collage materials based on colour and texture Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes Give likes and dislikes about their work and others' Describe ideas for developing their collages Choose materials and tools after trying them out	abstract brushstrokes detail colour mix primary colour secondary colour thick thin wash	Pupils will have learnt how to hold and use a paintbrush in different ways Pupils will have explored how different brush sizes create different marks Pupils will have developed control when using paint Pupils will have learnt how to plan a painting