



Year 1 Art and Design Overview			
Term	Autumn	Spring	Summer
Unit	Painting Colour Splash	Craft and Design Woven Wonders	Drawing Make your Mark
<b>Overview</b>	The children will explore colour mixing through paint play. They will use a range of tools and work on different surfaces. They will create paintings inspired by Clarice Cliff and Jasper Johns.	The children will learn fibre art skills such as plaiting, threading, knotting and weaving to create 3D woven artworks inspired by artist Cecilia Vicuna and Judith Scott.	Developing observational drawing skills when exploring mark-making, the children will use a range of tools to investigate how texture can be created in drawings. They will apply their skills to a collaborative piece using music as a stimulus.
<b>Final Piece</b>	Mixing colours to paint a picture of their favourite toy in the style of Clarice Cliff	Woven artwork	Create a rain picture using a music stimulus
<b>Significant artists and designers</b>	Clarice Cliff, Jasper Johns	Judith Scott, Cecilia Vicuna	Zaria Forman, Bridget Riley
<b>Intended Outcome</b>	<ul style="list-style-type: none"> <li>Name the primary colours.</li> <li>Explore coloured materials to mix secondary colours.</li> <li>Mix primary colours to make secondary colours.</li> <li>Apply paint consistently to their printing materials to achieve a print.</li> <li>Use a range of colours when printing.</li> <li>Mix five different shades of a secondary colour.</li> <li>Decorate their hands using a variety of patterns.</li> <li>Mix secondary colours with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Give an opinion about whether an activity counts as 'art'.</li> <li>Draw and talk about a remembered experience of making something creative.</li> <li>Independently choose and measure lengths of wool and join wool sections together.</li> <li>Adjust their wrapping technique if something doesn't work well.</li> <li>Show that they are selecting colours thoughtfully. Be open to trying out a new skill.</li> <li>Show that they are choosing materials based on colour, thickness and flexibility.</li> <li>Show resilience and keep going when things don't go right the first time.</li> <li>Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc).</li> <li>Weave with paper, achieving a mostly accurate pattern of alternating strips.</li> <li>Describe their own weaving and compare it to Vicuna's artwork.</li> <li>Attach things securely to their box loom.</li> <li>Remember the process needed for weaving and attach some elements in this way.</li> <li>Discuss the choices they make and what they like about their finished work.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge of the language and literacy to describe lines.</li> <li>Show control when using string and chalk to draw lines.</li> <li>Experiment with a range of mark-making techniques, responding appropriately to music.</li> <li>Colour neatly and carefully, featuring a range of different media and colours.</li> <li>Apply a range of marks successfully to a drawing.</li> <li>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making</li> </ul>

<b>Overview of lessons</b>	<ul style="list-style-type: none"> <li>• <b>Making colours</b> – investigate how to mix secondary colours</li> <li>• <b>Painting with colour</b> – apply knowledge of colour mixing when painting</li> <li>• <b>Printing with paint</b> – explore colour when printing</li> <li>• <b>Exploring colour mixing</b> – experiment with paint mixing to make a range of secondary colours</li> <li>• <b>Clarice Cliff</b> – apply their painting skills when working in the style of an artist</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Is it art?</b> – know that art can be made in different ways</li> <li>• <b>Wool wrapping</b> – choose, measure, arrange and fix materials</li> <li>• <b>Exploring thread</b> – explore plaiting, threading and knotting techniques</li> <li>• <b>Warp and weft</b> – learn how to weave</li> <li>• <b>Fibre art</b> – combine techniques in a woven artwork</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring line</b> – know how to create different types of lines</li> <li>• <b>Making waves</b> – explore line and mark making to draw water</li> <li>• <b>Experimenting with media</b> – draw with different media</li> <li>• <b>Mark making</b> – develop an understanding of mark making</li> <li>• <b>Drawing from observation</b> – apply an understanding of drawing materials and mark making to draw from observation</li> </ul>
<b>Key Knowledge</b>	<p><b>Formal elements:</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Know that the primary colours are red, yellow and blue.</li> <li>• Know that primary colours can be mixed to make secondary colours. <ul style="list-style-type: none"> <li>○ Red + yellow = orange</li> <li>○ Yellow + blue = green</li> <li>○ Blue + red = purple</li> </ul> </li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Know that a pattern is a design in which shapes, colours or lines are repeated.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Know that there are many different shades (or hues) of the same colour</li> <li>• Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How to combine primary coloured materials to make secondary colours</li> <li>• How to mix secondary colours in paint</li> <li>• How to choose suitable sized paint brushes</li> <li>• How to clean a paintbrush to change colours</li> <li>• How to print with objects, applying a suitable layer of paint to the printing surface</li> <li>• How to overlap paint to mix new colours</li> <li>• How to use blowing to create a paint effect</li> <li>• How to make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Art is made in different ways</li> <li>• Art is made by all different kinds of people</li> <li>• An artist is someone who creates</li> </ul>	<p><b>Formal elements:</b></p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Know that 3D art is called sculpture</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• What materials can be cut, knotted, threaded or plaited</li> <li>• How to wrap objects/shapes with wool</li> <li>• How to measure a length</li> <li>• How to tie a knot, thread and plait</li> <li>• How to make a loom</li> <li>• How to join using knots</li> <li>• How to weave with paper on a paper loom</li> <li>• How to weave using a combination of materials</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Some artists are influenced by things happening around them</li> <li>• Sometimes artists concentrate on how they are making something rather than what they make</li> <li>• Artists can use everyday materials that have been thrown away to make art</li> <li>• Artists choose materials that suit what they want to make</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Art is made in different ways</li> <li>• Art is made by all different kinds of people</li> <li>• An artist is someone who creates</li> <li>• Craft is making something creative and useful</li> </ul>	<p><b>Formal elements</b></p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Know a range of 2D shapes and confidently draw these</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>• Know that drawing tools can be used in a variety of ways to create different lines</li> <li>• Know lines can represent movement in drawings</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Know that texture means ‘what something feels like’</li> <li>• Know different marks can be used to represent the textures of objects</li> <li>• Know different drawing tools make different marks</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• That a continuous line drawing is a drawing with one unbroken line</li> <li>• Properties of drawing materials e.g. which ones smudge, which ones can be erased, which ones blend</li> <li>• How to hold and use drawing tools in different ways to create different lines and marks</li> <li>• How to create marks by responding to different stimulus such as music</li> <li>• How to overlap shapes to create new ones</li> <li>• How to use mark making to replicate texture</li> <li>• How to look carefully to make an observational drawing</li> <li>• How to complete continuous line drawing</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Artists choose materials that suit what they want to make</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Art is made in different ways</li> <li>• An artist is someone who creates</li> </ul>

			<ul style="list-style-type: none"> <li>Art is made by all different kinds of people</li> </ul>
<b>Key Skills</b>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li> <li>Make choices about which materials to use to create an effect</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Describe and compare features of their own and others' artwork</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people</li> </ul>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li> <li>Make choices about which materials to use to create an effect</li> <li>Explore and analyse a wider variety of ways to join and fix materials in place</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences between practices in Art and Design, e.g. between painting and sculpture, and link these to their own work</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Describe and compare features of their own and others' artwork</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people</li> </ul>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures</li> <li>Make choices about which materials to use to create an effect</li> <li>Develop observational skills to look closely and reflect surface texture</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Understand how artists choose materials based on their properties in order to achieve certain effects</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Describe and compare features of their own and others' artwork</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people</li> </ul>
<b>Vocabulary</b>	Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick	Art, artist, craft, knot, loom, plait, thread, threading, warp, weaving, weft	2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy



Year 2 Art and Design Overview			
Term	Autumn	Spring	Summer
Unit	Drawing Tell a story	Painting and mixed media Life in colour	Sculpture and 3D Clay Houses
	Using storybook illustrations as a stimulus, the children will develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.	Taking inspiration from the collage work of artist Derek Gores, the children will consolidate their knowledge of colour mixing and create textures in paint using different tools. They will create their own painted paper in the style of Gores and use it in a collage, linked to a theme suited to their topic.	Developing their ability to work with clay, the children will learn how to create simple thumb pots then explore the work of sculptor Ranti Bam and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.
Final Piece	Make their own picture book	Great Fire of London Collage	Clay slips and clay houses
Significant artists and designers	Quentin Blake	Derek Gores / Romare Bearden	Ranti Bam
Intended Outcome	<ul style="list-style-type: none"> <li>Suggest ways to draw a word through marks.</li> <li>Use relevant language to describe how an object feels.</li> <li>Suggest ways to create different textures through drawn marks.</li> <li>Freely experiment with different tools, receiving encouragement when needed.</li> <li>Describe and then draw shapes that make up an object.</li> <li>Use good observational skills to add details to their drawing.</li> <li>Use an interesting range of marks that show an understanding of how to draw different textures.</li> <li>Make sketches, which may be of basic stick-like figures or may imply more shapes.</li> <li>Develop sketches into a character, with some support, adding details to enhance their character.</li> <li>Demonstrate an understanding of how drawing facial features in different ways conveys expressions.</li> <li>Recount a story and select key events to draw.</li> <li>Create scenes from their own imagination, with some support.</li> </ul>	<ul style="list-style-type: none"> <li>Name the primary and secondary colours.</li> <li>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</li> <li>Describe the colours and textures they see.</li> <li>Try different tools to recreate a texture and decide which tool works best.</li> <li>Show they can identify different textures in a collaged artwork.</li> <li>Apply their knowledge of colour mixing to match colours effectively.</li> <li>Choose collage materials based on colour and texture.</li> <li>Talk about their ideas for an overall collage.</li> <li>Try different arrangements of materials, including overlapping shapes.</li> <li>Give likes and dislikes about their work and others'.</li> <li>Describe ideas for developing their collages.</li> <li>Choose materials and tools after trying them out.</li> </ul>	<ul style="list-style-type: none"> <li>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</li> <li>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</li> <li>Roll a smooth tile surface.</li> <li>Join clay shapes and make marks in the tile surface to create a pattern.</li> <li>Draw a design and plan how to create the key features in clay.</li> <li>Create a clay piece tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</li> </ul>

<b>Overview of lessons</b>	<ul style="list-style-type: none"> <li>• <b>Charcoal mark making</b> – develop a range of mark making techniques</li> <li>• <b>Creating texture</b> – explore and experiment with mark making to create textures</li> <li>• <b>My story</b> – develop observational drawing</li> <li>• <b>Creating characters</b> – understand how to apply expressions to illustrate a character</li> <li>• <b>Tell a story</b> – develop illustrations to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Colour magic</b> – develop knowledge of colour mixing</li> <li>• <b>Texture hunt</b> – know how texture can be created with paint</li> <li>• <b>Making textures</b> – use paint to explore texture and pattern</li> <li>• <b>Collage creation</b> – compose a collage, choosing and arranging materials for effect</li> <li>• <b>Developing detail</b> – evaluate and improve artwork</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring clay</b> – use their hands as a tool to shape clay</li> <li>• <b>Pinch pots</b> – shape a pinch pot and join clay shapes as decoration</li> <li>• <b>Applying skills in clay</b> – use impressing and joining techniques to decorate a clay tile</li> <li>• <b>Designing a tile</b> – use drawing a plan the features of a 3D model</li> <li>• <b>House</b> – make a 3D clay house from a drawn design</li> </ul>
<b>Key Knowledge</b>	<p><b>Formal elements</b></p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• That ‘composition’ means how things are arranged on the page</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>• Lines can be used to fill shapes, to make outlines and to add detail or pattern</li> </ul> <p><b>Pattern and Texture</b></p> <ul style="list-style-type: none"> <li>• Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How different marks can be used to represent words and sounds</li> <li>• That a combination of materials can achieve the desired effect</li> <li>• That charcoal is made from burning wood</li> <li>• How to use different materials and marks to replicate texture</li> <li>• How to use marks and lines to show expression on faces</li> <li>• How to make a concertina book</li> <li>• How to use drawing to tell a story</li> <li>• How to use charcoal to avoid snapping and to achieve different types of lines</li> <li>• How to use drawing pens</li> <li>• How to manipulate materials and surfaces to create textures e.g. scratching with tools or blending with fingers</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Illustrators use drawn lines to show how characters feel</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• People use art to tell stories</li> <li>• People make art about things that are important to them</li> </ul>	<p><b>Formal elements</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Different amounts of paint and water can be used to mix hues of secondary colours</li> <li>• Colours can be mixed to ‘match’ real life objects or to create things from your imagination</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• That ‘composition’ means how things are arranged on the page</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Collage materials can be shaped to represent shapes in an image</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Patterns can be used to add detail to an artwork</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Collage materials can be overlapped and overlaid to add texture</li> <li>• Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture</li> <li>• Painting tools can create varied textures in paint</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Different amounts of paint and water can be used to mix hues of secondary colours</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How to mix a variety of shades of a secondary colour</li> <li>• How to make choices about amounts of paint to use when mixing a particular colour</li> <li>• How to match colours seen around them</li> <li>• How to create texture using different painting tools</li> <li>• How to make textured paper to use in a collage</li> <li>• How to choose and shape collage materials e.g. cutting, tearing</li> <li>• How to compose a collage, arranging and overlapping pieces for contrast and effect</li> <li>• How to add painted detail to a collage to enhance/improve it</li> </ul> <p><b>Knowledge of artists</b></p>	<p><b>Formal elements</b></p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Pieces of clay can be joined using the ‘scratch and slip’ technique</li> <li>• A clay surface can be decorated by pressing into it or by joining pieces on</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Patterns can be made using shapes</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How to smooth and flatten clay</li> <li>• How to roll clay into a cylinder or ball</li> <li>• How to make different surface marks in clay</li> <li>• How to make a clay pinch pot</li> <li>• How to mix clay slip using clay and water</li> <li>• How to join two clay pieces using slip</li> <li>• How to make a relief clay sculpture</li> <li>• How to use hands in different ways as a tool to manipulate clay</li> <li>• How to use clay tools to score clay</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Art can be figurative or abstract</li> <li>• Artists can use the same material to make 2D and 3D artworks</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• People use art to tell stories</li> <li>• People make art about things that are important to them</li> <li>• People make art to share their feelings</li> <li>• People make art to explore an idea in different ways</li> </ul>

		<ul style="list-style-type: none"> <li>• Art can be figurative or abstract</li> <li>• Some artists create art to make people aware of good and bad things happening in the world around them</li> <li>• Artists try out different combinations of collage materials to create the effect they want</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• People use art to tell stories</li> <li>• People make art about things that are important to them</li> <li>• People make art to share their feelings</li> <li>• People make art to help others understand something</li> </ul>	
<b>Key Skills</b>	<p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Experiment in sketchbooks, using drawing to record ideas</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media</li> <li>• Make choices about which materials and techniques to use to create an effect</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art in their work</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary</li> <li>• Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they have made it</li> <li>• Begin to talk about how they could improve their own work</li> </ul>	<p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media</li> <li>• Make choices about which materials and techniques to use to create an effect</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art in their work</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary</li> <li>• Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they have made it</li> <li>• Begin to talk about how they could improve their own work</li> <li>• Talk about how art is made</li> </ul>	<p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>• Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Experiment in sketchbooks, using drawing to record ideas</li> <li>• Use sketchbooks to help make decisions about what to try out next</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Talk about art they have seen using some appropriate subject vocabulary</li> <li>• Create and critique both figurative and abstract art, recognising some of the techniques used</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they have made it</li> <li>• Begin to talk about how they could improve their own work</li> <li>• Talk about how art is made</li> </ul>
<b>Vocabulary</b>	Blending Charcoal concertina cross hatching	collage detail mixing overlap	casting ceramic cut detail

	emoji emotion expression frame hatching illustrations illustrator line mark-making re-tell scribbling sketch stippling storyboard texture thick thin	primary colour secondary colour surface texture	flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot
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Year 3 Art and Design Overview			
Term	Autumn	Spring	Summer
Unit	Painting and Mixed Media Prehistoric Painting	Craft and Design Ancient Egyptian Scrolls	Sculpture and 3D Abstract shape and Space
	The children will explore prehistoric art. They will investigate making their own paints and tools and try painting on different surfaces.	The children will learn about the way colour, scale and pattern influenced ancient Egyptian art. They will explore the technique of papermaking to create papyrus-style scrolls and extend their ideas to create a modern response by designing a 'zine'.	The children will explore how shapes and negative spaces can be represented by 3D forms. They will manipulate a range of materials to learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.
Final Piece	Line cave painting	An Egyptian Scroll	An abstract sculpture inspired by playground equipment
Significant artists and designers	Lascaux Caves	Ancient Egyptian art	Ruth Asawa, Anthony Caro
Final Outcome	<ul style="list-style-type: none"> <li>Recognise the processes involved in creating prehistoric art.</li> <li>Explain approximately how many years ago prehistoric art was produced.</li> <li>Use simple shapes to build initial sketches.</li> <li>Create a large scale copy of a small sketch.</li> <li>Use charcoal to recreate the style of cave artists.</li> <li>Demonstrate good understanding of colour mixing with natural pigments.</li> <li>Discuss the differences between prehistoric and modern paint.</li> <li>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</li> <li>Successfully make positive and negative handprints in a range of colours.</li> <li>Apply their knowledge of colour mixing to make natural colours.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and discuss the importance of Ancient Egyptian art.</li> <li>Consider the suitability of a surface for drawing.</li> <li>Record colours, patterns and shapes through observational drawing.</li> <li>Choose and use tools and materials confidently. Begin to experiment with drawing techniques.</li> <li>Create a selection of sketches that show idea exploration.</li> <li>Produce a final design with a clear purpose.</li> <li>Follow instructions with minimal support.</li> <li>Discuss and evaluate the process and outcome of their work.</li> <li>Produce a complete painted or drawn piece from a design idea.</li> <li>Use colours and materials appropriately, showing an understanding of effective composition.</li> <li>Have a clear idea of the subject of their zine, including a range of images and information.</li> </ul>	<ul style="list-style-type: none"> <li>Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.</li> <li>Make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D art.</li> <li>Combine shapes together to make an interesting free-standing sculpture.</li> <li>Try out more than one way to create joins between shapes.</li> <li>Identify familiar 2D shapes in photographs. Identify shapes in the negative space between objects.</li> <li>Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.</li> <li>Plan an abstract sculpture based on play equipment. Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).</li> <li>Choose appropriate methods for joining elements in their sculptures.</li> <li>Show that they have thought about how to improve their sculptures and made choices about what to add.</li> <li>Work cooperatively in pairs to add detail to their artwork.</li> </ul>



<b>Overview of lessons</b>	<ul style="list-style-type: none"> <li>• <b>Exploring prehistoric art</b> – apply an understanding of prehistoric man-made art</li> <li>• <b>Charcoal animals</b> – understand and use scale to enlarge drawings in a different medium</li> <li>• <b>Prehistoric palette</b> – explore how natural products produce pigments to make different colours</li> <li>• <b>Paintings on the cave wall</b>- select and apply a range of painting techniques</li> <li>• <b>Hands on a wall cave</b> – apply painting skills when creating a collaborative artwork</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring Ancient Egyptian art</b> – investigate the style, pattern and characteristics of Ancient Egyptian art</li> <li>• <b>Designing scrolls</b> – apply design skills inspired by the style of an ancient civilisation</li> <li>• <b>Making paper</b> – apply understanding of ancient techniques to construct a new material</li> <li>• <b>Scroll making</b> – apply drawing and painting skills in the style of an ancient civilisation</li> <li>• <b>Making zines</b> – apply an understanding of Egyptian art to develop a contemporary response</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Structural shapes</b> – join 2D shapes to make 3D shapes</li> <li>• <b>Constructing in 3D</b> – join materials in different ways when working in 3D</li> <li>• <b>Seeing space</b> – develop ideas for 3D artwork</li> <li>• <b>Abstract sculpture</b> – apply knowledge of sculpture when working in 3D</li> <li>• <b>Surface decoration</b> – evaluate and improve artwork</li> </ul>
<b>Key Knowledge</b>	<p><b>Formal elements</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Negative shapes show the space around and between objects</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>• Using different tools or using the same tool in different ways can create different types of lines</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textures</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How to use simple shapes to scale up a drawing to make it bigger</li> <li>• How to make a cave wall surface</li> <li>• How to paint on a rough surface</li> <li>• How to make a negative and positive image</li> <li>• How to create a textured background using charcoal and chalk</li> <li>• How to use natural objects to make tools to paint with</li> <li>• How to make natural paints using natural materials</li> <li>• How to create different textures using different parts of a brush</li> <li>• How to use colour mixing to make natural colours</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Art from the past can give us clues about what it was like to live at that time</li> </ul>	<p><b>Formal elements</b></p> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin)</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Layering materials in opposite directions make the handmade paper stronger</li> <li>• How to use a sketchbook to research a subject using different techniques and materials to present ideas</li> <li>• How to construct a new paper material using paper, water and glue</li> <li>• How to use symbols to reflect both literal and figurative ideas</li> <li>• How to produce and select and effective final design</li> <li>• How to make a scroll</li> <li>• How to make a zine</li> <li>• How to use a zine to present information</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Art from the past can give us clues about what it was like to live at that time</li> <li>• The meanings we take from art made in the past are influenced by our own ideas</li> <li>• Artists have different materials available to them depending on when they live in history</li> <li>• Artists can make their own tools</li> <li>• Artists can work in more than one medium</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Art can be purely decorative or it can have a purpose</li> <li>• People use art to tell stories and communicate</li> <li>• People can make art to express their views or beliefs</li> <li>• People use art to help explain or teach things</li> </ul>	<p><b>Formal elements</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Using light and dark colours next to each other creates contrast</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• 3D forms are either organic (natural) or geometric (mathematical shapes, like a cube)</li> <li>• Organic forms can be abstract</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Negative shapes show the space around and between objects</li> <li>• Artists can focus on shapes when making abstract art</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How to join 2D shapes to 3D form</li> <li>• How to join larger pieces of materials, exploring what gives 3D shapes stability</li> <li>• How to shape card in different ways e.g. rolling, folding and choose the best way to create a drawn idea</li> <li>• How to identify and draw negative spaces</li> <li>• How to plan a sculpture by drawing</li> <li>• How to choose materials to scale up an idea</li> <li>• How to create different joins in card e.g. slot, tabs, wrapping</li> <li>• How to add surface detail to a sculpture using colour or texture</li> <li>• Display sculpture</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Artists make decisions about how their work will be displayed</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Artists make art in more than one way</li> <li>• There are no rules about what art must be</li> </ul>

	<ul style="list-style-type: none"> <li>Artists have different materials available to them depending on when they live in history</li> <li>Artists can make their own tools</li> <li>Artists experiment with different tools and materials to create texture</li> <li>Artists make decisions about how their work will be displayed</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Artists make art in more than one way</li> <li>People use art to tell stories and communicate</li> <li>One artwork can have several meanings</li> <li>People use art to help explain or teach things</li> </ul>		<ul style="list-style-type: none"> <li>Art can be decorative, or it can have a purpose</li> <li>People use art to tell stories and communicate</li> <li>People make art for fun and to make the world a nicer place to be</li> </ul>
<b>Key Skills</b>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks for a wider range of purposes, e.g. recording things using drawings and annotations, planning and taking next steps in a making process</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion</li> <li>Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</li> <li>Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Confidently explain their ideas and opinions about their own and others' work, with an understanding of the breadth of what art can be and that there are many ways to make art</li> </ul>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks for a wider range of purposes, e.g. recording things using drawings and annotations, planning and taking next steps in a making process</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion</li> <li>Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> <li>Use hands and tools confidently to cut, shape and join materials for a purpose</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Confidently explain their ideas and opinions about their own and others' work, with an understanding of the breadth of what art can be and that there are many ways to make art</li> <li>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate</li> </ul>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> <li>Use hands and tools confidently to cut, shape and join materials for a purpose</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Consider how to display artwork, understanding how artists consider their viewers and the impact on them</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Confidently explain their ideas and opinions about their own and others' work, with an understanding of the breadth of what art can be and that there are many ways to make art</li> <li>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate</li> </ul>		
<b>Vocabulary</b>	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone	ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine	abstract found objects negative space positive space sculptor sculpture structure three-dimensional



Year 4 Art and Design Overview			
Term	Autumn	Spring	Summer
Unit	Drawing Shape and Prints	Craft and Design Fabric of Nature	Painting and Mixed Media Light and Dark
	Using everyday items as a starting point, the children will develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Using flora and fauna of tropical rainforests as a starting point, children will develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	The children will develop colour mixing skills, using shades and tints to show form and create 3D when painting. They will learn about compositions and plan their own still life to paint, applying chosen techniques.
Final Piece	A joint print that reflects the artwork they used in their planning.	Rainforest textile based picture suitable for fabric inspired by their research.	A still life painting.
Significant artists and designers	Alberto Giacometti, Henri Matisse, Henry Moore, Ed Ruscha, Georges Seurat	Ruth Daniels, Senanayake, Megan Carter, William Morris	Audrey Flack, Clara Peeters
Final Outcome	<ul style="list-style-type: none"> <li>Create several pencil tones when shading and create a simple 3D effect.</li> <li>Explore the effect of holding a pencil in different ways and applying different pressures.</li> <li>Use charcoal and rubber to show areas of light and dark in their drawings.</li> <li>Demonstrate an awareness of the relative size of the objects they draw.</li> <li>Use scissors with care and purpose to cut out images.</li> <li>Try out multiple arrangements of cut images to decide on their composition.</li> <li>Use different tools to create marks and patterns when scratching into a painted surface.</li> <li>Show some awareness of how to create contrast by including areas with more and less marks.</li> <li>Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.</li> <li>Work co-operatively to create a joint artwork, experimenting with their methods.</li> </ul>	<ul style="list-style-type: none"> <li>Describe objects, images and sounds with relevant subject vocabulary.</li> <li>Create drawings that replicate a selected image.</li> <li>Select imagery and colours to create a mood board with a defined theme and colour palette.</li> <li>Complete four drawings, created with confident use of materials and tools to add colour.</li> <li>Understand the work of William Morris, using subject vocabulary to describe his work and style.</li> <li>Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.</li> <li>Identify and explain where a pattern repeats.</li> <li>Follow instructions to create a repeating pattern, adding extra detail.</li> <li>Understand different methods of creating printed fabric in creative industries.</li> <li>Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs. -</li> </ul>	<ul style="list-style-type: none"> <li>Share their ideas about a painting.</li> <li>Describe the difference between a tint and a shade.</li> <li>Mix tints and shades by adding black or white paint.</li> <li>Discuss their real-life experiences of how colours can appear different.</li> <li>Use tints and shades to paint an object in 3D.</li> <li>Try different arrangements of objects for a composition, explaining their decisions.</li> <li>Produce a clear sketch that reflects the arrangement of their objects.</li> <li>Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> <li>Paint with care and control to make a still life with recognisable objects</li> </ul>
Overview of lessons	<ul style="list-style-type: none"> <li><b>3D pencil drawings</b> – draw using tone to create a 3D effect</li> <li><b>Sense of proportion</b> – explore proportion and tone when drawing</li> <li><b>Drawing with scissors</b> – plan a composition for a mixed-media drawing</li> </ul>	<ul style="list-style-type: none"> <li><b>Inspired by the rainforest</b> – understand starting points in a design process</li> <li><b>One picture, four views</b> – explore magnification and mark making to develop new imagery</li> <li><b>Creating patterns</b> – explore using a textile technique to develop pattern</li> </ul>	<ul style="list-style-type: none"> <li><b>Tints and shades</b> – investigate different ways of applying paint. Mix tints and shades of a colour</li> <li><b>3D</b> – use tints and shades to give a 3D effect when painting</li> <li><b>Painting techniques</b> – explore how paint can create very different effects</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Wax resist</b> – use shading techniques to create pattern and contrast</li> <li>• <b>Power prints</b> – work collaboratively to develop drawings into prints</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeating patterns</b> – learn how to create a repeating pattern</li> <li>• <b>Fabric design</b> – understand how art is made for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Composition</b> – consider proportion and composition when planning a still-life painting</li> <li>• <b>Still life</b> – apply knowledge of colour mixing and painting techniques to create a finished piece</li> </ul>
<b>Key Knowledge</b>	<p><b>Formal elements</b></p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• How to use basic shapes to form more complex shapes and patterns</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>• Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Patterns can be irregular and change in ways you wouldn't expect</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How to use pencils of different grades to shade and add tone</li> <li>• How to hold a pencil with varying pressure to create different marks</li> <li>• How to use observation and sketch objects quickly</li> <li>• How to draw objects in proportion to each other</li> <li>• How to use charcoal and a rubber to draw tone</li> <li>• How to use scissors and paper as a method to 'draw'</li> <li>• How to make choices about arranging cut elements to create a composition</li> <li>• How to create a wax resist background</li> <li>• How to use different tools to scratch into a painted surface to add contrast and pattern</li> <li>• How to choose a section of a drawing to recreate as a print</li> <li>• How to create a monoprint</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Artists choose what to include in a composition, considering both what looks good together and any messages they want to communicate</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Artists evaluate what they make, and talking about art is one way to do this</li> </ul>	<p><b>Formal elements</b></p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• How to use basic shapes to form more complex shapes and patterns</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Patterns can be irregular and change in ways you wouldn't expect</li> <li>• The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• How to use texture more purposely to achieve a specific effect or to replicate a natural surface</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Using lighter and darker tints and shades of a colour can create a 3D effect</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Know that a mood board is a visual collection which aims to convey a general feeling or idea</li> <li>• Know that batik is a traditional decoration technique that uses hot wax</li> <li>• How to select imagery and use it as inspiration for a design project</li> <li>• How to make a mood board</li> <li>• How to recognise a theme and develop colour palettes</li> <li>• How to develop observational drawings into shapes and patterns for design</li> <li>• How to draw small sections of one image to focus on colours and texture</li> <li>• How to transfer a design using a tracing method</li> <li>• How to make a repeating pattern tile using cut and torn paper shapes</li> <li>• How to glue as an alternative batik technique to create patterns on fabric</li> <li>• How to use materials, like glue, in different ways depending on the desired effect</li> <li>• How to paint on fabric</li> <li>• How to wash fabric to remove glue to finish a decorative fabric piece</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Designers can make beautiful things to try and improve people's everyday lives</li> </ul>	<p><b>Formal elements</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Add black to a colour creates a shade</li> <li>• Adding white to a colour creates a tint</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Using lighter and darker tints and shades of a colour creates a 3D effect</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Using lighter and darker tints and shades of a colour can create a 3D effect</li> <li>• Tone can be used to create contrasts in an artwork</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How to mix a tint and a shade by adding black and white</li> <li>• How to use tints and shades of a colour to create a 3D effect when painting</li> <li>• How to choose suitable painting tools</li> <li>• How to arrange objects to create a still-life composition</li> <li>• How to plan a painting by drawing first</li> <li>• How to organise painting equipment independently, making choices about tools and materials</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Artists make choices about what, how and where they create art</li> <li>• Artworks can fit more than one genre</li> <li>• Art is influenced by the time and place it was made, and this affects how people interpret it</li> <li>• Artists may hide messages or meaning in their work</li> </ul>

		<ul style="list-style-type: none"> <li>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board</li> <li>Artists and designers sometimes choose techniques based on the time and money available to them</li> <li>Artists use drawing to plan ideas for work in different media</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Artists make choices about what, how and where they create art</li> <li>Art can be created to make money; being an artist is a job for some people</li> <li>Art, craft and design affect the lives of people who see or use something that has been created</li> <li>Artists evaluate what they make, and talking about art is one way to do this</li> </ul>	
<b>Key Skills</b>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks for a wider range of purposes, e.g. recording things using drawings and annotations, planning and taking next steps in a making process</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Use subject vocabulary confidently to describe and compare creative works</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Use more complex vocabulary when discussing their own and others' art</li> <li></li> </ul>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks for a wider range of purposes, e.g. recording things using drawings and annotations, planning and taking next steps in a making process</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects</li> <li>Use growing knowledge of different materials, combining media for effect</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Use subject vocabulary confidently to describe and compare creative works</li> <li>Work as a professional designer does by collating ideas to generate a theme</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Use more complex vocabulary when discussing their own and others' art</li> </ul>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks for a wider range of purposes, e.g. recording things using drawings and annotations, planning and taking next steps in a making process</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Use subject vocabulary confidently to describe and compare creative works</li> <li>Understand how artists use art to convey messages through the choices they make</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Use more complex vocabulary when discussing their own and others' art</li> <li>Discuss art, considering how it can affect the lives of the viewers or users of the piece</li> </ul>

		<ul style="list-style-type: none"> <li>Evaluate their work more regularly and independently during the planning and making process</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their work more regularly and independently during the planning and making process</li> </ul>
<b>Vocabulary</b>	Abstract, block, print, collaborate, collaboratively, collage, combine, composition, contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, three dimensional (3D), tone, viewfinder, wax-resist	Batik, colour, palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme	Abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling, paint, technique, texture, three dimensional (3D), tint



Year 5 Art and Design Overview			
Term Topic	Autumn Drawing <b>I need Space!</b>	Spring Painting and Mixed Media Portraits	Summer Craft and Design Architecture
	Developing ideas more independently, the children will consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They will combine collage and printmaking to create a piece in their own style.	Investigating self-portraits by a range of artists, the children will investigate self-portraits by a range of artists. They will start by using photographs of themselves for developing their own unique self-portraits in mixed-media.	Investigating the built environment through drawing and printmaking, the children will learn about the work of architect Zaha Hadid. They will create their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.
Final Piece	<b>Collagraph print – vision of the future</b>	<b>Mixed-media portrait</b>	<b>Building design in the style of Hundertwasser</b>
Significant artists and designers	<b>Teis Albers. Karen Rose</b>	<b>Chila Kumari Singh Burman</b>	<b>Zaha Hadid, Friedensreich Hundertwasser</b>
Final Outcomes	<ul style="list-style-type: none"> <li>Understand and explain what retrofuturism is.</li> <li>Participate in discussions and offer ideas.</li> <li>Evaluate images using simple responses, sometimes using formal elements to extend ideas.</li> <li>Provide plausible suggestions for how a piece was created.</li> <li>Comfortably use different stimuli to draw from.</li> <li>Use past knowledge and experience to explore a range of drawing processes.</li> <li>Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</li> <li>Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</li> <li>Generate a clear composition idea for a final piece that shows how it will be drawn.</li> <li>Apply confident skills to make an effective collagraph print.</li> <li>Independently select tools and drawing techniques, with some guidance.</li> <li>Demonstrate growing independence, discussing ways to improve work.</li> </ul>	<ul style="list-style-type: none"> <li>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>Communicate to their partner what kind of photo portrait they want.</li> <li>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>Create a successful print.</li> <li>Use some Art vocabulary to talk about and compare portraits.</li> <li>Identify key facts using a website as a reference.</li> <li>Explain their opinion of an artwork.</li> <li>Experiment with materials and techniques when adapting their photo portraits.</li> <li>Create a self-portrait that aims to represent something about them.</li> <li>Show they have considered the effect created by their choice of materials and composition in their final piece</li> </ul>	<ul style="list-style-type: none"> <li>Sketch a house from first-hand or second-hand observation.</li> <li>Use basic shapes to place key features and form the composition, measuring to work out proportions.</li> <li>Notice small details to incorporate into the drawing by observing.</li> <li>Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</li> <li>Follow steps to create a print with clear lines, with some smudging.</li> <li>Purposefully evaluate their work, demonstrating what went well and what could be improved.</li> <li>Create a building design based on a theme or set purpose. Draw a plan view or front elevation of their building, annotating the key features.</li> <li>Discuss Hundertwasser's work and recognise his style. Create a factual presentation about Hundertwasser in a visually pleasing way.</li> <li>Show understanding of what a monument is for by designing a monument that symbolises a person or event.</li> <li>Describe their monument and explain their choices.</li> <li>Give constructive feedback to others about their monument designs.</li> </ul>



<b>Overview of lessons</b>	<ul style="list-style-type: none"> <li>• <b>Space imagery</b> – explore the purpose and effect of imagery</li> <li>• <b>Drawing decisions</b> – understand and explore decision making in creative processes</li> <li>• <b>Teis Albers</b> – develop drawn ideas through printmaking</li> <li>• <b>A vision of the future</b> – test and develop ideas using sketchbooks</li> <li>• <b>Revisiting ideas</b> – apply an understanding of drawing processes to revisit and improve ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poem portrait</b> – explore how a drawing can be developed</li> <li>• <b>Developing drawings</b> – combine materials for effect</li> <li>• <b>Self-portraits</b> – identify the features of self-portraits</li> <li>• <b>Changing faces</b> – develop ideas towards an outcome by experimenting with materials and techniques</li> <li>• <b>Mixed-media portrait</b> – apply knowledge and skills to create a mixed media self-portrait</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observational drawing – houses</b> – apply observational drawing skills to interpret forms accurately</li> <li>• <b>House monoprint</b> – apply composition skills to develop a drawing into print</li> <li>• <b>Be an architect</b> – apply an understanding of architecture to design a building</li> <li>• <b>Friedensreich Hundertwasser</b> – extend ideas through research and sketchbook use</li> <li>• <b>Monument</b> – explore and evaluate the intention of a design</li> </ul>
<b>Key Knowledge</b>	<p><b>Formal elements</b></p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Shapes can be used to place the key elements in a composition</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>• Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• How to create texture on different materials</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Know what print effects different materials make</li> <li>• How to analyse an image that considers impact, audience and purpose</li> <li>• How to draw the same image in different ways with different materials and techniques</li> <li>• How to make a collagraph plate</li> <li>• How to make a collagraph print</li> <li>• How to develop drawn ideas for a print</li> <li>• How to combine techniques to create a final composition</li> <li>• How to decide what materials and tools to use based on experience and knowledge</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Artists are influenced by what is going on around them; e.g. culture, politics and technology</li> <li>• Artists ‘borrow’ ideas and imagery from other times and cultures to create new artworks</li> <li>• Artists can choose their medium to create a particular effect on the viewer</li> <li>• Artists can combine materials; e.g. digital imagery, with paint or print</li> </ul> <p><b>Evaluating and analysing</b></p>	<p><b>Formal elements</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Artists use colour to create an atmosphere or to represent feelings in an artwork, e.g. by using warm or cool colours</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Artists create pattern to add expressive detail to art works e.g. Chila Kumari Singh Burman using small everyday objects to add detail to sculptures</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>• Tone can help show the foreground and background in an artwork</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• How to develop a drawing into a painting</li> <li>• How to create a drawing using text as lines and tone</li> <li>• How to experiment with materials and create different backgrounds to draw onto</li> <li>• How to use a photograph as a starting point for a mixed-media artwork</li> <li>• How to adapt an image to create a new one</li> <li>• How to combine materials to create an effect</li> <li>• How to choose colours to represent an idea or atmosphere</li> <li>• How to develop a final composition from sketchbook ideas</li> <li>• How to take an interesting portrait photograph, exploring different angles</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Artists are influenced by what is going on around them; e.g. culture, politics and technology</li> <li>• Artists use self-portraits to represent important things about themselves</li> <li>• Artists can choose their medium to create a particular effect on the viewer</li> </ul>	<p><b>Formal elements</b></p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Shapes can be used to place the key elements in a composition</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>• Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Know the steps to make a monoprint when a roller is sufficiently inked</li> <li>• How to make an observational drawing of a house</li> <li>• How to use shapes and measuring as methods to draw accurate proportions</li> <li>• How to select a small section of a drawing to use as a print design</li> <li>• How to develop drawings further to use as a design for print</li> <li>• How to design a building that fits a specific brief</li> <li>• How to draw an idea in the style of an architect that is annotated to explain key features</li> <li>• How to draw from different views, such as a front or side elevation</li> <li>• How to use sketchbooks to research and present information about an artist</li> <li>• How to interpret an idea into a design for a structure</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Artists are influenced by what is going on around them; e.g. culture, politics and technology</li> <li>• Artists ‘borrow’ ideas and imagery from other times and cultures to create new artworks</li> <li>• Visual designs can represent big ideas like harmony with nature or peace</li> </ul>

	<ul style="list-style-type: none"> <li>• People make art to fit in with popular ideas or fashions</li> <li>• People can explore and discuss art in different ways, e.g. by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create</li> </ul>	<ul style="list-style-type: none"> <li>• Artists can combine materials; e.g. digital imagery, with paint or print</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• People make art to portray ideas about identity</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create</li> <li>• Comparing artworks can help people understand them better</li> </ul>	<p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>• Art, craft and design can be functional and affect human environments and experiences</li> <li>• People make art to portray ideas about identity</li> <li>• Some artists become well-known or famous, and people tend to talk more about their work as it is familiar</li> <li>• Talking about plans for artwork, or evaluating finished work, can help improve what artists create</li> <li>• People can explore and discuss art in different ways, e.g. by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online</li> </ul>
<b>Key Skills</b>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas more independently from their own research</li> <li>• Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists</li> <li>• Combine a wider range of media, e.g. photography and digital art effect</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</li> <li>• Discuss how artists create work with the intent to create an impact on the viewer</li> <li>• Consider what choices can be made in their own work to impact their viewer</li> </ul> <p><b>Evaluating and analysing</b></p>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas more independently from their own research</li> <li>• Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists</li> <li>• Combine a wider range of media, e.g. photography and digital art effect</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</li> <li>• Discuss how artists create work with the intent to create an impact on the viewer</li> <li>• Consider what choices can be made in their own work to impact their viewer</li> </ul> <p><b>Evaluating and analysing</b></p>	<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>• Develop ideas more independently from their own research</li> <li>• Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</li> <li>• Discuss how artists create work with the intent to create an impact on the viewer</li> <li>• Consider what choices can be made in their own work to impact their viewer</li> </ul> <p><b>Evaluating and analysing</b></p>

	<ul style="list-style-type: none"> <li>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved</li> <li>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved</li> <li>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved</li> </ul>
<b>Vocabulary</b>	cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi mediapaint wash portrait printmaking represent research self-portrait texture transfer	abstract annotate architect architectural architecture birds eye view built environment commemorate composition crop design design brief design intention elevation evaluate external form futuristic individuality interpret legacy literal monoprint monument observational drawing organic perspective pressure



Year 6 Art and Design Overview			
Term Unit	Autumn Drawing <b>Make my Voice Heard</b>	Spring Painting and Mixed Media <b>Artist Study</b>	Summer Sculpture and 3D <b>Making Memories</b>
	On a journey from the Ancient Maya to modern-day street art, children will explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.	Identifying an artist, children will research the life, techniques and artistic intentions of that individual. They will collect ideas in sketchbooks, planning for a final piece and working collaboratively, they will present what they have learnt about the artist.	The children will create a personal memory box using a collection of found objects and hand-sculptured forms to reflect primary school life with symbolic and personal meaning.
Final Piece	<b>Street art exhibition</b>	<b>Painting inspired by artist of choice + double page spread</b>	<b>A memory box to be shared with Reception buddy.</b>
Significant artists and designers	<b>Dan Fenelon, Diego Rivera, Leonardo Da Vinci</b>	<b>Lubaina Himid, David Hockney, Fiona Rae, Paula Rego</b>	<b>Judith Scott, Yinka Shinobare, Louise Nevelson, Joseph Cornell</b>
Final Outcome	<ul style="list-style-type: none"> <li>Collect a good range of imagery, adding annotated notes and sketches.</li> <li>Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects.</li> <li>Respond to the meaning of a spirit animal through drawing.</li> <li>Generate symbols that reflect their likes and dislikes with little support.</li> <li>Create a tile that is full of pattern, symbols and colours that represents themselves.</li> <li>Discuss ideas to create light and dark through drawing techniques.</li> <li>Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing.</li> <li>Understand the impact of using techniques for effect.</li> <li>Participate in a discussion that examines the similarities and differences between different styles of art.</li> <li>Form their own opinions about what art is, justifying their ideas. Identify a cause and decide what message they want to convey.</li> <li>Understand artist's choices to convey a message.</li> <li>Review sketchbook and creative work to develop a drawn image.</li> <li>Review and revisit ideas to develop their work</li> </ul>	<ul style="list-style-type: none"> <li>Understand a narrative and use descriptive language to tell a story.</li> <li>Suggest ideas for the meaning behind a picture.</li> <li>Identify different features within a painting and use the formal elements to describe it.</li> <li>Be creative and imaginative in finding their own meaning in a painting.</li> <li>Use their own art or personal experiences to justify their ideas.</li> <li>Read a picture well and see beyond the first glance, analysing and evaluating it successfully.</li> <li>Reflect on personal experiences to convey through their own piece of abstract art.</li> <li>Contribute to discussions to either the class, group or talk partner.</li> <li>Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</li> <li>Select an appropriate artist. Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</li> <li>Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</li> <li>Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.</li> <li>Experiment and revisit ideas, drawing on creative experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the work of artists that appreciate different artistic styles.</li> <li>Create a sculpture to express themselves in a literal or symbolic way.</li> <li>Reflect verbally or in writing about creative decisions.</li> <li>Suggest ways to represent memories through imagery, shapes and colours.</li> <li>Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</li> <li>Competently use scissors to cut shapes accurately.</li> <li>Talk about artists' work and explain what they might use in their own work.</li> <li>Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</li> <li>Successfully translate plans to a 3D sculpture.</li> <li>Work mostly independently, experimenting and trying new things. Identify and make improvements to their work.</li> <li>Produce a completed sculpture demonstrating experimentation, originality and technical competence.</li> <li>Competently reflect on successes and personal development.</li> </ul>

		<ul style="list-style-type: none"> <li>Work in a sustained way to complete a piece, making evaluations at each stage</li> </ul>	
<b>Overview of lessons</b>	<ul style="list-style-type: none"> <li><b>Experimental mark making</b> – explore expressive drawing techniques</li> <li><b>Symbolic imagery</b> – consider how symbolism in art can convey meaning</li> <li><b>Chiaroscuro</b> – apply understanding of the drawing technique chiaroscuro</li> <li><b>Street art</b> – evaluate the context and intention of street art</li> <li><b>Powerful imagery</b> – apply an understanding of impact and effect to create a powerful image</li> </ul>	<ul style="list-style-type: none"> <li><b>David Hockney</b> – understand how to analyse a famous painting</li> <li><b>Paula Rego</b> – understand how to find meaning in painting</li> <li><b>Fiona Rae</b> – apply interpretation skills to analyse and respond to an abstract painting</li> <li><b>Lubaina Himid</b> – understand how art can tell stories or portray messages</li> <li><b>Research and planning</b> – develop starting points for creative outcomes</li> <li><b>Making art</b> – demonstrate an understanding of painting techniques to make personal choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Exploring self</b> – analyse how art can explore the concept of self</li> <li><b>Relief sculptures</b> – explore sculptural techniques</li> <li><b>Memory museum</b> – use creative experience to develop ideas and plan a sculpture</li> <li><b>Memory sculpture</b> – apply an understanding of materials and techniques to work in 3D</li> <li><b>Complete and reflect</b> – problem solve, evaluate and refine artwork to achieve a chosen outcome</li> </ul>
<b>Key Knowledge</b>	<p><b>Formal elements</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>A ‘monochromatic’ artwork uses tints and shades of just one colour</li> <li>Colours can be symbolic and have meanings that vary according to your culture or background e.g. red for danger or for celebration</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>How an understanding of shape and space can support creating effective composition</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>How line is used beyond drawing and can be applied to other art forms</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>The surface textures created by different materials can help suggest form in 2D art work</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Know gestural and expressive ways to make marks</li> <li>Know the effects different materials make</li> <li>Know the effects created when drawing on different surfaces</li> <li>How to use symbolism as a way to create imagery</li> <li>How to combine imagery into unique compositions</li> <li>How to achieve the tonal technique called chiaroscuro</li> <li>How to use charcoal to create chiaroscuro effects</li> </ul> <p><b>Knowledge of artists</b></p>	<p><b>Formal elements</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Colours can be symbolic and have meanings that vary according to your culture or background e.g. red for danger or for celebration</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>How line is used beyond drawing and can be applied to other art forms</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>How to use sketchbooks to research and present information</li> <li>How to develop ideas into a plan for a final piece</li> <li>How to make a personal response to the artwork of another artist</li> <li>How to use different methods to analyse artwork such as drama, discussion and questioning</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning</li> <li>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time</li> </ul>	<p><b>Formal elements</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Colours can be symbolic and have meanings that vary according to your culture or background e.g. red for danger or for celebration</li> </ul> <p><b>Line</b></p> <ul style="list-style-type: none"> <li>How line is used beyond drawing and can be applied to other art forms</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>The surface textures created by different materials can help suggest form in 2D art work</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>How an understanding of shape and space can support creating effective composition</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>How to translate a 2D image into a 3D form</li> <li>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping)</li> <li>How to manipulate cardboard to create different textures</li> <li>How to make a cardboard relief sculpture</li> <li>How to make visual notes to generate ideas for a final piece</li> <li>How to translate ideas into sculptural forms</li> </ul> <p><b>Knowledge of artists</b></p>

	<ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning</li> <li>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work</li> <li>Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new</li> <li>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time</li> <li>Art sometimes creates difficult feelings when we look at it</li> <li>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting</li> <li>Art can be a form of protest</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract</li> <li>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical</li> <li>Sometimes people make art to create reactions</li> <li>People use art as a means to reflect on their unique characteristics</li> <li>People can have varying ideas about the value of art</li> <li>Art can be analysed and interpreted in lots of ways and can be different for everyone</li> <li>Everyone has a unique way of experiencing art</li> </ul>	<ul style="list-style-type: none"> <li>Art sometimes creates difficult feelings when we look at it</li> <li>Artists can use materials to respond to a feeling or ideas in an abstract way</li> <li>Art can be a form of protest</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract</li> <li>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical</li> <li>People can have varying ideas about the value of art</li> <li>Art can be analysed and interpreted in lots of ways and can be different for everyone</li> <li>Everyone has a unique way of experiencing art</li> </ul>	<ul style="list-style-type: none"> <li>Artists can use symbols in their artwork to convey meaning</li> <li>Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time</li> <li>Artists take risks to try out ideas; this can lead to new techniques being developed</li> <li>Artists can use materials to respond to a feeling or ideas in an abstract way</li> <li>Art can be a form of protest</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract</li> <li>Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical</li> <li>People can have varying ideas about the value of art</li> <li>Sometimes people make art to create reactions</li> </ul>
<b>Key Skills</b>	<p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>Draw on their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Create expressively in their own personal style and in response to their choice of stimulus,</li> </ul>	<p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>Draw on their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</li> </ul>	<p><b>Generating ideas</b></p> <ul style="list-style-type: none"> <li>Draw on their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul> <p><b>Using sketchbooks</b></p> <ul style="list-style-type: none"> <li>Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</li> </ul>

	<p>showing the ability to develop a drawing independently.</p> <ul style="list-style-type: none"> <li>Combine materials and techniques appropriate to fit with ideas</li> <li>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a large scale and incorporating the formal elements of art</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Give reasoned evaluations of their own and others' work which takes account of context and intention</li> <li>Discuss how art is sometimes used to communicate social, political, or environmental views</li> <li>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way</li> <li>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</li> </ul>	<ul style="list-style-type: none"> <li>Combine materials and techniques appropriate to fit with ideas</li> <li>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a large scale and incorporating the formal elements of art</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</li> <li>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Give reasoned evaluations of their own and others' work which takes account of context and intention</li> <li>Discuss how art is sometimes used to communicate social, political, or environmental views</li> <li>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</li> </ul>	<ul style="list-style-type: none"> <li>Combine materials and techniques appropriate to fit with ideas</li> <li>Work in a sustained way over several sessions to complete a piece, including working collaboratively on a large scale and incorporating the formal elements of art</li> </ul> <p><b>Knowledge of artists</b></p> <ul style="list-style-type: none"> <li>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</li> <li>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces</li> <li>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries</li> </ul> <p><b>Evaluating and analysing</b></p> <ul style="list-style-type: none"> <li>Give reasoned evaluations of their own and others' work which takes account of context and intention</li> <li>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way</li> <li>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</li> <li>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract</li> <li>Art can represent abstract concepts, like memories and experiences</li> <li>People use art as a means to reflect on their unique characteristics</li> </ul>
<b>Vocabulary</b>	aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone	abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate	assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic tradition