



Year 1 Art and Design Overview			
Term	Autumn	Spring	Summer
Unit	Drawing Exploring Line and Shape	Painting Colour Splash	Craft and Design Woven Wonders
Overview	The children will explore line and shape through a range of materials and stimuli, focusing on the work of Bridget Riley and Paul Klee. They will develop control and creativity by experimenting with expressive mark-making and portrait drawing, using lines and shapes to improve accuracy.	Using a range of tools and surfaces, the children will explore colour mixing through paint play. Inspired by Clarice Cliff and Jasper Johns, they will then experiment with colour combinations and techniques to create their own paintings.	The children will develop fibre art skills such as plaiting, threading, knotting and weaving. Inspired by the work of Cecilia Vicuña, they will apply these techniques to create 3D woven artworks, experimenting with materials and structure.
Final Piece	Shape face portrait	Mixing colours to paint their own paper plate in the style of Clarice Cliff	Woven artwork
Significant artists and designers	Paul Klee, Bridget Riley, Brianna McCarthy	Clarice Cliff, Jasper Johns	Judith Scott, Cecilia Vicuña
Overview of lessons	Exploring line – explore control and pressure to create different types of lines Musical lines practice drawing different lines using music as a stimulus Exploring shapes – connect lines to create shapes Shape in art – explore lines and shapes in pictures for portrait drawing Klee portraits – use control and pressure skills to add colour to a drawing	Making colours – investigate how to mix secondary colours Painting with colour – apply knowledge of colour mixing when painting Printing with paint – explore colour when printing Exploring colour mixing – experiment with paint mixing to make a range of secondary colours Clarice Cliff – apply their painting skills when working in the style of an artist	Is it art? – know that art can be made in different ways Wool wrapping – choose, measure, arrange and fix materials Exploring thread – explore plaiting, threading and knotting techniques Warp and weft – learn how to weave Fibre art – combine techniques in a woven artwork
Key Knowledge	Formal elements Shape - Know a range of common shapes so they can identify and use them in their artwork Line - Know that using different tools or using the same tool in different ways can create different types of lines Texture - Know different tools and how they are used, and create different types of marks Pattern - Know lines can create patterns like zig-zags and wavy lines	Formal elements: Colour - Know that the primary colours are red, yellow and blue. - Know that primary colours can be mixed to make secondary colours. - Red + yellow = orange - Yellow + blue = green - Blue + red = purple Pattern - Know that a pattern is a design in which shapes, colours or lines are repeated. Tone - Know that there are many different shades (or hues) of the same colour	Formal elements: Form - Know that 3D art is called sculpture Making skills - What materials can be cut, knotted, threaded or plaited - How to wrap objects/shapes with wool - How to measure a length - How to tie a knot, thread and plait - How to make a loom - How to join using knots - How to weave with paper on a paper loom - How to weave using a combination of materials

	Tone - Know changing pressure when drawing can create light and dark tones Space - Know they can arrange parts of a familiar subject so their artwork looks recognisable Making skills - Draw different lines by varying control and pressure, e.g. straight, wavy, zig-zags, broken, lighter, darker, etc - Notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing - Draw and combine geometric shapes - Identify known shapes (in different sizes and orientations) in objects, scenes or images they wish to draw - Recognise that applying more pressure when drawing or colouring gives a darker tone - Create an area with a single, consistent tone when colouring/shading - Demonstrate a growing spatial awareness to represent the position and size of objects, e.g. grounded trees Knowledge of artists - Some artists are influenced by things happening around them - Some artists concentrate on how they are making something rather than what they make - Artists living in different times can be inspired by similar ideas or stories - Artists choose materials that suit what they want to make or draw Evaluating and analysing - Art is made in different ways - An artist is someone who creates - Art is made by all different kinds of people	- Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced Making skills - How to combine primary coloured materials to make secondary colours - How to mix secondary colours in paint - How to choose suitable-sized paint brushes - How to clean a paintbrush to change colours - How to print with objects, applying a suitable layer of paint to the printing surface - How to overlap paint to mix new colours - How to use blowing to create a paint effect - How to make a paint colour darker or lighter (creating shades) in different ways, e.g. adding water, adding a lighter colour Evaluating and analysing - Art is made in different ways - Art is made by all different kinds of people An artist is someone who creates	Knowledge of artists - Some artists are influenced by things happening around them - Sometimes artists concentrate on how they are making something rather than what they make - Artists can use everyday materials that have been thrown away to make art - Artists choose materials that suit what they want to make Evaluating and analysing - Art is made in different ways - Art is made by all different kinds of people - An artist is someone who creates Craft is making something creative and useful.
Key Skills	Generate ideas - Explore their own ideas using a range of media Using sketchbooks - Use sketchbooks to explore ideas	Generate ideas - Explore their own ideas using a range of media Using sketchbooks - Use sketchbooks to explore ideas	Generate ideas - Explore their own ideas using a range of media Using sketchbooks - Use sketchbooks to explore ideas

	Making skills • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures • Make choices about which materials to use to create an effect • Develop observational skills to look closely and reflect surface texture Knowledge of artists • Understand how artists choose materials based on their properties to achieve certain effects Evaluating and analysing • Describe and compare features of their own and others' artwork • Evaluate art with an understanding of how art can be varied and made in different ways and by different people	Making skills • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures • Make choices about which materials to use to create an effect Evaluating and analysing • Describe and compare features of their own and others' artwork • Evaluate art with an understanding of how art can be varied and made in different ways and by different people	Making skills • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures • Make choices about which materials to use to create an effect • Explore and analyse a wider variety of ways to join and fix materials in place Knowledge of artists • Describe similarities and differences between practices in Art and Design, e.g. between painting and sculpture, and link these to their own work Evaluating and analysing • Describe and compare features of their own and others' artwork • Evaluate art with an understanding of how art can be varied and made in different ways and by different people
Vocabulary	Artist, control, line, pressure, shape	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



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 by exploring a wider range of tools and experimenting with patterned surfaces to add texture and detail to drawings.	The children will investigate collage techniques through the work of Romare Bearden, focusing on colour mixing and creating texture using different tools.	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.	Landscape collage	Clay slips and clay houses
Significant artists and designers	Quentin Blake	Derek Gores / Romare Bearden	Ranti Bam
Overview of lessons	Charcoal mark making – develop a range of mark-making techniques Creating texture – explore and experiment with mark-making to create textures My story – develop observational drawing Creating characters – understand how to apply expressions to illustrate a character Tell a story – develop illustrations to tell a story	Colour magic – develop knowledge of colour mixing Texture hunt – know how texture can be created with paint Making textures – use paint to explore texture and pattern Collage creation – compose a collage, choosing and arranging materials for effect Developing detail – evaluate and improve artwork	Exploring clay – use their hands as a tool to shape clay Pinch pots – shape a pinch pot and join clay shapes as decoration Applying skills in clay – use impressing and joining techniques to decorate a clay tile Designing a tile – use drawing a plan of the features of a 3D model House – make a 3D clay house from a drawn design
Key Knowledge	Formal elements Form - That 'composition' means how things are arranged on the page Line - Lines can be used to fill shapes, to make outlines and to add detail or pattern Pattern and Texture - Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns Making skills - How different marks can be used to represent words and sounds - That a combination of materials can achieve the desired effect	Formal elements Colour - Different amounts of paint and water can be used to mix hues of secondary colours - Colours can be mixed to 'match' real-life objects or to create things from your imagination Form - That 'composition' means how things are arranged on the page Shape - Collage materials can be shaped to represent shapes in an image Pattern - Patterns can be used to add detail to an artwork Texture	Formal elements Form - Pieces of clay can be joined using the 'scratch and slip' technique - A clay surface can be decorated by pressing into it or by joining pieces on it Shape - Patterns can be made using shapes Making skills - How to smooth and flatten clay - How to roll clay into a cylinder or ball - How to make different surface marks in clay - How to make a clay pinch pot - How to mix clay slip using clay and water - How to join two clay pieces using slip

	• That charcoal is made from burning wood • How to use different materials and marks to replicate texture • How to use marks and lines to show expression on faces • How to make a concertina book • How to use drawing to tell a story • How to use charcoal to avoid snapping and to achieve different types of lines • How to use drawing pens • How to manipulate materials and surfaces to create textures, e.g. scratching with tools or blending with fingers Knowledge of artists • Illustrators use drawn lines to show how characters feel Evaluating and analysing • People use art to tell stories • People make art about things that are important to them	• Collage materials can be overlapped and overlaid to add texture • Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture • Painting tools can create varied textures in paint Tone • Different amounts of paint and water can be used to mix hues of secondary colours Making skills • How to mix a variety of shades of a secondary colour • How to make choices about amounts of paint to use when mixing a particular colour • How to match colours seen around them • How to create texture using different painting tools • How to make textured paper to use in a collage • How to choose and shape collage materials, e.g. cutting, tearing • How to compose a collage, arranging and overlapping pieces for contrast and effect • How to add painted detail to a collage to enhance/improve it Knowledge of artists • Art can be figurative or abstract • Some artists create art to make people aware of good and bad things happening in the world around them • Artists try out different combinations of collage materials to create the effect they want Evaluating and analysing • People use art to tell stories • People make art about things that are important to them • People make art to share their feelings • People make art to help others understand something	• How to make a relief clay sculpture • How to use hands in different ways as a tool to manipulate clay • How to use clay tools to score clay Knowledge of artists • Art can be figurative or abstract • Artists can use the same material to make 2D and 3D artworks Evaluating and analysing • People use art to tell stories • People make art about things that are important to them • People make art to share their feelings • People make art to explore an idea in different ways
Key Skills	Generating ideas • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques Using sketchbooks • Experiment in sketchbooks, using drawing to record ideas Making skills • Further demonstrate increased control with a greater range of media	Generating ideas • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques Making skills • Further demonstrate increased control with a greater range of media • Make choices about which materials and techniques to use to create an effect • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials	Generating ideas • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques Using sketchbooks • Experiment in sketchbooks, using drawing to record ideas • Use sketchbooks to help make decisions about what to try out next Making skills

	• Make choices about which materials and techniques to use to create an effect • Develop observational skills to look closely and aim to reflect some of the formal elements of art in their work Knowledge of artists • Talk about art they have seen using some appropriate subject vocabulary • Apply their own understanding of art materials learnt from artists' work to begin purposefully choosing materials for a specific effect Evaluating and analysing • 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 • Begin to talk about how they could improve their own work	• Develop observational skills to look closely and aim to reflect some of the formal elements of art in their work Knowledge of artists • Talk about art they have seen using some appropriate subject vocabulary • Apply their own understanding of art materials learnt from artists' work to begin purposefully choosing materials for a specific effect Evaluating and analysing • 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 • Begin to talk about how they could improve their own work • Talk about how art is made	• Further demonstrate increased control with a greater range of media • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials Knowledge of artists • Talk about art they have seen using some appropriate subject vocabulary • Create and critique both figurative and abstract art, recognising some of the techniques used Evaluating and analysing • 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 • Begin to talk about how they could improve their own work • Talk about how art is made
Vocabulary	Blending, charcoal, concertina, cross-hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, line, mark-making, re-tell, scribbling, sketch, stippling, storyboard, texture, thick, thin	Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture	Casting, ceramic, cut, detail, flatten, glaze, impressing in relief, join, negative space, pinch, pot plaster, roll score, sculptor, sculpture, shape, slip, smooth, surface, three-dimensional, thumb pot



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'.	Transforming 2D card shapes into 3D structures and sculptures, the children will explore abstract shapes and space. They will develop skills in constructing 3D objects and understanding the differences between 2D and 3D art.
Final Piece	Line cave painting	An Egyptian Scroll	3D Structure
Significant artists and designers	Lascaux Caves	Ancient Egyptian art	
Overview of lessons	- Exploring prehistoric art – apply an understanding of prehistoric man-made art - Charcoal animals – understand and use scale to enlarge drawings in a different medium - Prehistoric palette – explore how natural products produce pigments to make different colours - Paintings on the cave wall- select and apply a range of painting techniques - Hands on a wall cave – apply painting skills when creating a collaborative artwork	- Exploring Ancient Egyptian art – investigate the style, pattern and characteristics of Ancient Egyptian art - Designing scrolls – apply design skills inspired by the style of an ancient civilisation - Making paper – apply understanding of ancient techniques to construct a new material - Scroll making – apply drawing and painting skills in the style of an ancient civilisation - Making zines – apply an understanding of Egyptian art to develop a contemporary response	- Structural shapes – join 2D shapes to make 3D structures - Constructing in 3D – join materials in different ways when working in 3D - Seeing space – develop ideas for 3D artwork - Abstract sculpture – apply knowledge of sculpture when working in 3D - Surface decoration – evaluate and improve an artwork
Key Knowledge	Formal elements Colour - Paint colours can be mixed using natural substances, and prehistoric peoples used these paints Shape - Negative shapes show the space around and between objects Line - Using different tools or using the same tool in different ways can create different types of lines Texture - Texture in an artwork can be real (what the surface actually feels like), or a surface can be made to appear textured	Formal elements Pattern - A pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin) Making skills - Layering materials in opposite directions makes the handmade paper stronger - How to use a sketchbook to research a subject using different techniques and materials to present ideas - How to construct a new paper material using paper, water and glue - How to use symbols to reflect both literal and figurative ideas - How to produce and select an effective final design - How to make a scroll	Formal elements Colour - Using light and dark colours next to each other creates contrast Line - Combining more complex lines and marks can represent texture, tones and patterns Form 3D forms are either organic (natural) or geometric (mathematical shapes, like a cube) - Organic forms can be abstract Shape - Negative shapes show the space around and between objects - Artists can focus on shapes when making abstract art

	Making skills - How to use simple shapes to scale up a drawing to make it bigger - How to make a cave wall surface - How to paint on a rough surface - How to make a negative and positive image - How to create a textured background using charcoal and chalk - How to use natural objects to make tools to paint with - How to make natural paints using natural materials - How to create different textures using different parts of a brush - How to use colour mixing to make natural colours Knowledge of artists - Art from the past can give us clues about what it was like to live at that time - Artists have different materials available to them depending on when they live in history - Artists can make their own tools - Artists experiment with different tools and materials to create texture - Artists make decisions about how their work will be displayed Evaluating and analysing - Artists make art in more than one way - People use art to tell stories and communicate - One artwork can have several meanings - People use art to help explain or teach things	- How to make a zine - How to use a zine to present information Knowledge of artists - Art from the past can give us clues about what it was like to live at that time - The meanings we take from art made in the past are influenced by our own ideas - Artists have different materials available to them depending on when they live in history - Artists can make their own tools - Artists can work in more than one medium Evaluating and analysing - Art can be purely decorative, or it can have a purpose - People use art to tell stories and communicate - People can make art to express their views or beliefs - People use art to help explain or teach things	Making skills - How to join 2D shapes to make 3D - How to join larger pieces of materials, exploring what gives 3D shapes stability - How to shape card in different ways, e.g. rolling, folding and choosing the best way to recreate a drawn idea - How to plan a sculpture by drawing - How to choose materials to scale up an idea - How to create different joins in card, e.g. slot, tabs, wrapping - How to add surface detail to a sculpture using colour or texture - How to display sculpture Knowledge of artists - Artists make decisions about how their work will be displayed Evaluating and analysing - Artists make art in more than one way - There are no rules about what art must be - Art can be decorative, or it can have a purpose - People use art to tell stories and communicate - People make art for fun and to make the world a nicer place to be
Key Skills	Generate ideas - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process Using sketchbooks - 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 Making skills - Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion	Generate ideas - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process Using sketchbooks - 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 Making skills - Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion	Generate ideas - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process Making skills - Confidently use a range of materials and tools, selecting and using these appropriately with more independence - Use hands and tools confidently to cut, shape and join materials for a purpose Knowledge of artists - Consider how to display artwork, understanding how artists consider their viewers and the impact of them

	- Confidently use a range of materials and tools, selecting and using these appropriately with more independence Knowledge of artists - 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 - Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects Evaluating and analysing - 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 - Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate	- Confidently use a range of materials and tools, selecting and using these appropriately with more independence - Use hands and tools confidently to cut, shape and join materials for a purpose Knowledge of artists - 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 Evaluating and analysing - 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 - Discuss and begin to interpret the meaning and purpose of the artwork, understanding how artists can use art to communicate	Evaluating and analysing - 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 - Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate - Begin to carry out a problem-solving process and make changes to improve their work
Vocabulary	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	Craft and Design	Painting and Mixed Media
	Exploring tone, texture and proportion	Fabric of Nature	Light and Dark
	The children will explore tone, texture and proportion to create realistic and expressive drawings. They will develop skills in shading, mark-making and composition using sweets, wrappers and bold patterns to produce detailed drawings with a strong sense of form and proportion.	Using the 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 painting that reflects the artwork they have studied.	Rainforest batik picture suitable for fabric inspired by their research.	A still life painting.
Significant artists and designers	Sarah Graham, Nicola McBride and Beatriz Milhazes, Maryam Arslan	Ruth Daniels, Senanayake, William Morris, Megan Carter	Audrey Flack, Clara Peeters, Paul Cezanne
Overview of lessons	3D pencil drawings – draw using tone to create a 3D effect Texture and tone – explore how combining lines and mark-making can show texture and tone in drawings Understanding proportion – understand proportion by observing how it is used in artwork Creating an effective composition – understand what an effective composition is in art Using texture, tone and proportion in drawing – apply an understanding of texture, tone and proportion in a drawing	Inspired by the rainforest – understand starting points in a design process One picture, four views – explore magnification and mark making to develop new imagery Creating patterns – explore using a textile technique to develop a pattern Repeating patterns – learn how to create a repeating pattern Fabric design – understand how art is made for different purposes	Tints and shades – investigate different ways of applying paint. Mix tints and shades of a colour 3D – use tints and shades to give a 3D effect when painting Painting techniques – explore how paint can create very different effects Composition – consider proportion and composition when planning a still-life painting Still life – apply knowledge of colour mixing and painting techniques to create a finished piece
Key Knowledge	Formal elements Shape - How to use basic shapes to form more complex shapes and patterns Line - Lines can be lighter or darker, or thicker or thinner, and this can add expression or movement to a drawing Form - Use lighter and darker tones of a colour to help create 3D effects and show the form of an object Texture	Formal elements Shape - How to use basic shapes to form more complex shapes and patterns Pattern - Patterns can be irregular and change in ways you wouldn't expect - The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns Texture	Formal elements Colour - Adding black to a colour creates a shade - Adding white to a colour creates a tint Form - Using lighter and darker tints and shades of a colour creates a 3D effect Tone - Using lighter and darker tints and shades of a colour can create a 3D effect - Tone can be used to create contrasts in an artwork

	- Complex marks can represent the textures and qualities of different surfaces Tone - Using lighter and darker tones of a colour creates a 3D effect and shows the form of an object - Tone can create contrast between light and dark, adding shadows and highlights to an artwork Space - Objects can appear in the foreground or background, and size can be used to show distance Making skills - Use lines and marks to represent texture, pattern and light creatively and expressively, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass - Represent geometric 3D shapes more accurately and begin to include organic forms - Use a more diverse range of marks to convey a subject's form - Combine lines and marks to create light and dark areas of a drawing - Start to depict an object's form with tonal shading, highlighting the presence and absence of light - Create a gradation effect, smoothly transitioning from light tones to mid tones to dark tones - Sketch to plan the placement of their composition elements for visual effect - Draw more accurately in relative size/proportion - Recognise whether something is in the foreground or background of a composition and how size can show distance Knowledge of artists - Artists use drawing to plan ideas for work in different media Evaluating and analysing - Artists make choices about what, how and where they create art - Art can be displayed inside or outside - Art can fit more than one genre - Artists evaluate what they make, and talking about art is one way to do this	- How to use texture more purposefully to achieve a specific effect or to replicate a natural surface Tone - Using lighter and darker tints and shades of a colour can create a 3D effect Making skills - Know that a mood board is a visual collection which aims to convey a general feeling or idea - Know that batik is a traditional decoration technique that uses hot wax - How to select imagery and use it as inspiration for a design project - How to make a mood board - How to recognise a theme and develop colour palettes - How to develop observational drawings into shapes and patterns for design - How to draw small sections of one image to document colours and texture - How to transfer a design using a tracing method - How to make a repeating pattern tile using cut and torn paper shapes - How to glue as an alternative batik technique to create patterns on fabric - How to use materials, like glue, in different ways depending on the desired effect - How to paint on fabric - How to wash fabric to remove glue to finish a decorative fabric piece Knowledge of artists - Designers can make beautiful things to try and improve people's everyday lives - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board - Artists and designers sometimes choose techniques based on the time and money available to them - Artists use drawing to plan ideas for work in different media Evaluating and analysing - Artists make choices about what, how and where they create art - Art can be created to make money; being an artist is a job for some people - Art, craft and design affect the lives of people who see or use something that has been created - Artists evaluate what they make, and talking about art is one way to do this	Making skills - How to mix a tint and a shade by adding black and white - How to use tints and shades of a colour to create a 3D effect when painting - How to choose suitable painting tools - How to arrange objects to create a still-life composition - How to plan a painting by drawing first - How to organise painting equipment independently, making choices about tools and materials Evaluating and analysing - Artists make choices about what, how and where they create art - Artworks can fit more than one genre - Art is influenced by the time and place it was made, and this affects how people interpret it - Artists may hide messages or meaning in their work
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Key Skills	Generate ideas - 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 Using sketchbooks - 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 Making skills - 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 - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style Knowledge of artists - Use subject vocabulary confidently to describe and compare creative works Evaluating and analysing - Use more complex vocabulary when discussing their own and others' art - Evaluate their work more regularly and independently during the planning and making process	Generate ideas - 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 Using sketchbooks - 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 Making skills - 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 - Use growing knowledge of different materials, combining media for effect - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style Knowledge of artists - Use subject vocabulary confidently to describe and compare creative works - Work as a professional designer does by collating ideas to generate a theme Evaluating and analysing - Use more complex vocabulary when discussing their own and others' art - Evaluate their work more regularly and independently during the planning and making process	Generate ideas - 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 Using sketchbooks - 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 Making skills - 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 - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style Knowledge of artists - Use subject vocabulary confidently to describe and compare creative works - Understand how artists use art to convey messages through the choices they make Evaluating and analysing - Use more complex vocabulary when discussing their own and others' art - Discuss art, considering how it can affect the lives of the viewers or users of the piece - Evaluate their work more regularly and independently during the planning and making process
Vocabulary	Collage, composition, form, highlight, proportion, shadow, three-dimensional	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	Autumn	Spring	Summer
Topic	Drawing	Painting and Mixed Media	Craft and Design
	Depth, Emotion and Movement	Portraits	Architecture
	The children will investigate how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. They will use expressive lines, shading and printmaking techniques to develop compositions that convey feeling and energy before creating a final piece influenced by their own ideas and the artists studied.	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 to develop 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	Tile relief – making a memory	Mixed-media portrait	Building design in the style of Hundertwasser
Significant artists and designers	Elizabeth Catlett, John Musfangejo, Charlie Mackesy	Chila Kumari Singh Burman	Zaha Hadid, Friedensreich Hundertwasser
Overview of lessons	Expressing movement – apply an understanding of expressive and gestural lines to capture movement Showing emotion through line – understand how lines and marks can communicate emotion Showing depth through mark making – understand how artists use mark making and shading to create depth Composition for printing – apply an understanding of composition to plan a print Printing – develop drawn ideas through printmaking	Poem portrait – explore how a drawing can be developed Developing drawings – combine materials for effect Self-portraits – identify the features of self-portraits Changing faces – develop ideas towards an outcome by experimenting with materials and techniques Mixed-media portrait – apply knowledge and skills to create a mixed-media self-portrait	Observational drawing – houses – apply observational drawing skills to interpret forms accurately House monoprint – apply composition skills to develop a drawing into print Be an architect – apply an understanding of architecture to design a building Friedensreich Hundertwasser – extend ideas through research and sketchbook use Monument – explore and evaluate the intention of a design
Key Knowledge	Formal elements Shape - Shapes can be used to place the key elements in a composition and help to create compositions with depth Line - 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 - Lines and marks can be expressive and show movement or emotion Texture	Formal elements Colour - Artists use colour to create an atmosphere or to represent feelings in an artwork, e.g. by using warm or cool colours Pattern - Artists create patterns to add expressive detail to artworks, e.g. Chila Kumari Singh Burman using small everyday objects to add detail to sculptures Tone - Tone can help show the foreground and background in an artwork Making skills	Formal elements Shape - Shapes can be used to place the key elements in a composition Line - 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 Making skills - Know the steps to make a monoprint when a roller is sufficiently inked - How to make an observational drawing of a house

	- Different marks can be used to suggest real-world textures and movement Tone 'Blending' means transitioning between tones smoothly Space - Creating a foreground, middle ground and background creates depth, making the artwork look like it has space and distance Making skills - Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion - Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition - Refine tonal shading to show greater graduations in tone - Blend to smooth transitions in tone - Use shading techniques such as cross-hatching to create texture as well as depth - Use sketching to experiment with ideas, layout and shading - Describe the quality of lines, including identifying the movement conveyed by different lines - Identify qualities and techniques that resonate and begin to develop personal style and preferences - Start using size to develop a foreground, midground and background in compositions Knowledge of artists - Artists are influenced by what is going on around them; e.g. culture, politics and technology - How an artwork is interpreted will depend on the life experiences of the person looking at it - Artists can choose their medium to create a particular effect on the viewer Evaluating and analysing - People make art to express emotion - People make art to portray ideas about identity	- How to develop a drawing into a painting - How to create a drawing using text as lines and tone - How to experiment with materials and create different backgrounds to draw onto - How to use a photograph as a starting point for a mixed-media artwork - How to adapt an image to create a new one - How to combine materials to create an effect - How to choose colours to represent an idea or atmosphere - How to develop a final composition from sketchbook ideas - How to take an interesting portrait photograph, exploring different angles Knowledge of artists - Artists are influenced by what is going on around them; e.g. culture, politics and technology - Artists use self-portraits to represent important things about themselves - Artists can choose their medium to create a particular effect on the viewer - Artists can combine materials, e.g. digital imagery, with paint or print Evaluating and analysing - People make art to portray ideas about identity - Talking about plans for artwork or evaluating finished work can help improve what artists create - Comparing artworks can help people understand them better	- How to use shapes and measuring as methods to draw accurate proportions - How to select a small section of a drawing to use as a print design - How to develop drawings further to use as a design for print - How to design a building that fits a specific brief - How to draw an idea in the style of an architect that is annotated to explain key features - How to draw from different views, such as a front or side elevation - How to use sketchbooks to research and present information about an artist - How to interpret an idea into a design for a structure Knowledge of artists - Artists are influenced by what is going on around them; e.g. culture, politics and technology - Artists 'borrow' ideas and imagery from other times and cultures to create new artworks - Visual designs can represent big ideas like harmony with nature or peace Evaluating and analysing - Art, craft and design can be functional and affect human environments and experiences - People make art to portray ideas about identity - Some artists become well-known or famous, and people tend to talk more about their work as it is familiar - Talking about plans for artwork or evaluating finished work can help improve what artists create - 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
Key Skills	Generate ideas Develop ideas more independently from their own research	Generate ideas - Develop ideas more independently from their own research - Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome	Generate ideas Develop ideas more independently from their own research

	- Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome Using sketchbooks - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently Making skills - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form Knowledge of artists - 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 - Discuss how artists create work with the intent to create an impact on the viewer - Consider what choices can be made in their own work to impact their viewer Evaluating and analysing - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	Using sketchbooks - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently Making skills - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists - Combine a wider range of media, e.g. photography and digital art effects - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form Knowledge of artists - 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 - Discuss how artists create work with the intent to create an impact on the viewer - Consider what choices can be made in their own work to impact their viewer Evaluating and analysing - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	- Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome Using sketchbooks - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently Making skills - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form Knowledge of artists - 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 - Discuss how artists create work with the intent to create an impact on the viewer - Consider what choices can be made in their own work to impact their viewer Evaluating and analysing - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved
Vocabulary	Background, composition, depth, focal point, foreground, main subject, middle ground, printing plate, printmaking, proportion	Art medium, atmosphere, background, carbon paper, collage, composition, continuous line, drawing, evaluate, justify, mixed media, monoprint, multi-media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer	abstract annotate architect architectural architecture bird's-eye view built environment commemorate composition crop 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 Expressing Ideas	Spring Painting and Mixed Media Artist Study	Summer Sculpture and 3D Making Memories
	The children will explore how drawing can be used to express ideas and messages, inspired by a range of street art examples and environmental themes. They will investigate how artists use perspective, scale and proportion to create impact before designing and creating a street art-inspired final piece that communicates a message about sustainability and the environment.	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-sculpted forms to reflect primary school life with symbolic and personal meaning.
Final Piece	Street art exhibition	Painting inspired by the artist of choice + double page spread	A memory box to be shared with a Reception buddy.
Significant artists and designers	Keith Haring, Louis Masai, Victor Ash	Lubaina Himid, David Hockney, Fiona Rae, Paula Rego	Yinka Shonibare, Louise Nevelson, Joseph Cornell
Overview of lessons	What is street art– explore how street art is used to convey messages and provoke thought How artists use one-point perspective – understand and apply one-point perspective in a drawing inspired by street art Scaling up – understand and use scale and proportion effectively in drawings Planning street art – design a street art-inspired piece using a brief Making a street art-inspired piece – create a street art-inspired piece that conveys a message using perspective, scale and proportion	David Hockney – understand how to analyse a famous painting Paula Rego – understand how to find meaning in painting Fiona Rae – apply interpretation skills to analyse and respond to an abstract painting Lubaina Himid – understand how art can tell stories or portray messages Research and planning – develop starting points for creative outcomes Making art – demonstrate an understanding of painting techniques to make personal choices	Exploring self – analyse how art can explore the concept of self Relief sculptures – explore sculptural techniques Memory museum – use creative experience to develop ideas and plan a sculpture Memory sculpture – apply an understanding of materials and techniques to work in 3D Complete and reflect – problem solve, evaluate and refine artwork to achieve a chosen outcome
Key Knowledge	Formal elements Shape - Elements such as perspective, depth and abstraction can change how shapes appear in a composition Space - Scaling is a technique for enlarging or reducing an image while keeping the proportions the same - Using a vanishing point on a horizon can create a sense of distance in their artwork Tone - Variations in tone can enhance composition and create spatial illusion	Formal elements Colour - Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration Line - How the line is used beyond drawing and can be applied to other art forms Pattern - A 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	Formal elements Colour - Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration Line - How the line is used beyond drawing and can be applied to other art forms Pattern - A 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

	Making skills - Explore the expressive qualities of line as part of their iterative process - Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect - Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions - Find a point in the distance to draw from (one-point perspective) - Scale drawings up or down while aiming to keep proportion Knowledge of artists - Artists can use symbols in their artwork to convey meaning - Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work - 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 - Art sometimes creates difficult feelings when we look at it - Art can be a form of protest Evaluating and analysing - Sometimes people make art to express their views and opinions, which can be political or topical - Sometimes people make art to create reactions - People use art as a means to reflect on their unique characteristics - People can have varying ideas about the value of art - Art can be analysed and interpreted in lots of ways and can be different for everyone - Everyone has a unique way of experiencing art	Texture - Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture Making skills - How to use sketchbooks to research and present information - How to develop ideas into a plan for a final piece - How to make a personal response to the artwork of another artist - How to use different methods to analyse artwork such as drama, discussion and questioning Knowledge of artists - Artists can use symbols in their artwork to convey meaning - 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 - Art sometimes creates difficult feelings when we look at it - Artists can use materials to respond to a feeling or ideas in an abstract way - Art can be a form of protest Evaluating and analysing - Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract - 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 - People can have varying ideas about the value of art - Art can be analysed and interpreted in lots of ways and can be different for everyone - Everyone has a unique way of experiencing art	Form - The surface textures created by different materials can help suggest form in 2D artwork Shape - How an understanding of shape and space can support creating effective composition Making skills - How to translate a 2D image into a 3D form - How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping) - How to manipulate cardboard to create different textures - How to make a cardboard relief sculpture - How to make visual notes to generate ideas for a final piece - How to translate ideas into sculptural forms Knowledge of artists - Artists can use symbols in their artwork to convey meaning - 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 - Artists take risks to try out ideas; this can lead to new techniques being developed - Artists can use materials to respond to a feeling or ideas in an abstract way - Art can be a form of protest Evaluating and analysing - Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract - 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 - People can have varying ideas about the value of art - Sometimes people make art to create reactions
Key Skills	Generating ideas Draw on their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks	Generating ideas Draw on their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks	Generating ideas Draw on their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks

	- Use a systematic and independent approach to research, test and develop ideas and plans using sketchbooks. Making skills - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. - Combine materials and techniques appropriate to fit with ideas - 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 Knowledge of artists - 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 Evaluating and analysing - Give reasoned evaluations of their own and others' work that take account of context and intention - Discuss how art is sometimes used to communicate social, political, or environmental views - Explain how art can be created to cause a reaction and impact and be able to consider why an artist chooses to use art in this way - Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	- Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Making skills - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. - Combine materials and techniques appropriate to fit with ideas - 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 Knowledge of artists - 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 - Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces Evaluating and analysing - Give reasoned evaluations of their own and others' work that take account of context and intention - Discuss how art is sometimes used to communicate social, political, or environmental views - Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work	- Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Making skills - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. - Combine materials and techniques appropriate to fit with ideas - 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 Knowledge of artists - 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 - Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces - Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries Evaluating and analysing - Give reasoned evaluations of their own and others' work that take account of context and intention - Explain how art can be created to cause a reaction and impact, and be able to consider why an artist chooses to use art in this way - Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work - Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract - Art can represent abstract concepts, like memories and experiences - People use art as a means to reflect on their unique characteristics
Vocabulary	Depth, graffiti, horizon, mural, one-point perspective, proportion, realism, scale, street art, vanishing point	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