

Art and Design

Topic Overview

	Autumn		Spring		Summer	
Year 1	Painting Self Portraits	Drawing Artist Study: Paul Klee (City Scapes)	3D form Clay Statues		Collage Artist Study: Matisse (Cut Outs)	Mixed Media Artist Study: Seurat (Seascapes / Pointillism)
Year 2	Drawing Period Houses	Printing Artist Study: William Morris (printing)	Painting Artist Study: Van Gogh (Sunflowers)		3D form Clay Relief Tile	Mixed Media African Landscapes
Year 3	Drawing Charcoal Cave Drawings	Mixed Media Weather Weave	Collage Mosaics		3D Form Clay Canopic Jars	Painting Artist Study: Monet / Turner
Year 4	Drawing Artist Study: Cezanne (Fruit)	Digital Media Artist Study: German Lorca and Araquem Alcantara (photography)	Textiles Weaving		Painting Artist Study: LS Lowry	Printing Lino Prints
Year 5	Mixed Media Viking Ship (paint / collage)	Painting Artist Study: Andy Warhol (pop art)	Drawing Artist Study: Peter Thorpe (Space)		3D Form Mexican Masks	Collage Water Collage
Year 6	3D Form Artist Study: Henry Moore (Sculptures)	Textiles Eco Tapestry	Mixed Media Artist Study: Picasso		Painting Wildlife Portraits	Mixed Media Set Design

National Curriculum

KS1	KS2
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Exploring and developing ideas (ONGOING)	<p>I can record and explore ideas from first hand observation, experience and imagination</p> <p>I can ask and answer questions about the starting points for my work, and develop my ideas</p> <p>I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p>	<p>I can record and explore ideas from first hand observation, experience and imagination</p> <p>I can ask and answer questions about the starting points for my work, and develop my ideas</p> <p>I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p>	<p>I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>I can question and make thoughtful observations about starting points and select ideas to use in my work</p> <p>I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>I can question and make thoughtful observations about starting points and select ideas to use in my work</p> <p>I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>I can question and make thoughtful observations about starting points and select ideas and processes to use in my work</p> <p>I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>I can select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>I can question and make thoughtful observations about starting points and select ideas and processes to use in my work</p> <p>I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	
Evaluating and developing work (ONGOING)	<p>I can review and say what I think and feel about my art work and that of others</p> <p>I can identify what I might change in my current work or develop in my future work</p>	<p>I can review and say what I think and feel about my art work and that of others</p> <p>I can identify what I might change in my current work or develop in my future work</p>	<p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them</p> <p>I can adapt my work according to my views and describe how I might develop it further</p>	<p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them</p> <p>I can adapt my work according to my views and describe how I might develop it further</p>	<p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them</p> <p>I can adapt my work according to my views and describe how I might develop it further</p>	<p>I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them</p> <p>I can adapt my work according to my views and describe how I might develop it further</p>	
Drawing	<p>I can use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media.</p> <p>I can use line, shape and colour in final outcomes</p>	<p>I can layer different media, e.g. crayons, pastels, felt tips, charcoal</p> <p>I can draw for a sustained period of time from figure and real objects, both single and grouped</p> <p>I can experiment with the visual elements: line, shape, pattern and colour</p>	<p>I can experiment with different grades of pencil and other implements</p> <p>I can plan, refine and alter their drawings as necessary</p> <p>I can draw for a sustained period of time</p> <p>I can use different media to achieve variations in line, texture, tone, colour, shape and pattern</p>	<p>I can make informed choices in drawing including paper and media</p> <p>I can alter and refine drawings and describe changes using art vocabulary</p> <p>I can use research to inspire drawings from memory and imagination</p> <p>I can explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>I can use a variety of source material for my work</p> <p>I can work in a sustained and independent way from observation, experience and imagination</p> <p>I can explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</p>	<p>I can demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>I can identify artists who have worked in a similar way to my own work</p> <p>I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p>	
Painting	<p>I can use a variety of tools and techniques including the use of different brush sizes and types</p> <p>I can mix and match colours to artefacts and objects</p> <p>I can work on different scales</p> <p>I can mix secondary colours and shades</p> <p>I can use different types of paint.</p> <p>I can create different textures e.g. use of sawdust / sponges</p>	<p>I can mix a range of secondary colours, shades and tones</p> <p>I can experiment with tools and techniques, including layering, mixing media, scraping through etc</p> <p>I can name different types of paint and their properties</p> <p>I can work on a range of scales e.g. large brush on large paper etc</p> <p>I can mix and match colours using artefacts and objects</p>	<p>I can mix a variety of colours and know which primary colours make secondary colours</p> <p>I can use a developed colour vocabulary</p> <p>I can experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p> <p>I can work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>I can mix a variety of colours and know which primary colours make secondary colours</p> <p>I can use a developed colour vocabulary</p> <p>I can experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p> <p>I can work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>I can make and match colours with increasing accuracy</p> <p>I can use more specific colour language e.g. tint, tone, shade, hue</p> <p>I can choose paints and implements appropriately</p> <p>I can plan and create different effects and textures with paint according to what they need for the task</p> <p>I show increasing independence and creativity with the painting process</p>	<p>I demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>I undertake preliminary studies to test media and materials</p> <p>I can create imaginative work from a variety of sources</p>	<p>I can create shades and tints using black and white</p> <p>I can choose appropriate paint, paper and implements to adapt and extend their work</p> <p>I can carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>I work from a variety of sources, including those researched independently</p> <p>I show an awareness of how paintings are created (composition)</p>

<p>Printing</p>	<p>I can make marks in print with a variety of objects, including natural and made objects</p> <p>I can carry out different printing techniques e.g. monoprint, block, relief and resist printing</p> <p>I can build a repeating pattern and recognise pattern in the environment</p>	<p>I can use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings</p> <p>I can design patterns of increasing complexity and repetition</p> <p>I can print using a variety of materials, objects and techniques</p>	<p>I can print using a variety of materials, objects and techniques including layering</p> <p>I can talk about the processes used to produce a simple print</p> <p>I can explore pattern and shape, creating designs for printing</p>	<p>I can research, create and refine a print using a variety of techniques</p> <p>I can select broadly the kinds of material to print with in order to get the effect they want</p> <p>I can undertake resist printing including marbling, silkscreen and cold water paste</p>	<p>I can explain a few techniques, including the use of poly-blocks, relief, mono and resist printing</p> <p>I can choose the printing method appropriate to task</p> <p>I can build up layers and colours/textures</p> <p>I can organise their work in terms of pattern, repetition, symmetry or random printing styles</p> <p>I can choose inks and overlay colours</p>	<p>I can describe varied techniques</p> <p>I can layer prints</p> <p>I can alter and modify work</p>
<p>Textiles / Collage</p>	<p>I can use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing</p> <p>I know how to thread a needle, cut, glue and trim material</p> <p>I can create images from imagination, experience or observation</p> <p>I can use a wide variety of media, including, photocopied material, fabric, plastic, tissue, magazines, crepe paper</p>	<p>I can use a variety of techniques, including. weaving, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery</p> <p>I can create textured collages from a variety of media</p> <p>I can stitch, knot and use other manipulative skills</p>	<p>I can use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué</p> <p>I can name the tools and materials they have used</p> <p>I can stitch, cut and join with growing accuracy</p> <p>I can experiment with a range of media e.g. overlapping, layering etc</p>	<p>I can match the tool to the material.</p> <p>I can choose collage or textiles as a means of extending work already achieved</p> <p>I can refine and alter ideas and explain choices using an art vocabulary</p> <p>I can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</p>	<p>I can join fabrics in different ways, including stitching</p> <p>I can use different grades and uses of threads and needles</p> <p>I can extend my work within a specified technique</p> <p>I can use a range of media to create collage</p>	<p>I can explain the potential uses of material</p> <p>I can use different techniques, colours and textures etc. when designing and making pieces of work</p> <p>I can analyse adapt, extend and justify my work</p>
<p>3D Form</p>	<p>I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping</p> <p>I can explore sculpture with a range of malleable media, especially clay.</p> <p>I can experiment with, construct and join recycled, natural and man-made materials.</p> <p>I can explore shape and form</p>	<p>I can manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models</p> <p>I can build a textured relief tile</p> <p>I understand the safety and basic care of materials and tools</p> <p>I can experiment with, construct and join recycled, natural and man-made materials more confidently</p>	<p>I can join clay adequately and work reasonably independently</p> <p>I can construct a simple clay base for extending and modelling other shapes</p> <p>I can plan, design and make models</p>	<p>I can make informed choices about the 3D technique chosen</p> <p>I can show an understanding of shape, space and form</p> <p>I can plan, design, make and adapt models</p> <p>I can talk about their work understanding that it has been sculpted, modelled or constructed</p> <p>I can use a variety of materials</p>	<p>I can describe the different qualities involved in modelling, sculpture and construction</p> <p>I can use recycled, natural and man-made materials to create sculpture</p> <p>I can plan a sculpture through drawing and other preparatory work</p>	<p>I can develop skills in using clay inc. slabs, coils, slips, etc</p> <p>I can make a mould and use plaster safely</p> <p>I can create sculpture and constructions with increasing independence</p>
<p>Breadth of Study</p>	<p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p> <p>I can investigate different kinds of art, craft and design</p>	<p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p> <p>I can investigate different kinds of art, craft and design</p>	<p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p> <p>I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions</p>	<p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p> <p>I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions</p>	<p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p> <p>I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions</p>	<p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p> <p>I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions</p>