

# Art and Design Overview

## Unit 1: Autumn/Spring



The National Curriculum for Art aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

AA= Access Art plans LB= Plans by Lise

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Theme</b> Drawing, surface and texture	<b>Theme</b> Drawing, surface and texture	<b>Theme</b> Painting, surface and texture	<b>Theme</b> Working in 3D	<b>Theme</b> Working in 3D, fabric	<b>Theme</b> Painting, surface, texture
<b>Title:</b> Spirals (AA)	<b>Title:</b> Tails (LB)	<b>Title:</b> Stars and Sky (LB)	<b>Title:</b> Nests (AA)	<b>Title:</b> Soft sculpture (LB)	<b>Title:</b> Inheritance (LB)
<b>Subject Content:</b> Using drawing, collage and mark-making to explore spirals; exploring primary and secondary colours; observational drawing of natural objects and block printing. <b>Kolam artists</b> and <b>Molly Haslam</b> .	<b>Subject Content:</b> Exploring <b>Brian Wildsmith's</b> illustrations of animals, and <b>Marianne North's</b> paintings of nature. Using ink with natural objects (feathers, sticks) and chalk pastels to create drawings of hedgehogs, and Brusho and oil pastels to draw leaves.	<b>Subject Content:</b> Investigating <b>Van Gogh's</b> brushstroke technique; using impasto and adding texture; using different sized brushes.. Explore the story quilts of <b>Faith Ringold</b> ; use oil resist and dye to create skies, and pegs and fabric to create figures, understanding the sky as a metaphor	<b>Subject Content:</b> Drawing, printing, creating forms with clay, sticks, found objects; the opportunity to connect drawing and making, encouraging the freedom to be inventive and exploratory; take creative risks, and feel challenged. <b>Marcus Coates, Thomas Bewick</b> and <b>Kate McQuire</b>	<b>Subject Content:</b> Exploring <b>Nick Cave's</b> moving soft sculpture <b>Soundsuits</b> and <b>Sheila Hicks' fabric</b> installations; learning wrapping, layering, thinking about weight, density, movement, relationship to space.	<b>Subject Content:</b> Use printing to consider how artists explore family relationships; explore own relationships without families; Learn cross-hatching, perspective and ways of showing light and shadow.  <b>The Cholmondeley Sisters</b> portrait, <b>Frida Kahlo</b> and <b>Ulrich Collete</b>
<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• Drawing can use your whole body</li> <li>• Artists can be inspired by moods and emotions</li> <li>• Artists can make marks using different tools</li> <li>• Primary and secondary colours</li> <li>• Prints can be made in a variety of ways</li> <li>• Understand that everyone's sketchbook will look different</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• Artists draw using a wide variety of materials</li> <li>• Artists use materials to reflect the textures of the subject</li> <li>• That colours have different relationships to each other</li> <li>• Nature inspires artists</li> <li>• Colours can be lightened and darkened using white, black, but also dark colours such as blue and brown.</li> <li>• There are many shades within one colour</li> <li>• Understand that sketchbooks are for exploration and experimentation</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• Understanding secondary and tertiary colours</li> <li>• That different brushes create different effects, and different strokes can create a sense of movement</li> <li>• That art can be a collaborative process</li> <li>• That sketchbooks are a key part of the creative process.</li> <li>• That the skills we learn in one medium such as mark making in drawing, can be used in another..</li> <li>• That we don't have to use materials in traditional ways</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• That art can take many forms including immersive installations with sound, speech and light</li> <li>• That different materials can be joined and manipulated in different ways</li> <li>• That we can create a sense of form using light and shade</li> <li>• That prints can be made or taken of natural objects</li> <li>• That artists use sketchbooks for different purposes</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• That sculpture can be soft</li> <li>• That some artists use found materials</li> <li>• That art does not have to be restricted to one genre</li> <li>• That art can comment on society and how we live</li> <li>• That we can use different kinds of textiles to wrap, weave and knot</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• That art can help us to explore complex issues</li> <li>• That we can create light and dark in different ways</li> <li>• That perspective makes things seem further away and we can manipulate this</li> <li>• That artists throughout history have been interested in family dynamics</li> <li>• That we can learn about relationships by observing paintings closely</li> </ul>

<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Drawing using different amounts of pressure</li> <li>• Drawing fast and slow</li> <li>• Observational drawing</li> <li>• Making different marks</li> <li>• Exploring a range of mediums, and observing different effects.</li> <li>• How to make secondary colours from primary</li> <li>• Creating a block print</li> <li>• Using sketchbooks each lesson</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Using chalk pastels and ink</li> <li>• Exploring oil pastel resist techniques</li> <li>• Exploring texture and direction</li> <li>• Layering different mediums</li> <li>• Using contrasting colours</li> <li>• Observational drawing</li> <li>• Mixing tints and tones</li> <li>• Mixing different quantities of paint to make different shades</li> <li>• Using sketchbooks effectively, looking back and adding each lesson</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Mixing secondary and tertiary colours, with tints and tones</li> <li>• Using different sized brushes for particular effects</li> <li>• Create the effect of movement using a variety of techniques</li> <li>• Making choices about colour, composition and</li> <li>• Collaborating with others</li> <li>• Mixing media</li> <li>• Using sketchbooks to gather, record, experiment and make mistakes</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Take creative risks when working,</li> <li>• Enjoying experimenting with materials.</li> <li>• Use a variety of drawing materials to make experimental drawings based upon observation.</li> <li>• Use different printmaking techniques to show the textures of natural objects</li> <li>• Construct with a variety of materials to make a sculpture.</li> <li>• Beginning to Independently decide when and how to use a sketchbook</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Knotting</li> <li>• Weaving</li> <li>• wrapping</li> <li>• Joining pieces</li> <li>• Draping</li> <li>• Bundling</li> <li>• Exploring colour</li> <li>• Considering the relationship to the space</li> <li>• Layering up</li> <li>• Balancing</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Using a variety of mark making, including hatching and cross hatching</li> <li>• Showing light, reflection and shadow</li> <li>• Observing and recording</li> <li>• Collage</li> <li>• Working independently</li> <li>• Making own decisions about materials and methods</li> </ul>
<p><b>Links to prior learning:</b></p>	<p><b>Links to prior learning:</b></p> <p>Y1, Spirals Unit 1. Y</p>	<p><b>Links to prior learning:</b></p> <p>Y1, Spirals Unit 1 Y2, Hedgehogs Year 2</p>	<p><b>Links to prior learning:</b></p> <p>Y1, Making Birds Y2, Hedgehogs, Fantasy instruments Y3, Stars and Sky</p>	<p><b>Links to prior learning:</b></p> <p>Y1, Making Birds Y2, Fantasy Instruments Y3, Aliens and Butterflies Y4, Nests</p>	<p><b>Links to prior learning:</b></p> <p>Y1 Spirals Y2, Hedgehogs Y3, Stars and Sky Y4, Still Life Y5, Maps</p>
<p><b>Links to future learning:</b></p> <p>Y2, Hedgehogs Y3, Stars and Sky Y4, Nests Y5, Soft Sculpture Y6, Inheritance</p>	<p><b>Links to future learning:</b></p> <p>Y3, Stars and Sky Y4, Nests Y5, Maps Y6, Inheritance</p>	<p><b>Links to future learning:</b></p> <p>Y4, Nests Y5, Maps Y6, Inheritance</p>	<p><b>Links to future learning:</b></p> <p>Y5, Soft Sculpture Y6, Eco-Cities</p>	<p><b>Links to future learning:</b></p> <p>Y6 Eco-Cities</p>	<p><b>Links to future learning:</b></p> <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>• use a range of techniques to record their observations</li> <li>• use a range of techniques and media, including painting</li> <li>• increase their proficiency in the handling of different materials</li> <li>• analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>• Learn about the history of art, craft, design and architecture</li> </ul>

# Art Overview

## Unit 2: Spring/Summer



The National Curriculum for Art aims to ensure that all pupils:

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Theme</b> Drawing, painting, surface and texture Working in 3D	<b>Theme</b> Working in 3D	<b>Theme</b> Drawing, painting, surface and texture	<b>Theme</b> Painting, surface and texture	<b>Theme</b> Typography, printing and collage	<b>Theme</b> Working in 3D
<b>Title</b> Making Birds (AA)	<b>Title:</b> Fantasy Instruments (LB)	<b>Title</b> Aliens and butterflies (LB)	<b>Title</b> Still Life (AA)	<b>Title</b> Maps (AA/LB)	<b>Title</b> Eco-cities (LB)
<b>Subject Content:</b> Creating drawings from images and life; manipulating paper to make 3d forms; creating a bird and exploring balance. Exploring bird sculptures in different media by <b>Picasso, Alice Wolfe</b> . Use sketchbooks to record, explore, test and reflect.	<b>Subject Content:</b> Making observational drawings of instruments; drawing using carbon paper, exploring the work of <b>Adrian Nivola</b> ; surreal collage of insects and instruments; creating fantasy instruments with clay and found objects. Creating patterns using printing. Use sketchbooks to record, explore, test and reflect.	<b>Subject Content:</b> Exploring the work of <b>Yinka Shonibare</b> , through print making and sculpture; use modroc and found objects to create story containers Use sketchbooks throughout to record, explore, test, reflect and question.	<b>Subject Content:</b> Introduce children to the genre of still life, explore traditional and contemporary still life artists. Consolidate and develop many technical and visual literacy skills and concepts, including looking at line, colour, shape, texture, form, composition, foreground, background and negative space. Explore the art of <b>Daniel Gordon</b> and <b>Cezanne</b>	<b>Subject Content:</b> Design and they explore how to create their own fonts and designs. Explore visual letters and other elements to help convey ideas and emotions. Produce maps that tell stories or sensory experiences. Explore the work of artists including <b>Kumpaya Girgirba and Yikartu Bumba, Yin Xiuzhen and Kate McLean</b>	<b>Subject Content:</b> Explore the architecture of <b>Luc Schuiten</b> . Experiment with how paper and card can create sculptures, buildings and spaces. Consider how to work within nature and how we can be inspired by nature. Create own eco-cities, using the 'design through making' approach, using recycled and natural materials. Also look at <b>Gaudi</b> ,
<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• That we can transform 2D to 3D</li> <li>• We can work from similar stimuli but end up with very different individual results.</li> <li>• Secondary colours can be created using different media</li> <li>• Artists use different marks to show different textures and direction</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• Sculpture can be made of many different materials</li> <li>• Sculptors can respond to real world objects and events</li> <li>• Sculptures need to balance</li> <li>• Clay can be made into different forms and can be used with different materials, such as wire and nails.</li> <li>• Two images can be</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• Prints can be created using a variety of methods</li> <li>• Repeated patterns can be created on fabric using printing</li> <li>• Screenprinting forces paint through tiny holes to create an image</li> <li>• Strong contrasts can be created using different coloured inks and</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• That when artists make work in response to static objects around them it is called still life.</li> <li>• That still life has been a genre for many hundreds of years, and is it still relevant today.</li> <li>• That we can make a still life creative response in many media: drawing,</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• That when designers work with fonts and layout it is called typography.</li> <li>• That we can use the way words look to help us communicate ideas and emotions.</li> <li>• That we can create our own typography and combine it with other visual elements to make</li> </ul>	<b>Essential Knowledge:</b> <ul style="list-style-type: none"> <li>• That we can create buildings with low-impact to the planet that are visually interesting</li> <li>• That we can record</li> <li>• That some architects take inspiration from nature</li> <li>• That we can take inspiration from artists to create buildings</li> </ul>

<ul style="list-style-type: none"> <li>That we can test out ideas in our sketchbooks</li> </ul>	<p>combined to create a surreal image</p> <ul style="list-style-type: none"> <li>Patterns can be created by repeating images</li> <li>Artists embrace unexpected outcomes</li> <li>That sketchbooks is a place where we can try and fail safely</li> </ul>	<p>surfaces.</p> <ul style="list-style-type: none"> <li>That sketchbooks are places to raise questions</li> <li>That modroc changes its state and sets</li> <li>That an armature is an internal framework</li> <li>That each artists' sketchbook is unique</li> </ul>	<p>painting, collage, relief</p> <ul style="list-style-type: none"> <li>That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</li> </ul>	<p>artwork about chosen themes.</p> <ul style="list-style-type: none"> <li>That artists are inspired by many ideas and experiences</li> <li>That art can record and change how we experience the world</li> </ul>	<ul style="list-style-type: none"> <li>That we can create spaces, openings and barriers in a variety of ways</li> <li>That we can use a scale-model to help us visualise</li> </ul>
<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>Drawing from images</li> <li>Drawing from life, using continuous line drawing</li> <li>Mark making with a variety of mediums</li> <li>Twisting, folding and crumpling paper to create 3D</li> <li>Exploring balance</li> <li>Creating secondary colours by layering oil pastels</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>Drawing from life, using continuous line drawing and slow drawing techniques</li> <li>Manipulating clay</li> <li>Embedding objects</li> <li>Making marks in clay</li> <li>Combining different images to make thought provoking collages</li> <li>Creating a block to print from</li> <li>Experimenting with printing</li> <li>Embracing unexpected outcomes through experimentation</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>Exploring positive and negative space</li> <li>Using mono print or screen print over collaged work</li> <li>Using layers to develop meaning.</li> <li>Using Modroc to model characters. Considering form, texture, character, structure.</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>Expressing thoughts about other artists' work, and talking about the meanings of objects as artists present them.</li> <li>Drawing from observation</li> <li>Use line, colour, shape, texture, form and composition.</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>Exploring fonts and creating own</li> <li>Creating maps using paint, collage, photos, found objects</li> <li>Using other senses (smell, touch, hearing) to create visual representations</li> <li>Using screen printing, carbon printing and block printing</li> </ul>	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>Drawing buildings</li> <li>Drawing using perspective</li> <li>Exploring proportion</li> <li>Creating scale-models</li> <li>Joining materials</li> <li>Designing by making</li> <li>Cardboard sculpture</li> </ul>
<p><b>Links to prior learning:</b> EYFS, Y1, Spirals Unit 1</p>	<p><b>Links to prior learning:</b> EYFS, Y1, Making Birds Unit 2 Y2, Hedgehogs Unit 1</p>	<p><b>Links to prior learning:</b> EYFS, Y1, 3D forms, Birds Y2, Printmaking: Fantasy instruments, contrasting colours: Hedgehog, 3D forms Fantasy Instruments Y3, Contrasting colour: Stars and Sky,</p>	<p><b>Links to prior learning:</b> EYFS, Drawing, painting Y1, Making birds Unit 2 Y2, Fantasy instruments Unit 2 Y3, Stars and Sky Unit 1 Y4, Nests Unit 1</p>	<p><b>Links to prior learning:</b> EYFS, drawing, painting Y1, Spirals Y2, Hedgehogs Y3, Stars and Sky Y4, Still Life Y5, Soft Sculpture</p>	<p><b>Links to prior learning:</b> EYFS, Y1 Making Birds Y2, Fantasy Instruments Y3, Stars and Sky Y4, Nests Y5, Soft Sculpture Y6, Inheritance</p>
<p><b>Links to future learning:</b> Y2, Drawing from life: Fantasy Instruments, Y3, Hedgehogs Y4, Still Life Y5, Maps Y6, Inheritance</p>	<p><b>Links to future learning:</b> Y3, 3D forms, printing Aliens and Butterflies Y4, Nests Y5, Soft Sculpture Y6, Eco-Cities</p>	<p><b>Links to future learning:</b> Y4, Still Life Y5, Soft Sculpture Y6, Eco-Cities</p>	<p><b>Links to future learning:</b> Y5, Maps Y6, Inheritance</p>	<p><b>Links to future learning:</b> Y6 Inheritance</p>	<p><b>Links to future learning:</b> KS3</p> <ul style="list-style-type: none"> <li>use a range of techniques to record their observations</li> <li>use a range of techniques and media, including painting</li> <li>increase their proficiency in the handling of different materials</li> <li>analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Learn about the history of art, craft, design and architecture</li> </ul>