



Art and Design Curriculum Overview

All Saints CE Primary School,
Whitefield, Bury

Art and Design Overview

	Autumn	Spring	Summer
Year 1	Sculpture (clay): Create tiles with an impression of a house from the local area (e.g Rufford Drive, Whitefield) to create a collaborative street	Drawing (line, tone texture): Close observational drawings of plants Artist: Marco Mazzoni	Painting (colour mixing): Colours of beach and sea in the style of Mondrian Artist: Mondrian
Year 2	Sculpture (clay): Create an individual 3D structure of the Shard Artist: Renzo Piano	Painting (pattern, repetition, clean lines) Using knowledge of animals based in Africa to create a painting to include an animal and apply colour mixing Artist/style: Tinga Tinga	Drawing (pastels): Using pastel and pencil to draw forms of transport e.g smudging for smoke on steam train Artist: LS Lowry

Art and Design Overview

	Autumn	Spring	Summer
Year 3	Sculpture (paper): Use paper/card to create 3D flowers Artist: Arnold Drake World	Printing (relief and impressed): Create an Islamic style tile that includes a relief and a impressed element Artist Art style: Islamic	Drawing (tone, texture, pattern, shape): Sketching rocks and fossils Artist: Mary Anning
Year 4	Painting (watercolour and textural effects) The Wave and Mount Fuji – repeated pattern to represent waves and trees Artist: Katsushika Hokusai	Drawing (colour): Create a rainforest painting including camouflage Artist: Henri Rousseau	Sculpture (clay): Slavery/heads – Artist: Kwame Akoto-Bamfo Use the following link: https://www.youtube.com/watch?v=BWXa6ZRssCo

Art and Design Overview

	Autumn	Spring	Summer
Year 5	Drawing (pencil, human shape and movement): Draw human form to show movement linked to Olympic sports. Use sketch mannequins. Artist: Robert Delaunay: L'Equipe de Cardiff (sketches)	Sculpture (3D natural materials) Use of natural materials linked to holiday resort to create a temporary sculpture in the artist style Artist: Andy Goldsworthy	Painting (colour, texture tone): Creating light and dark features to show alignment of the planets/texture of moon Artist: Look at a variety of space artists including Mary Sedici
Year 6	Sculpture: Animals and Humans Model a sculpture using a wire frame covered with Modroc Artist: Alberto Giacometti, Tim Noble and Sue Webster	Drawing: (perspective) WWII underground drawings Artist: Henry Moore	Painting: Perspective through colours, hues and shades; mix and match; move towards abstraction) Artist: Georgia O'Keefe – paintings of the New Mexico desert and Salvador Dali (painting)/ Magritte

Art and Design Overview

Expressive Arts and Design (Exploring and Using Media and Materials)

- ▶ Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Expressive Arts and Design (Being Imaginative)

- ▶ Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Hugh Templeton, a professional artist, visits school regularly giving the children guidance and advice on drawing and painting a variety of subjects. This relates to either a specific artist or a theme based around what they are studying in their foundation subjects.

Art and Design Knowledge and Skills

Year 1		
Painting	Drawing	Printing
• Mix paint to create a secondary colour • Start experimenting with different tones • Use of different brush sizes and types • Use different ways to apply paint (brush, hands, fingers, spatula) • Experiment with different textures (sand, sand sawdust, glue with paint) • Know primary colours • Have awareness of the variety of colour in the environment	• Introduce the pencils: HB, 4B and 8B to explore light and dark and lines of different thickness • Begin to explore the use of line, shape, texture and colour • Investigate tones • Draw light and dark lines • Draw faces and limbs • Know how to show how people are feeling in their work	• Carry out different printing techniques, e.g., block, relief or resist printing, rollers, stencils or mesh or plastic to create repeating pattern • Make marks in print with a variety of objects, including natural and made objects, e.g., fabric, plastic, tissue, magazines, crepe paper, corks, sponges, etc. • Create rubbings from a print or textured surface • Know how to create a repeating pattern in print
3D/ Texture Sculpture	Famous Artists	Sketchbooks
• Manipulate materials in a variety of ways, e.g., rolling, cut, kneading and shape	• Describe what can be seen and give an opinion about the work of an artist • Ask questions about a piece of art Possible Artists • William Morris (can be very complex) • Wassily Kandinsky (be careful which of his art you choose) • Piet Mondrian	• Use a sketchbook to gather and collect art work

Art and Design Knowledge and Skills

Year 2

Painting

- Continue to use different brush sizes and types
- Know how to achieve tints by adding white.
- Know how to achieve black by adding black or darker colours
- Know how to mix secondary colours and name them
- Know how to mix paint to achieve brown
- Explore wash, strokes, layers, blending, splash and dip techniques
- Use paint to create pattern and repetition and to add detail and sharp lines

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.
- Add 2H to the range of pencils they use regularly
- Draw from own observations showing increasing accuracy

Printing

- Print with a range of hard and soft materials, e.g., corks, pen, barrels and sponge
- Press, roll, rub an stamp to create prints

3D/ Texture Sculpture

- Join two pieces of clay by roughing both surfaces
- Make an objects out of malleable material for a purpose, e.g., pot or tile
- Create a thumb print from clay

Famous Artists

- Suggest how artists have used colour, pattern and shape
- Know how to create a piece of art in response to the work of a well-known artist

Possible Artists

- Van Gogh; Renzo Piano (link to Shard)
- Tinga Tinga (explore the five pillars of African art); Tilly Willis (African art)
- LS Lowry

Sketchbooks

- Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations

Art and Design Knowledge and Skills

Year 3

Painting	Drawing	Printing
- Experiment with different effects and textures, including blocking in colour, washes, etc. - Create textural effects, using thickened paint, dotting, scratching and splashing. - Master painting techniques through the creation of shape, texture and lines, using thick and thin brushes - Know how to create a background using a wash - Know how to use a range of brushes to create different effects - Know that detail and colour can be built upon using paint, but that it needs to dry first. - Know that a variety of colours can be created from using a limited palette.	- Use a wide range of drawing implements, to include chalk pastels and inks - Continue to experiment with the different grades of pencils that they are already familiar with - Create tone and texture and different forms and shapes, pattern and colour - Know how to show facial expression in art - Use different grades of pencils to shade, show tone and textures	- Create printing blocks using a relief or impressed method - Lift an impression or print from a textured or incised surface, using a stamp or block and water based printing ink and prepared surfaces
3D/ Texture Sculpture	Famous Artists	Sketchbooks
- Shape, form, model and construct malleable and rigid materials - Join clay adequately - Use a coiled method to create clay sculpture - Paper sculptures	- Recognise when art is from different historical periods - Know how to identify the techniques used by different artists - Recognise when art is from different cultures - Begin to understand the historical and cultural significance of a chosen artist Possible artists - Giuseppe Arcimboldo; John Constable;	- Create a sketch collection in books to record their observations - Use sketchbooks to review and revisit ideas, e.g., use a variety of sketching pencils to practice mark making to evoke texture, shade, pattern, tone, shadow, line, light and depth. - Know that different pencils create different levels of intensity – the larger the number, the softer the pencil. - Know how different styles of hatching can create different patterns and textures.

Art and Design Knowledge and Skills

Year 4

Painting	Drawing	Printing
• Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects • Mix and use tints, tones, hue and shades • Use colour to reflect mood • Show facial expressions and body language in painting and sketches • Introduce water colour and spend time knowing how to create effects with water colour	• Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil • Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching • Explore blending with pastels and know that using fingers helps blend colours together. • Know that oil pastels can be built on top of each other to create different colours and give the appearance of texture	• Print onto fabric using at least four colours • Explore environmental and made patterns • Create printing blocks, using a relief or impressed methods in more detail • Research, create and refine a print, using a variety of techniques • Resist printing, including marbling, silk screen and cold water paste
3D/ Texture Sculpture	Famous Artists	Sketchbooks
• Know how to sculpt malleable and mouldable materials with more accuracy • Select and arrange 3D materials to convey feelings, expression and movement when creating sculpture	• Experiment with the styles used by other artists. • Explain some of the features of art from historical periods and from different cultures • Know how different artists developed their specific techniques Possible artists • Katsushika Hokusai • Andy Goldsworthy • Elizabeth Catlett	• Use journals to collect and record visual information, textiles, patterns from different sources • Annotate work in journals • Use collage as a means of collecting ideas and information and building a visual vocabulary

Art and Design Knowledge and Skills

Year 5

Painting	Drawing	Printing
• Know how to use paint to create emotion in art • Explore wash and transparency, marks and strokes when painting • Develop colour palette through combinations to enhance mood, etc. • Experiment further with tint, tone, shade, hue, complementary and contrasting colours • Introduce acrylic paints (substitute for oil paint) and experiment with texture	• Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques • Developing accuracy and expression in their drawings • Carry out observational drawing and from memory and imagination (mood, movement and feeling) • Know that chalk pastel can be easily blended – using fingers is most effective, but a brush can also be used.	• Master printing techniques and make appropriate and effective choice in use of visual elements to reflect the purpose of the work • Create own abstract pattern to reflect personal experiences and expression for a purpose • Add layers of colours as is appropriate and then embellish it • Design a print and pattern linked to works studied • Create an accurate print design following a given criteria
3D/ Texture Sculpture	Famous Artists	Sketchbooks
• Shape, form, model and construct from observation and imagination • Use recycled, natural and made materials to sculpt • Plan a sculpture through drawing (exploded) and other preparatory work (Include form, shape, modelling, joining) • Know that batik is a wax-resist dyeing technique applied to cloth and is of Javanese origin.	• Research the work of an artist and use their work to replicate a style • Know that most artists explore multiple options to visualise how their work can/will turn out, even if there is only a slight adaptation. Possible artists • Paul Cezanne • Islamic art • Henri Rousseaux • Frida Khalon	• Collect ideas for preliminary studies trying out different media and materials • Describe the thoughts and feelings about their own and others' work and discuss how these might influence their own designs using appropriate language • Use sketchbooks to explore composition of different geometric shapes and lines. • Explore ideas in sketchbooks, adding notes on choices, thoughts, feelings and ideas.

Art and Design Knowledge and Skills

Year 6

Painting

- Know when using a wash (either with water colour or other paint) perspective can be achieved through darkening the paint towards foreground
- Choose appropriate paint, paper and implements to adapt and extend their work
- Mix and match colours to create atmosphere and light effects
- Be able to identify and work complementary and contrasting colours
- Experiment with the use of paint to create contemporary art ideas

Drawing

- Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently
- Show effect of light on objects and people from different directions
- Use perspective in their work, using a single focal point and horizon

Printing

- Develop their on style when working with a range of tools and materials
- Create printing blocks using relief or impressed method
- Know that it is important to ensure the lino is cleaned properly ready for the next print
- Use lino cutters to cut through pen lines
- Know that more detail and mark making creates a more effective print

3D/ Texture Sculpture

- Apply skills using malleable materials including slabs, coils, slips, etc.
- Shape, form, model and join clay

Famous Artists

- Explain the style of art used and how it has been influenced by a famous artist
- Understand what a specific artist is trying to achieve in any given situation
- Understand why art can be very abstract and what message the artist is trying to convey

Possible artists

- Banksy
- Georgia O'Keefe
- Henry Moore

Sketchbooks

- Develop ideas using different and mixed media using sketchbooks
- Annotate work in a journal
- Adapt and critically evaluate their work as their ideas develop
- Practice creating landscape paintings in sketchbooks.

Long-term overview for Art

YEAR 1

Use clay to create tiles for a collaborative focus on a local street

Make 2D sketches of some of the houses in a local street

Roll clay to a given depth

Using the sketch of the houses, mark the clay to create a 2D house front

Paint the clay tile when dry

3D/ Sculpture

- Manipulate materials in a variety of ways, e.g., rolling, cut, kneading and shape

Painting

- Mix paint to create a secondary colour
- Use of different brush sizes to apply paint
- Have awareness of the variety of colour in the environment

Sketchbook

- Use a sketchbook to gather and collect ideas about house fronts

Long-term overview for Art

YEAR 1

Create close observational drawings of plants

Use sketchbook to record close observations of different plants

Look at a famous artist's interpretation of a range of plants, including Marco Mazzoni. Continue using sketchbooks to record ideas

Using at least three types of pencils, start to create own sketches giving particular attention to the petals

Consider the use of tone and think of how the first attempt could be improved

Drawing

- Introduce the pencils: HB, 4B and 8B to explore light and dark and lines of different thickness
- Begin to explore the use of line, shape, texture and colour
- Investigate tones
- Draw light and dark lines

Famous Artists

- Describe what can be seen and give an opinion about the work of an artist
- Ask questions about a piece of art

Sketchbook

- Use a sketchbook to gather and collect ideas about house fronts

Long-term overview for Art

YEAR 1

Create the colours that a beach and the sea would remind you of

Research the work of the artist Mondrian and use sketchbook to replicate his style

Visit a seaside resort and take sketchbooks and paints along to capture the various colours

Using Mondrian's style, create a piece of art that captures the colours of the seaside resort visited

Adapt Mondrian's work so as to create clear lines between the rock, beach and waves

Mix colours carefully so as to capture the contrast between each section

Drawing

- Begin to explore the use of line, shape, texture and colour
- Investigate tones
- Draw light and dark lines

Painting

- Mix paint to create a secondary colour
- Start experimenting with different tones
- Use of different brush sizes and types
- Use different ways to apply paint (brush, hands, fingers, spatula)
- Experiment with different textures (sand, sand sawdust, glue with paint)
- Know primary colours
- Have awareness of the variety of colour in the environment

Sketchbook

- Use a sketchbook to gather and collect ideas about house fronts

Long-term overview for Art

YEAR 2

Using clay, create an individual 3D structure of the Shard

Research the work of Renzo Piano and use your sketchbook to capture his ideas

Look at a variety of tall buildings in London. Look carefully at each building and decide which one to use. Make sketches of the chosen building

Roll clay and cut to shape, use correct joining method with slip to link parts together

Once the structure has been created, add the final touches to the model and consider how to improve it.

3D/ Sculpture

- Join two pieces of clay by roughing both surfaces
- Make an objects out of malleable material for a purpose, e.g., pot or tile

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.
- Add 2H to the range of pencils they use regularly
- Draw from own observations showing increasing accuracy

Sketchbook

- Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations

Long-term overview for Art

YEAR 2

Capture the colour and postures of wild African animals

Research the work of Tinga Tinga and use sketchbooks to capture some ideas

Using sketching pencils, in sketchbooks have first go at creating the chosen animal

Consider the colours associated with chosen animal and mix colours accordingly

Create an outline with chalk or pastel and then use the full range of paints created to finish the art work

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.
- Add 2H to the range of pencils they use regularly
- Draw from own observations showing increasing accuracy

Painting

- Continue to use different brush sizes and types
- Know how to achieve tints by adding white.
- Know how to achieve black by adding black or darker colours
- Know how to mix secondary colours and name them
- Know how to mix paint to achieve brown
- Explore wash, strokes. Layers, blending, splash and dip techniques
- Use paint to create pattern and repetition and to add detail and sharp lines

Sketchbook

- Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations

Long-term overview for Art

YEAR 2

Using pastels, chalk and pencil capture transport through the ages

Use the paintings of LS Lowry as a starting inspiration

Research LS Lowry work and then use sketchbooks to create a smoky atmosphere

Decide on the mode of transport to be focused on and use sketchbook to trial some drawings

Experiment with chalks, pastels and pencils to create a smoky effect

Create the final piece using the transport chosen and the smoky effect

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.
- Add 2H to the range of pencils they use regularly
- Draw from own observations showing increasing accuracy

Famous Artist

- Suggest how artists have used colour, pattern and shape
- Know how to create a piece of art in response to the work of a well-known artist

Sketchbook

- Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations

Long-term overview for Art

YEAR 3

Sculpture 3D flowers from paper and card

Look at a collection of paper flowers and use your sketchbooks to capture some ideas

Use the ideas introduced by a local artist or use the internet for a tutorial

Make an initial sketch of flower/s in sketchbook

Chose the resources to use carefully and create tints in the paper, if needed with felt pens or paint

Create the final sculpture

Drawing

- Use a wide range of drawing implements, to include chalk pastels and inks
- Create tone and texture and different forms and shapes, pattern and colour

3D/ Sculpture

- Shape, form, model and construct malleable and rigid materials
- Join clay adequately
- Use a coiled method to create clay sculpture
- Paper sculptures

Sketchbook

- Create a sketch collection in books to record their observations
- Use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading

Long-term overview for Art

YEAR 3

Create an Islamic style printing tile

Research Islamic art and copy some ideas into your sketchbook before creating own

Ensure own tile has a strong resemblance to Islamic art, especially in relation to pattern

Create an initial sketch in sketchbook

Use happy, create a print of the tile that has the main aspects seen in Islamic art

Drawing

- Use a wide range of drawing implements, to include chalk pastels and inks
- Create tone and texture and different forms and shapes, pattern and colour

Printing

- Create printing blocks using a relief or impressed method
- Lift an impression or print from a textured or incised surface, using a stamp or block and water based printing ink and prepared surfaces

Sketchbook

- Create a sketch collection in books to record their observations
- Use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading

Long-term overview for Art

YEAR 3

Use a view-finder to sketch some fossils and rocks

Look at rocks and fossils under a microscope or a lens and sketch out some ideas in your sketchbooks

Research the work of Mary Anning and add to your ideas in your sketchbooks

Develop the full sketch taking care not to lose the detail that was apparent in the smaller sketch

Using the view-finder, focus on a small part of the rock or fossil and use an appropriate sketching tool to capture what can be seen

Drawing

- Use a wide range of drawing implements, to include chalk pastels and inks
- Continue to experiment with the different grades of pencils that they are already familiar with
- Create tone and texture and different forms and shapes, pattern and colour
- Know how to show facial expression in art
- Use different grades of pencils to shade, show tone and textures

Sketchbook

- Create a sketch collection in books to record their observations
- Use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading

Long-term overview for Art

YEAR 4

Use watercolours to capture the force of the waves or the swaying of the trees

Watch some internet clips for a tutorial on using watercolours

Research the work of artists like Katsushika Hokusai

Use your sketchbooks to practise some ideas with watercolours

Decide whether to focus on waves or trees and try out a few ideas in sketchbooks

Aim to create a final piece showing good use of water colour and capturing force

Drawing

- Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching

Painting

- Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects
- Mix and use tints, tones, hue and shades
- Use colour to reflect mood
- Show facial expressions and body language in painting and sketches
- Introduce water colour and spend time knowing how to create effects with water colour

Sketchbook

- Use journals to collect and record visual information, textiles, patterns from different sources
- Annotate work in journals
- Use collage as a means of collecting ideas and information and building a visual vocabulary

Long-term overview for Art

YEAR 4

Create a rainforest painting which captures camouflage

Watch some internet clips of the rainforests and use sketchbooks to record some of the vegetation

Research the work of Henri Rousseau and use the work to inspire thoughts about camouflage

Use sketchbooks to capture some initial ideas about camouflage

Sketch out ideas in sketchbooks first before committing to paint

Experiment with paint first before moving to final painting

Drawing

- Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques
- Developing accuracy in their drawings
- Carry out observational drawing and from memory and imagination (mood, movement and feeling)

Painting

- Explore wash and transparency, marks and strokes when painting
- Develop colour palette through combinations to enhance mood, etc.
- Experiment further with tint, tone, shade, hue, complementary and contrasting colours
- Introduce acrylic paints (substitute for oil paint) and experiment with texture

Sketchbook

- Collect ideas for preliminary studies trying out different media and materials
- Describe the thoughts and feelings about their own and others' work and discuss how these might influence their own designs using appropriate language

Long-term overview for Art

YEAR 4

Use clay to capture the horror of slavery

Research the work of Kwame Akoto-Bamfo and use your sketchbook to record some thoughts and ideas

Research to find photographs and pictures of slaves and try and capture their anguish

Use the following clip as a tutorial to make a head from a clay ball:
<https://www.youtube.com/watch?v=BWXa6ZRssCo>

Use the tutorial to create own clay sculpture

Drawing

- Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques
- Developing accuracy and expression in their drawings
- Carry out observational drawing and from memory and imagination (mood, movement and feeling)

3D/ Sculpture

- Shape, form, model and construct from observation and imagination
- Use recycled, natural and made materials to sculpt
- Plan a sculpture through drawing (exploded) and other preparatory work (Include form, shape, modelling, joining)

Sketchbook

- Collect ideas for preliminary studies trying out different media and materials
- Describe the thoughts and feelings about their own and others' work and discuss how these might influence their own designs using appropriate language

Long-term overview for Art

YEAR 5

Draw human form to show movement linked to Olympic sports

Watch a film of athletes running and then consider proportion (how many heads to the rest of your body, etc).

Research the work of Robert Delaunay and L'Equipe de Cardiff

Use your sketchbooks to ensure that you have proportion correct

Use sketch mannequins to help you capture different poses

Create sketches of an athlete in three different positions

Drawing

- Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil
- Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching

Sketchbook

- Use journals to collect and record visual information, textiles, patterns from different sources
- Annotate work in journals
- Use collage as a means of collecting ideas and information and building a visual vocabulary

Long-term overview for Art

YEAR 5

Create a temporary sculpture to remind you of a place you have visited or studied

Research the work of Andy Goldsworthy and sketch out some ideas in your sketchbooks

Collect some natural items with a view of using them in your sculpture

Arrange the natural items in such a way as to create a memory of an environment being focused on

Take a photograph of the sculpture and then dismantle and start again

Drawing

- Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil
- Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching

3D/ Sculpture

- Know how to sculpt malleable and mouldable materials with more accuracy
- Select and arrange 3D materials to convey feelings, expression and movement when creating sculpture

Sketchbook

- Use journals to collect and record visual information, textiles, patterns from different sources
- Annotate work in journals
- Use collage as a means of collecting ideas and information and building a visual vocabulary

Long-term overview for Art

YEAR 5

Use charcoal and chalk to capture light and dark linked to the planets

Think of the science work covered linked to the planets

Research the work of space artists, including May Sedici, and use sketchbooks to record different ideas

Create a sphere using charcoal and chalk to create a 3D effect

Decide on the effect desired and use chalk, pastels, charcoal and pencils to create it

Drawing

- Use and talk about their use of a variety of tone, pattern and texture, line and shape techniques
- Developing accuracy in their drawings
- Carry out observational drawing and from memory and imagination (mood, movement and feeling)

Painting

- Explore wash and transparency, marks and strokes when painting
- Develop colour palette through combinations to enhance mood, etc.
- Experiment further with tint, tone, shade, hue, complementary and contrasting colours

Sketchbook

- Collect ideas for preliminary studies trying out different media and materials
- Describe the thoughts and feelings about their own and others' work and discuss how these might influence their own designs using appropriate language

Long-term overview for Art

YEAR 6

Create a wire sculpture of a human or animal

Research the work of Alberto Giacometti and use your sketchbooks to record thoughts and ideas

Gain familiarity with using wire to create a sculpture

Mould the wire into shape and cover with Modroc or paper mâché'

Once completed and dry, paint the sculpture

Drawing

- Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently

3D/ Sculpture

- Apply skills using malleable materials including slabs, coils, slips, etc.

Sketchbook

- Develop ideas using different and mixed media using sketchbooks
- Annotate work in a journal
- Adapt and critically evaluate their work as their ideas develop

Long-term overview for Art

YEAR 6

Use sketches to capture the horror of war

Consider the underground shelter example created by Henry Moore and use your sketch book to record thought and ideas

Research some war time pictures and photographs and again record ideas in your sketchbooks

Create initial idea from sketches made

Aim to create a final piece which captures some of the emotion associated with war

Drawing

- Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently
- Show effect of light on objects and people from different directions
- Use perspective in their work, using a single focal point and horizon

Painting

- Know when using a wash (either with water colour or other paint) perspective can be achieved through darkening the paint towards to foreground
- Choose appropriate paint, paper and implements to adapt and extend their work
- Mix and match colours to create atmosphere and light effects
- Experiment with the use of paint to create contemporary art ideas

Sketchbook

- Develop ideas using different and mixed media using sketchbooks
- Annotate work in a journal
- Adapt and critically evaluate their work as their ideas develop

Long-term overview for Art

YEAR 6

Introduce perspective into your work and use paint to capture the sense of depth

Consider Georgia O'Keeffe's paintings of the New Mexico desert and use sketchbooks to capture ideas

Use line sketches to capture some perspective in locality

Use the following tutorial to help you develop ideas:
[How to Draw in Perspective for Beginners - Bing video](#)

Decide what to focus on and use the knowledge gained from the tutorial to create a piece of art showing perspective

Drawing

- Use a full range of pencils, pastels, charcoal and mixed media to create observational art independently
- Show effect of light on objects and people from different directions
- Use perspective in their work, using a single focal point and horizon

Painting

- Know when using a wash (either with water colour or other paint) perspective can be achieved through darkening the paint towards the foreground
- Choose appropriate paint, paper and implements to adapt and extend their work
- Mix and match colours to create atmosphere and light effects
- Experiment with the use of paint to create contemporary art ideas

Sketchbook

- Develop ideas using different and mixed media using sketchbooks
- Annotate work in a journal
- Adapt and critically evaluate their work as their ideas develop

Assessment

Art Assessment Sheet

K.S 1

Emerging

Expected

Exceeding

Pupils should:

- use a range of materials creatively to design and make products
- use sculpture to develop and share their ideas, experiences and imagination
- use drawing to develop and share their ideas, experiences and imagination
- use paintings to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- know 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

K.S 2

Emerging

Expected

Exceeding

Pupils should:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay]
- improve their mastery of art and design techniques, including drawing (pencil, charcoal etc.)
- improve their mastery of art and design techniques, including paintings (print)
- know about great artists, architects and designers in history (clay)