
















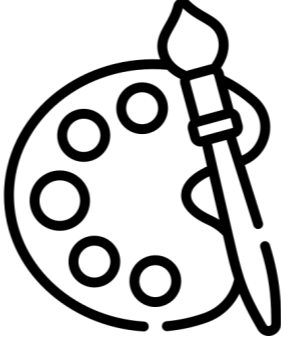




Art and Design —Curriculum Overview

Year Group	Autumn Term	Spring Term	Summer Term
Reception	<p>Drawing - Self Portraits. Create a self-portrait of themselves. <i>Explore marks made with different media. From observations seen, remembered or imagined draw marks, lines, curves and shapes to represent objects</i></p> <p>Painting - Faces. Explore mark making by using a variety of tools and techniques i.e. brush sizes and types to apply paint</p> <p>Printing / Painting Fireworks (including colour mixing) Experiment with different types of printing techniques by using sponges and vegetables. <i>Print with a range of hard and soft materials: corks, sponges, fruit and vegetables, hands and fingers</i></p> <p>Artist Study: Pablo Picasso (Modern / Cubism)</p>	<p>Painting (including colour mixing) Plants and Flowers</p> <p>Artist Study: Wassily Kandinsky</p> <p>Style: Abstract</p> <p>Drawing - Spring Flowers</p>	<p>Painting/Printing Create a woodland fairy-tale scene based on a traditional tale</p> <p>Natural Art (Sculpture) Artist Study: Andy Goldsworthy (Contemporary)</p>
Key Concepts	Drawing, Painting, Sculpture   	Painting, Sculpture, Drawing   	Painting, Sculpture  
Year 1	<p>Drawing - Portraits of another person Create a portrait of an <i>older person using expression (know how people are feeling in their work)</i></p> <p>Concept: Shape and Space Artist Study: Pietro Annigoni Style: Classical</p>	<p>Painting Watercolours Be inspired by Georgia O’Keefe’s style of art and focus on one part of a plant in detail: e.g. flower head/petals and use watercolours to blend colours and experiment with tone.</p> <p>Artist Study: Georgia O’Keeffe Style: Modernism</p>	<p>Collage Use inspiration from the artist to create a collage using natural materials and resources <i>Collect, sort and arrange materials from a variety of media in different ways to create a textured collage. Rubbings/Frottage/printing/textured paint</i></p> <p>Artist Study: Cas Holmes Style: Contemporary</p>
Key Concepts	Drawing 	Painting 	Sculpture (Texture) 
Year 2	<p>3D Design - Sculpture (clay) <i>Create an individual sculpture of the Shard (Why is London our capital city?)</i> <i>Make an object out of malleable material for a purpose</i> <i>Join two pieces of clay by roughing both surfaces</i></p> <p>Artist Study: Tony Cragg</p>	<p>Painting and Pattern Design and create an African Headdress using pattern and paint. (Colour mixing, tints, blending and dipping techniques) <i>Use paint to create pattern and repetition and to add detail and sharp lines</i> <i>Explore wash, strokes, layers, blending, splash and dip techniques. Add sand to create texture to their paint)</i></p> <p>Artist Study / Style: Tinga Tinga</p>	<p>Drawing (Pencils and Pastels) Using pastel and pencil to draw forms of <i>transport</i> e.g smudging for smoke on steam train or pier (seaside) inspired by Lowry <i>Use smudging and blending to merge 2 colours together to create texture or colour</i> <i>Investigate tone by drawing light/dark lines, patterns, shapes, using a variety of pencils and other media</i></p> <p>Artist Study: LS Lowry Style: Contemporary</p>
Key Concepts	Sculpture 	Painting 	Drawing 

Connecting Key Concepts in ART & DESIGN

Through collaboration with subject leaders and DfE research, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Below is a summary of the key concepts for Art and Design.

Art and Design					
					
Knowledge of artists and designers	Exploring & Developing	Drawing	Painting	Sculpture (Mixed Media)	Evaluating
		Making Skills			

Key Concepts in ART & DESIGN

Pupils will develop an understanding of the physical processes that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge firstly of the local community, surrounding areas in our locality and further afield in the UK, followed by different regions of our planet.



Knowledge of artists and designers Pupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of art work and artistic movements.



Exploring & Developing Pupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks; becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about.

Fluency: Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques.

Experimentation: Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices.

Authenticity: Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art.



Evaluating Children will gain and be able to use appropriate language when analysing and evaluating their own work, as well as other artists or designers. They will think critically about their art and design work and consider strategies to develop and improve their products.

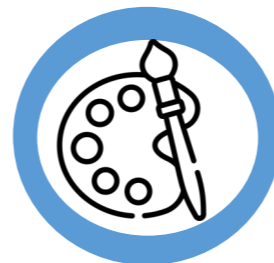
Making Skills



Drawing Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, they will learn about and apply a range of practical knowledge to different projects.



Sculpture Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of sculpture, they will learn about and apply a range of practical knowledge to different projects.






Painting Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of painting, they will learn about and apply a range of practical knowledge to different projects.

Formal elements of Art and Design

Line	Lines can be horizontal, vertical or diagonal, straight, curved or free-form. They can be thick or thin, light or dark. Sometimes one line can be all of those things. Lines can be described in many ways — dashed, dotted, rough, smooth, zig-zag, implied.
Shape and Space	Shape - In the visual arts, shape is a flat, enclosed area of an artwork created through lines, textures, colours or an area enclosed by other shapes such as triangles, circles, and square. Specifically, it is an enclosed space, the boundaries of which are defined by other elements of art. Space - Space in a work of art refers to a feeling of depth or three dimensions. It can also refer to the artist's use of the area within the picture plane. The area around the primary objects in a work of art is known as negative space,
Form	Form is a 3D shape such as a sphere, cube or cone
Tone	Tone means the lightness and darkness of something
Colour	Colours can be described as warm (red, yellow) or cool (blue, gray), depending on which end of the colour spectrum they fall. Value describes the brightness of colour. Artists use colour value to create different moods. E.g. Light colours often describe a light source or light reflected within the composition. Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple.
Texture	Texture refers to the surface quality in a work of art. We associate textures with the way that things look or feel. Eve-
Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a mo-
Printing	Printing is the process of making images that can be transferred onto other surfaces. It can be used to make one or

Practical Knowledge

Making Skills	Media and Materials	Methods and Techniques
<p>Drawing</p> 	<p>Graphite Pencil (2b, 4b) Eraser Coloured pencils Brush & Ink Charcoal, Chalk Oil Pastel Soft Pastel Crayon</p>	<p>Line quality, mark making, hatching, cross hatching, stippling, blending, shading, sketching, enlarging, reducing, collage, primary and secondary observational drawing, layering</p>
<p>Painting</p> 	<p>Watercolour Acrylic Papers Brushes Rollers Sponges</p>	<p>Brush mark, mix, blend, shade, tint, building up, stippling, dabbing</p>
<p>Sculpture (Mixed Media)</p> 	<p>Clay Card & cardboard Textiles Natural Materials</p>	<p>Modelling, carving, fixing or joining materials such as card and plastics, using processes such as gluing and sticking</p>