

Art & Design Overview

Whole school units of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> • Talk to children about the differences between colours. • Colour mixing. 		<ul style="list-style-type: none"> • Help children to develop their drawing and model making. • Spend sustained time alongside them. • Show interest in the meanings children give to their drawings and models. Talk together about these meanings. • Encourage children to draw from their imagination and observation. • Help them to explore and refine their colour mixing 		<ul style="list-style-type: none"> *Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. 	<ul style="list-style-type: none"> • Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.
Reception	<ul style="list-style-type: none"> • Teach children to develop their colour mixing skills to match what they see • Teach children different techniques for joining materials • Respect children's choices, support them through the process of reaching their end goal when creating Art. 		<ul style="list-style-type: none"> • Support children to develop their drawing skills by providing opportunities to create observational pictures • Plan opportunities for children to return to previous work and develop it further 		<ul style="list-style-type: none"> • Introduce new skills and techniques based on your observation and knowledge of children's interests and skills 	
Year 1	DT	<p>Drawing</p> <p>Exploring mark-making and line; working and experimenting with different materials through observational and collaborative pieces.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/</p>	DT	<p>Painting and mixed media</p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/</p>	DT	<p>Sculpture and 3D</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-3d/</p>

Year 2	DT Drawing Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings. https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-drawing/	DT Sculpture Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/	DT Painting Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. https://www.kapowprimary.com/projects/art-design/original-scheme/year-1/landscapes-using-different-media/
Year 3	DT Drawing Developing an understanding of shading and drawing techniques to create botanical inspired drawings. https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-drawing/	DT Painting and mixed media Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/	DT Sculpture and 3D Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making. https://www.kapowprimary.com/projects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/

Year 4	DT Drawing Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print. https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/	DT Painting and mixed media Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/	DT Sculpture and 3D Mega Materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures. https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-3d-and-sculpture/
Year 5	DT Paint Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. https://www.kapowprimary.com/subjects/art-	DT Drawing Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic	DT Sculpture and 3D Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive

		design/upper-key-stage-2/year-5/year-5-painting/		image. https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-drawing/		elements affect the way visitors experience installation art. https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/
Year 6	DT	Drawing Make my voice heard Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message https://www.kapowprimary.com/subjects/art-design/original-scheme/year-6/make-my-voice-heard/	DT	Painting and Mixed media https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/	DT	Photography Developing photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways. https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-craft-and-design/

Year 1	Autumn 2- Drawing	Spring 2-Paint	Summer 2-Sculpture
Key Objectives teaching knowledge, understanding and application	<p>To know how to create different types of lines.</p> <p>To explore line and mark-making to draw water</p> <p>To draw with different media</p> <p>To develop an understanding of mark-making</p> <p>To apply an understanding of drawing materials and mark-making to draw from observation</p> <p>Key Vocabulary: Geometric, Horizontal, Irregular, Line, Mark making, Observation, Regular, Texture, Vertical, Waves, 2D shapes, Abstract, Contemporary, Shade, cross-hatching, dots, lightly, firmly, continuous, charcoal, pastels, Experiment</p> <p>Prior Learning: Line drawing and experience of observational mark making from EY</p>	<p>Investigate how to mix secondary colours.</p> <p>To apply knowledge of colour mixing when painting.</p> <p>To explore colour when printing.</p> <p>Experiment with paint mixing to make a range of secondary colours</p> <p>Apply their painting skills when working in the style of an artist.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Hue, Mix, Pattern, Primary Colours, Print, Secondary Colours, Pattern, Shape, Kaleidoscope, Texture, Space, Shade, Hue, Concentric circles, Silhouette <p>Prior Learning: Talk to children about the differences between colours. Colour mixing. Teach children to develop their colour mixing skills to match what they see</p>	<p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> <p>Key Vocabulary: Cylinder, Detail, Sculpture, 3D, Scrunch, Zig-zag, Fold, Spiral, Roll, Overlap</p> <p>Prior Learning: Teach children different techniques for joining materials</p>
Scheme/Resources to support the teaching and learning	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-drawing-make-your-mark/	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-3d/
Possible trips/enrichment experiences	<ul style="list-style-type: none"> Link: 'WikiArt - 'Arrest 1', 1965, by Bridget Riley' * Link: 'Bridget Riley - Google Art & Culture' * Link: 'Tate - Who is Bridget Riley?' https://www.zariaforman.com/the-maldives 	Lego - OK Go - Primary Colours (video.link)	https://artsandculture.google.com/asset/other-samantha-stephenson/TQHfWuYI4c39rQ

Art & Design Year 2

Subject objectives – knowledge, understanding and opportunity to apply

Year 2	Autumn 2 Drawing	Spring 2- Sculpture	Summer 2-Paint
Key Objectives teaching knowledge, understanding and application	<p>To develop a range of mark making techniques.</p> <p>To explore and experiment with mark-making to create textures.</p> <p>To develop observational drawing.</p> <p>To understand how to apply expressions to illustrate a character.</p> <p>To develop illustrations to tell a story.</p> <p>Vocabulary: Charcoal, lines, marks, mark-making, thick, thin, blending, feel, hatching, mark Scribbling, stippling, texture, tool, touch, Observation, outline, sketch, texture, tone, emoji, emotion, expression, feeling, illustrator, illustration</p> <p>Prior Knowledge: Drawing unit Year 1- Line drawing and observational skills.</p>	<p>To hands as a tool to shape clay.</p> <p>To shape a pinch pot and join clay shapes as decoration</p> <p>To use impressing and joining techniques to decorate a clay tile.</p> <p>To use drawing to plan the features of a 3D model</p> <p>To make a 3D clay tile from a drawn design</p> <p>Vocabulary: Roll, smooth, flatten, shape, cut, pinch pot, thumb pot, ceramic, glaze, score, slip, sculpture, plaster, casting, negative space, 3D, in relief, surface, detail, impressing</p> <p>Prior Knowledge: Sculpture in Year 1- Joining techniques and working with range of materials, spatial awareness.</p>	<p>Identifying the key features of a landscape.</p> <p>Exploring different textures.</p> <p>To paint using different tints and shades.</p> <p>To reproduce and apply an artist's colour range to their own work.</p> <p>To create details using controlled painting and other materials and objects</p> <p>Vocabulary: Horizon, Landscape, Sea, Beach, Texture, Colour, Shade, Tint</p> <p>Prior Knowledge: Building on knowledge of colour mixing Year 1, developing experience of painting in style of an artist.</p>
Scheme/Resources to support the teaching and learning	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-drawing/	https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/year-2-3d-and-sculpture-clay/	https://www.kapowprimary.com/subjects/art-design/original-scheme/year-1/landscapes-using-different-media/
Possible trips/enrichment experiences	Gallery Quentin Blake		Children on the Beach at Guernsey, c.1883 - Pierre-Auguste Renoir - WikiArt.org Trip to Seaside

Art & Design Year 3

Subject objectives – knowledge, understanding and opportunity to apply

Year 3	Autumn 2- Drawing	Spring 2- Painting	Summer 1- Sculpture
<p>Key Objectives teaching knowledge, understanding and application</p> <p>To recognise how artists use shape in drawing. To understand how to create tone in drawing by shading. To understand how texture can be created and used to make art. To apply observational drawing skills to create detailed studies. To explore composition and scale to create abstract drawings</p> <p>Vocabulary: Arrangement, Geometric (A regular shape with straight lines and angles), Line, Objects, Organic (Irregular, natural shapes), Shape, Blend, Dark, Even tones, Grip, Light, Shading, Smooth, Tone, Cut, Frottage, Pressure, Rubbing, Surface, Tear, Texture, Botanical, Botanist, Flower, Form, Magnified, Petal, Scientific, Shape, Stem, Study, Tool</p> <p>Prior Learning: Spatial awareness in Art, line drawing, texture experience, observational skills, building on styles of artists.</p>	<p>To apply understanding of prehistoric man made art. To understand scale to enlarge drawings in a different medium. To explore how natural products produce pigments to make different colours. To select and apply a range of painting techniques. To apply painting skills when creating a collaborative artwork.</p> <p>Vocabulary: Prehistoric, Sketch, Proportion, Charcoal, Prehistoric, Proportion, Scaled up, Smudging, Texture, Tone, Pigment, Composition, Handprint, Negative image, Positive image</p> <p>Prior Learning: Working with range of materials, observational skills, tone and texture experience.</p>	<p>To investigate the style, pattern and characteristics of Ancient Egyptian art. To apply design skills inspired by the style of an ancient civilisation. To apply understanding of ancient techniques to construct a new material. To apply drawing and painting skills in the style of an ancient civilisation. To apply an understanding of Egyptian art to develop a contemporary response</p> <p>Vocabulary: Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Tomb, Pharaoh, Composition, Pattern, Shape, Colour, information, convey, composition, scale, imagery, colour, pattern, design, papyrus, paper, process, technique, material, imagery, pattern, style, design, translate, scroll, layout, zine - pronounced 'zeen', fold, images, text, subject, audience</p> <p>Prior Learning: Joining, textures, range of materials, spatial awareness, style of art work over time- prehistoric art stone age.</p>	

Scheme/Resources to support the teaching and learning	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-drawing/	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/
Possible trips/enrichment experiences	Drawing From Life — Google Arts & Culture Kew Gardens	Nature Walk	British Museum

Art & Design Year 4

Subject objectives – knowledge, understanding and opportunity to apply

Year 4	Autumn 2-Drawing	Spring 2-Paint	Summer 1-Sculpture
<p>Key Objectives teaching knowledge, understanding and application</p> <p>To draw using tone to create a 3D effect.</p> <p>To explore proportion and tone when drawing.</p> <p>To plan a composition for a mixed-media drawing.</p> <p>To use shading techniques to create pattern and contrast.</p> <p>To work collaboratively to develop drawings into prints.</p> <p>Vocabulary: Contrast, gradient, observational drawing, shading, shadow, three dimensional (3D), tone, blend, charcoal, mark-making, proportion, shading, shadow, tone, collage, composition, contrast, highlight, mixed media, precision, symmetrical, wax-resist, contrast, cross-hatching, hatching, parallel, pattern, shading, symmetry, three-dimensional, viewfinder, abstract, block print, collaborate, collaboratively, engraving, figurative, monoprint</p> <p>Prior Learning: tone experience, proportion, accuracy and detail of drawing and shading within lines, range of materials experienced including charcoal, expanding mixed media experience.</p>	<p>To investigate different ways of applying paint.</p> <p>To mix tints and shades of a colour.</p> <p>To use tints and shades to give a three-dimensional effect when painting.</p> <p>To explore how paint can create very different effects.</p> <p>To consider proportion and composition when planning a still-life painting.</p> <p>To apply knowledge of colour mixing and painting techniques to create a finished piece.</p> <p>Vocabulary: Portrait, landscape, shadow, tint, shade, texture, contrasting, vivid, muted, formal, patterned, detailed, abstract, figurative, dabbing paint, paint wash, pointillism, stippling paint, three-dimensional, still life, composition, proportion, photorealism</p> <p>Prior Learning: knowledge of paint mixing, concept of light and dark in tones, textures of paint and impact, observational skills. Proportion and scale experience</p>	<p>To develop ideas for 3D work through drawing and visualisation in 2D.</p> <p>To use more complex techniques to shape materials.</p> <p>To explore how shapes can be formed and joined in wire.</p> <p>To consider the effect of how sculpture is displayed.</p> <p>To choose and join a variety of materials to make sculpture.</p> <p>Vocabulary: Ceramics, form, organic shape, sculpture, sketching, three dimensional, tone, two dimensional, visualisation, abstract, carving, detail, figurative, hollow, organic shape, quarry, sculpture, surface, texture, bending, joining, mesh, pliers, sculpture, secure, template, twisting, wire, found objects, recycled, reused, typography, welding, three dimensional, weaving</p> <p>Prior Learning: prior unit using clay, development of range of materials children have worked with, experience of joining skills, 3D awareness, working with range of tools.</p>	

Scheme/Resources to support the teaching and learning	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-3d-and-sculpture/
Possible trips/enrichment experiences	Eye [#1] - Ed Ruscha — Google Arts & Culture The Black Bow - Georges Seurat — Google Arts & Culture The Circus (Jazz) - Henri Matisse — Google Arts & Culture	Gallery Trip	Celebrated Ceramicist, Magdalene Odundo OBE: In under 6 minutes (video.link) 1-54 New York Studio Visit Series: Sokari Douglas Camp (video.link)

Art & Design Year 5

Subject objectives – knowledge, understanding and opportunity to apply

Year 5	Autumn 1-Painting	Spring-Drawing	Summer 2-Sculpture
Key Objectives teaching knowledge, understanding and application	<p>To explore how a drawing can be developed.</p> <p>To combine materials for effect.</p> <p>To identify the features of self-portraits</p> <p>To develop ideas towards an outcome by experimenting with materials and techniques.</p> <p>To apply knowledge and skills to create a mixed-media self-portrait.</p> <p>Vocabulary: Background, Collage, Continuous line drawing, Paint wash, Portrait, Self-portrait, Texture, Background, Carbon paper, Composition, Mixed media, Monoprint, Printmaking, Portrait, Self-portrait, Transfer, Evaluate, Justify, Mixed-media, Multi-media, Portrait, Research, Self-portrait, Atmosphere, Collage, Photomontage</p> <p>Prior Knowledge: portrait drawings, continuous line drawing, printing, mixed media experiences. Printing experiences.</p>	<p>To explore the purpose and effect of imagery.</p> <p>To understand and explore decision making in creative processes.</p> <p>To develop drawn ideas through printmaking.</p> <p>To test and develop ideas using sketchbooks.</p> <p>To apply an understanding of drawing processes to revisit and improve ideas.</p> <p>Vocabulary: Architecture, Cold War, culture, evaluate, future, futuristic, influence, propaganda, retro-futuristic, Space Race The Soviet Union, continuous, formal elements, line, medium, process, stimuli, stimulus, technique, texture, tone, collagraph, composition, materials, placement, print, printing plate, printmaking, roller, tracing</p> <p>Prior Knowledge: line drawing, tone and shading for effect experience in sketch books, experience of combining multi-media to create an effect. Decision making in Art. Printing experience.</p>	<p>To identify and compare features of art installations.</p> <p>To investigate the effect of space and scale when creating 3D art.</p> <p>To problem-solve when constructing 3D artworks.</p> <p>To plan an installation that communicates an idea.</p> <p>To apply their knowledge of installation art and develop ideas into a finished piece.</p> <p>Vocabulary: Analyse, annotate, display, evaluate, features, installation art, location, mixed media, scale, special effects, three dimensional (3D), atmosphere, performance art, props, scale, stencil, concept, cultural revolution, experience, influence, interactive, senses</p> <p>Prior Knowledge: Spatial Awareness, working with a range of materials, impact, arrangement.</p>
Scheme/Resources to support the teaching and learning	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-painting-and-drawing/	https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-sculpture/

	<u>stage-2/year-5/year-5-painting/</u>	<u>stage-2/year-5/year-5-drawing/</u>	
Possible trips/enrichment experiences	<u>Who is Chila Kumari Singh Burman? Tate Kids</u> <u>Who is Vincent van Gogh? Tate Kids</u>	<u>Pretty Pictures — Paleofuture</u>	<u>Inopportune: Stage One - Cai Guo-Qiang — Google Arts & Culture</u> Tate Gallery Visit

Art & Design Year 6

Subject objectives – knowledge, understanding and opportunity to apply

Year 6	Autumn 1-Drawing	Spring 1-Paint	Summer 2-Sculpture
Key Objectives teaching knowledge, understanding and application	<p>To create graffiti art. To draw emotions. To create an impactful piece of art. To produce a finished piece of art. To create a sculpture</p> <p>Vocabulary: Graffiti, Street art, Wildstyle tag, Mural, Käthe Kollwitz, Portrait, Features, Shading, Pastel, Halo technique, Chiaroscuro technique, Pablo Picasso, Guernica, First World War, Spanish Civil War, Composition</p> <p>Prior Knowledge: self- portarits, shading, range of materials, light and dark, impact, sketch book experience.</p>	<p>To understand how to analyse a famous painting. To understand how to find meaning in painting. To apply drama techniques to explore the meaning of a painting. To apply interpretation skills to analyse and respond to an abstract painting. To understand how art can tell stories or portray messages. To develop starting points for creative outcomes. To demonstrate an understanding of painting techniques to make personal choices.</p> <p>Vocabulary: Interpret, meaning, narrative, pattern, shape, tone, inference, justify, Respond, Companionship, support, tableau, abstract, analyse, interpret, medium, mixed media, reflect, shape, convey, composition, artist, final piece, intention, media, medium, style, compose, message,</p>	<p>To apply an understanding of composition to create an effective photomontage advertising poster. To apply understanding of abstract art through photography. To demonstrate an understanding of design choices made for effect using digital photography techniques. To apply an understanding of photography to design and recreate a famous painting. To demonstrate observation and proportion to create art in a photorealistic style.</p> <p>Prior Learning: impact, scale, colour tones, editing and evaluating, observational skills, art over time, futuristic, effect, portraits.</p> <p>Vocabulary: Photomontage, image, Dada, layout cityscape (as a landscape but one made predominantly of the scenery of a large city),</p>

