Art & Design

Curriculum Overview

	Guidance Areas	Autumn	Spring	Summer
EYFS	Throughout the years in Early Years, children are immersed in The Arts. They explore and develop artistic skills and knowledge of artists through experiences of drawing, painting, printing, sculpting, and using mixed media through collage, textile, and digital media exploration. They discuss their own and others' artworks, forming opinions and talking about how it makes them feel.			
	Nursery	**Physical Development – Moving & Handling** Range 4 - May be beginning to show preference for dominant hand. - Shows increasing control in holding, using, and manipulating a range of tools and objects. - Holds mark-making tools with thumb and all fingers Range 5 - Creates lines and circles pivoting from the shoulder and elbow. - Manipulates a range of tools and equipment in one hand.		**Expressive Arts & Design: Creating with Materials** Range 4 - Enjoys and responds to playing with colour in a variety of ways, for example combining colours. - Uses 3D and 2D structures to explore materials and/or to express ideas. Range 5 - Continues to explore colour and how colours can be changed. - Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. - Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. - Uses tools for a purpose.
	Reception	**Physical Development – Moving & Handling** Range 6 - Uses simple tools to effect changes to materials. - Handles tools, objects, construction, and malleable materials safely and with increasing control and intention. - Shows a preference for a dominant hand. - Begins to use anticlockwise movement and retrace vertical lines. - Begins to form recognisable letters independently. - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Statutory ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.		**Expressive Arts & Design: Creating with Materials** Range 6 - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. - Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. - Expresses and communicates working theories, feelings and understandings using a range of art forms. Statutory ELG: Fine Motor Skills Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.
	Continuous Provision	**Inside** - Mark making tools (pens, pencils, chalks, crayons etc.) to be used with fine motor movements. - A variety of mark-making surfaces and opportunities (vertical and horizontal) - Malleable materials - Painting materials - Images/patterned fabrics/prints etc. around the provision to inspire mark-making. - Craft resources (collage, fabric, weaving materials, loose parts, 3D modelling)		**Outside** - Mark making tools (large chalks, sticks, rakes, large brushes, sweeping brushes, rollelrs etc.) to be used with gross motor movements. - A variety of mark-making surfaces and opportunities (vertical and horizontal) on a large scale (large boards and easels, sand pit, mud etc). - Powder paint. - Natural materials for sculpture and craft (rocks, stones, sand, mud, sticks, plants etc.)
Year 1	**Topic/Focus**	**Sculpted Nature** An introduction and journey through sculpture using the natural environment. **Focus Artist:** Andy Goldsworthy **Art & Design focus:** Sculpture	**Who Am I?** An introduction to using drawing and print techniques to explore the theme of portraits. **Focus Artist:** Quentin Blake **Art & Design focus:** Drawing	**Pioneer** An introduction to using IT and colour to explore painting techniques through the history of the first moon landing. **Focus Artists:** Chesney Bonestell & Peter Thorpe **Art & Design focus:** Painting
	Key knowledge	- **Andy Goldsworthy** is an English sculptor, photographer, and environmentalist. - He produces sculptures and land art in natural and urban settings. - Land art is made directly in the landscape, sculpting it into earthworks or making structures using natural materials found in the landscape such as rocks or twigs.	**Artists, Craftspeople & Designers –** Study famous works of artists, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work. - **Background –** the area of a work of art that appears farthest away. - **Blend –** merging colours applied to a surface, with a brush, crayon, coloured pencil, or other medium. - **Brayer –** in print making, a rubber roller that is used to spread ink over a surface.	**Artists, Craftspeople, Designers –** Study famous works of art, craft and design, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work. **Formal Elements –** Learn the meaning of the words colour, line, tone, shapes, textures, and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.

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		Formal Elements – Children learn the meaning of the words line, tone, shape, texture and pattern and begin using them in their art. **Artists, Craftspeople, Designers –** Children study famous works of art, craft and design, learning how and when they were made. **Texture –** describing how something physically feels (actual) or looks like it feels (implied). **Curly –** a line that twists or has a whirling motion to them. **Curved –** a line that bends and changes direction slowly. **Line –** the flat path of a moving mark. **Organic Shapes –** shapes that are natural and have less defined edges. They usually occur in nature and never look the same. **Pencil –** an artists tool that is used to draw lines. **Sculpture –** three-dimensional art made from carving, modelling or joining materials. **Spiral –** a line made by wrapping around itself. **Unique –** one of a kind, an original. **Wavy –** curved lines put together.	- **Collage –** artwork that is made by gluing pieces of paper, pictures, fabric, or other materials to a flat surface. - **Creative –** the ability to produce work with original and expressive qualities using ones' imagination. Typically, being comfortable not knowing what you're doing. - **Curly –** a line that twists or has a whirling motion to them. - **Curved –** a line that bends and changes direction slowly giving a feeling of grace and movement. - **Dashed –** straight line that is broken up into smaller parts. - **Detail –** the small elements that make up a work of art. - **Diagonal –** straight line that is slanted. - **Dotted line –** a different type of line usually made up of circles. - **Horizontal –** a line that is left to right or runs side to side. - **Illustration –** artwork created to accompany a story or other literary work. Illustrations appear in magazines, books, and newspapers. - **Implied texture –** how something looks or how it feels visually. It is usually in 2D artwork, such as drawing or photograph. - **Line –** the flat path of a dot made on a surface by a moving point. - **Monoprint –** a print made from a plate that can be used only once. - **Outline –** the line that forms the edge of any shape or form. - **Portrait –** work of art such as painting, photograph, or drawing of a person. - **Tone –** created by adding grey to a colour. - **Unique –** one of a kind, an original. - **Vertical –** a line that is up and down or runs top to bottom. - **Wavy –** curved lines put together.	- **Background –** the area of a work of art that appears farthest away. - **Blend –** merging colours applied to a surface, with a brush, crayon, coloured pencil, or other medium. - **Brush stroke –** a line, shape, mark, or texture made with paintbrush. - **Contrast –** difference between two things, when focusing on colour, it's the difference between light and dark. - **Creative –** the ability to produce work with original and expressive qualities using one's imagination. Typically, being comfortable not knowing what you're doing. - **Curly –** a line that twists or has a whirling motion to them. - **Curved –** a line that bends and changes direction slowly giving a feeling of grace and movement. - **Dashed –** straight line that is broken up into smaller parts. - **Detail –** the small elements that make up a work of art. - **Diagonal –** straight line that is slanted. - **Dotted line –** a different type of line usually made up of circles. - **Focal point –** a central point in a work of art. - **Foreground –** the area of a work of art that appears closest to the viewer. - **Geometric shapes –** two-dimensional shapes that have clear edges when you create them and are flat. - **Green –** mixing the primary colours, blue and yellow, makes the secondary colour green. - **Horizontal –** a line that is left to right or runs side to side. - **Medium –** material chosen by an artist to create a work of art. - **Orange –** mixing the primary colours, red and yellow, makes the secondary colour orange. - **Shade –** created by adding black to a colour. - **Tint –** created by adding white to a colour. - **Tone –** created by adding grey to a colour. - **Vertical –** a line that is up and down or runs top to bottom.
	Key skills	**Skill & Control (Drawing) –** Children increase their control of line & use simple 2D geometric shapes when drawing. **Medium –** Children try out new ways of making lines/marks to describe a range of surfaces, textures, and forms. **Purpose –** Draw from imagination & observation. **Design –** Children design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions. **Craft –** Collage is used to select shapes, textures, and images from a range of sources to suit ideas and purposes. **Other Materials – 3D Sculpture –** Children cut, form, tear, join and shape a range of materials (such as modelling clay,	**Skill & Control (Drawing) –** Pupils develop their ability to use and apply the formal elements by increasing their control of line. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials. **Medium –** Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures, and forms. **Purpose –** Draw from imagination & observation. **Formal Elements –**	**Skill & Control (Drawing) –** Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials. **Medium –** Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities

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		card, plastic, wire, found and natural) to create Forms to make things they have designed, invented, or seen. **Develop & Share ideas –** This may be coming up with an idea linked to a theme or topic they are studying. **Experiences, Imagination –** Children draw things they know and love. **Identify similarities and differences to others' work –** Children have opportunities to make creative decisions about the content of their work, select appropriate media to work with and make choices about outcomes. They develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it. **Make choices & decisions –** Children compare their art to appropriate works of art, recognising what is the same and what is different.		**Colour –** Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings. **Tone/Form –** Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form. **Digital -** They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos. **Develop & Share Ideas –** This may be coming up with an idea linked to a theme or topic they are studying. **Identify Similarities and Differences to Others' Work –** Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it. **Make Choices & Decisions –** Compare their art to appropriate works of art recognising what is the same and what is different.		between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures, and forms. **Purpose –** Draw from imagination & observation. **Skill & Control (Painting) –** They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish. **Techniques –** They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces and say which is suitable for a give task. **Formal Elements:** **Colour –** Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings. **Tone/Form –** Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form. **Pattern & Texture –** They paint patterns & add things to paint to make textures such as sand, grit, salt. **Shape/Line –** They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours. **Design –** Pupils should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions. **Digital –** They use simple software to edit and manipulate photos. **Develop & Share Ideas –** This may be coming up with an idea linked to a theme or topic they are studying. **Experiences & Imagination –** Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places. **Identify Similarities and Differences to Others' Work –** Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas, and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it. **Make Choices & Decisions –** Compare their art to appropriate works of art recognising what is the same and what is different.
	Key Vocabulary	**Drawing** Artist Shape names Curved	**Sculpture** 2D 3D Bend	Pencil Charcoal Chalk Colour names	Bold Light Free Rounded	Lighter Darker Tone Neat

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Year 2		Straight Line Pattern Thick Thin Wavey Observe	Flatten Join Pinch Roll Squash Stretch Twist Land art	Portrait Sketch Draw Idea Rough Feint Strong Delicate Thick thin Smooth Size	Roller Pallet Block print Mono print Repeat Pattern Surface Pressure Simple Bumpy Round Curved	Accurate Measure Mix Blend Colour Surface Texture Pattern edit
	Topic/Focus	**Fire!** An exploration of paint and contrast in colour through the theme of fire. **Focus Artist:** J. M. W. Turner **Art & Design focus:** Painting 		**Aniprint** An exploration of drawing and print techniques to represent pattern in the natural world. **Focus Artist:** Caroline Jackman **Art & Design focus:** Printing 		**Found** An exploration of shape, texture and mixed media using found objects from the local area. **Focus Artist:** Pablo Picasso
	Key knowledge	- **J. M. W. Turner** (Joseph Mallord William Turner 23rd April 1775 – 19th December 1851) was known as William turner in his time. - He was an English painter known for his expressive use of colour and imaginative landscapes. - Turner used watercolours and oil paints in many of his artworks. - On the evening of October 16th, 1834, a fire accidentally broke out in England's Houses of Parliament. Turner watched the fire from the banks of the Thames and recorded what he saw in quick sketches that he then used for his painting. **Paintings –** 'The Burning of the Houses of Parliament', 'The Burning of the Houses of Lords and Commons'. **Artists, Craftspeople, Designers –** Study significant works of art, learning how and when they were made. Describe the content, feelings and emotions conveyed by the work to a more competent level. **Background –** the area of a work of art that appears farthest away. **Blend –** merging colours applied to a surface. **Brush Stroke –** a line, shape, mark, or texture made with a paintbrush. **Colour Wheel –** colours arranged in a circle to sow colour relationships. **Contrast –** difference between two things. When focusing on colour, it's the difference between light and dark.		**Formal Elements -** Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape, and form. **Artists, Craftspeople, Designers –** . Study significant works of art craft & design, learning how and when they were made. - **Actual Texture –** a type of texture describing how something physical feels - **Brayer –** in print making, a rubber roller that is used to spread ink over a surface. - **Colour –** reflected or absorbed light. Colour is an Element of Art. - **Colour Wheel –** colours arranged in a circle to show colour relationships. - **Contrast –** difference between two things. When focusing on colour, it's the difference between light and dark - **Curved –** a line that bends and changes direction slowly giving a feeling of grace and movement. - **Detail –** the small elements that make up a work of art. - **Implied texture –** how something looks or how it feels visually. It is usually a 2D artwork, such as a drawing or photograph. - **Line –** the flat path of a dot made on a surface by a moving point. - **Medium –** materials chosen by an artist to create a work of art, such as paint, clay or pencil. - **Negative Space –** shape or space surrounding a line, shape, or form. - **Outline –** the line that forms the edge of any shape or form. - **Overlapping –** placing one object in front of another so an artist can create an illusion of depth. - **Pattern –** the use of two or more repeated elements such as colour, shapes or lines in a regular arrangement. - **Positive Space –** the actual space taken up by the line, shape, or form.	

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		Foreground – the area of a work of art that appears closest to the viewer. **Intensity –** the brightness of a colour. **Outline –** the line that forms the edge of any shape. **Primary Colours –** the basic colours from which all other colours are made: no other colours can be mixed to make them. **Secondary Colours –** a colour created by mixing two primary colours together. **Shade –** a colour created by adding black to a colour. **Silhouette –** a representation of an object that shows only it's shape or outline. **Tint –** a colour created by adding white to a colour. **Warm Colours –** a group of colours in the colour wheel such as red, orange, and yellow.	- **Relief print –** a print made by covering a printing block with either ink or paint and pressing paper onto the block. An area or lines that are gouged out do not print. - **Repetition –** one object, shape or colour repeated.	
	Key skills	**Skill & Control (Drawing) –** Control pressure when using drawing implements to create lighter or darker tones and marks. Increasingly able to shade areas neatly without spaces and gaps. Identify and draw detail, texture, pattern. **Medium –** Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, inks, and other materials to create expressive drawings. **Purpose –** Learn to improve their style from a range of sources including observation and secondary sources. **Skill & Control (Painting) –** Develop brush control and learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. Learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure and mix the paint needed and apply paint sensitively with control. **Techniques –** Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. **Formal Elements –** Learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions. **Colour –** Develop colour mixing to make finer variations in secondary colours. **Shape/Line –** Understand the importance of outlines and paint more sophisticated shapes. **Develop & Share Ideas –** Discriminate between choices and express ideas and thoughts about the type of art they want to make. **Experiences & Imagination –** Study the work of artists and use elements of it to influence their own work. **Identify Similarities and Differences to Others' Work –** Develop skills in verbally describing their thoughts, ideas,	**Skill & Control (Drawing) –** Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. Control pressure when using drawing implements. Identify & draw detail, texture, pattern. **Medium –** Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings. **Purpose –** Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources. **Formal Elements –** **Colour –.** Develop colour mixing to make finer variations in secondary colours. **Tone/Form –** Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art. **Pattern & Texture –** Create original patterns & make textures. **Shape/Line –** Understand the importance of outlines & paint more sophisticated shapes. **Design -** Pupils design & make complex forms from imagination & invention in two or three dimensions. **Printing -** Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. **Develop & Share Ideas –** Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make. **Experiences & Imagination –** Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places. **Identify Similarities and Differences to Others' Work –** Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.	

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Year 3		and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. Offer critical advice to others understanding that all artists do this and give confidence and praise. **Make Choices & Decisions –** Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Develop skills in orally describing their thoughts, ideas and intentions.		**Make Choices & Decisions –** Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.			
	Key Vocabulary	**Drawing** Pressure Light Dark Sketch Shade Detail Texture Pattern Expressive	**Painting** Control Mix Apply Experiment Primary colour Secondary colour Tone Outline	**Drawing** Pencil Brush Sketch Draw Mix Idea Design Rough Bold Light Rounded Thick Thin Texture Line Tone Shape Scale	**Printing** Roller Pallet Block printing Pattern Print Surface Pressure Stick Bright Bold Contrast Motif Repeat Simple Colour Size		
	Topic/Focus	**Stone Age Stories** An inquiry into drawing and mixed media techniques to explore communication and storytelling through imagery. Focus Artist – The Lion Man 		**Landscape** An inquiry into colour and contrast, representing landscapes through the medium and techniques of collage and paint. **Focus Artists:** Claude Monet 		**Textile** An inquiry into textile techniques representing nature creatively through fabric and stitch. **Focus Artist:** Penny Widison 	
	Key knowledge	**The Stone Age** (a period of time when humans used stone to make tools) covers a huge period of time - over 3 million years. It can be broken down into 3 smaller time periods: **Palaeolithic** - around 3,000,000 BC. Early humans used simple stone tools with sharp edges. **Mesolithic** - around 10,000 BC. Humans were hunter-gatherers and constantly on the move in order to stay safe and warm. **Neolithic** - around 4500-2400 BC. Farming developed and villages were built. **Ancient Astronomy** - The study of the things outside of Earth's atmosphere from the very distant past.		**Learn about Artists, Craftspeople, Architects & Designers –** Study significant works of art, craft, design, or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures, and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). - **Actual Texture –** a type of texture describing how something physically feels. - **Aesthetics –** ideas about what makes an artwork beautiful or satisfying. - **Background –** the areas of a work of art that appears farthest away.		**Learn About Artists, Craftspeople, Artchitects & Designers –** Study significant works of art, craft, design, or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures, and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	

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		Bone marrow - A substance high in fat and nutrients found inside bones. **Earthwork** - A large bank or mound that has been made by moving soil. **Flint** - A very hard stone that can produce a spark when struck by another stone. **Hunter-gatherer** - Someone who hunts animals and gathers wild food to eat. **Prehistoric** – Before written records began. **Zoomorphic** – the use of animal form in art. **Learn about Artists, Craftspeople, Architects & Designers -** Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	- **Blend –** merging colours applied to a surface, with a brush, crayon, coloured pencil, or other medium. - **Collage –** artwork that is made by gluing pieces of paper, pictures, fabric, or other materials to a flat surface. - **Colour Wheel –** colours arranged in a circle to show colour relationships. - **Contrast –** difference between two things. When focusing on colour, it's the difference between light and dark. - **Creative –** the ability to produce work with original and expressive qualities using one's imagination. Typically, being comfortable not knowing what you're doing. - **Detail –** the small elements that make up a work of art. - **Focal Point –** a central point in a work of art. - **Foreground –** the area of a work of art that appears closest to the viewer. - **Horizon Line –** based on the artist's eye level, a line where sky meets earth. - **Hue –** the pure spectrum of colours. The three basic hues (primary colours) red, blue and yellow can be mixed to crate orange, green and violet. - **Landscape –** work of art usually of nature. - **Landscape –** orientation of a piece of paper that the shorter side runs from top to bottom. - **Medium –** material chosen by an artist to create a work of art. - **Negative Space –** shape or space surrounding a line, shape, or form. - **Overlapping –** placing one object in front of another so an artist can create an illusion of depth. - **Positive Space –** the actual space taken up by the line, shape, or form. - **Primary Colours –** the basic colours from which all other colours are made. - **Secondary Colours –** a colour created by mixing two primary colours together. - **Shade –** created by adding black to a colour. - **Tint –** created by adding white to a colour. **Tone –** created by adding grey to a colour.	
	Key skills	**Skill & Control (Drawing) –** Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms. **Medium –** Pupils work in a range of drawing media including, charcoal, crayons, pencils, pastels,, chalk, powder paint, clay. They know the differences and similarities between these materials and select which one is most suitable for the task they need. **Purpose –**Describe, copy, and imagine how things might have looked in the past or in another place or culture. Draw	**Skill & Control (Drawing) –** Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms. **Medium –** Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need. **Purpose –** Describe, copy, and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken). **Skill & Control (Painting) –** Pupils are developing their painting skills increasing control, & precision when painting detail, lines, and edges of shapes. They know and have used different types of paint and painting	**Skill & Control (Drawing) –** Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms. **Medium –** Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need. **Purpose –** Record experiences such as trips and experiences or to describe sequences of events. Describe,

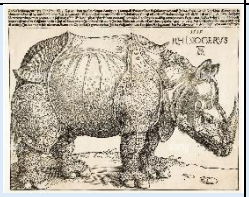
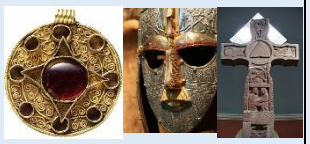
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		things they can see (from nature, their environment, still life or from photos they have taken). **Skill & Control (Painting) –** Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work. **Techniques –** Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.) **Formal Elements:** **Colour –.** Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. **Tone/Form –** Learn how depth is created by varying the tones or colours. **Pattern & Texture –** Create more complex patterns and textures. **Shape/Line –** Painting with line for expression and to define detail. **Sketchbooks -** Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. **Develop Ideas –** Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know. **3D sculpture** – Design and make for in 3 dimensions using clay or modelling materials, understanding how to finish and present their work to a good standard. **Experiences & Imagination –** They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. **Increasing understanding of purpose & intention for art –** Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. **Awareness of choices & decisions –** Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.	surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work. **Techniques –** Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.) **Formal Elements:** **Colour –** Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines, and shapes imaginatively and appropriately to express ideas. **Tone/Form –** Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. **Pattern & Texture –** Create more complex patterns and textures. **Shape/Line –** Painting with line for expression and to define detail. **Craft –** Pupils gain experience in using collage as an art form. **Sketchbooks –** Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings, and discoveries. **Experiences & Imagination –** They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. **Develop Ideas –** Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know. **Understanding of Purpose & Intention for Art –** Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures, and patterns. They should develop skills in orally describing their thoughts, ideas, and intentions. **Awareness of Choices & Decisions –** Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence, and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.		copy, and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken) **Skill & Control (Painting) –** Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work. **Techniques –** Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.) **Design –** Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries. **Craft –** Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc. **Sketchbooks –** Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. **Experiences & Imagination –** They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. **Develop Ideas –** Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know. **Increasing understanding of purpose & Intention for Art –** Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. **Awareness of Choices & Decisions –** Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.	
	Key Vocabulary		**Painting** Darker Lighter	**Collage** Line Neat	**Textiles** Stitch Running stitch	**Mixed Media** Dark Light

Art & Design

Curriculum Overview

	Guidance Areas	Autumn	Spring		Summer	
			Tone Tint Shade Blend Texture Expression Hue Primary Secondary Tertiary Depth	Edges Precision Shape Detail	Embellish Wadding Weaving Plaiting Pattern	Tone Shade Layer Refine Expressive Texture Detail Warm cool
Year 4	**Topic/Focus**	**Drürer** An artist study of shape, line, proportion and scale to represent the bodies of animals. **Focus Artist:** Albrecht Drürer **Art & Design focus:** Drawing 	**Dark Age Jewels** A study of pattern, design and form using sculpture skills and techniques inspired by Anglo Saxon jewellery. **Focus Artworks:** Sutton Hoo Helmet, Anglo Saxon bracteates, Ruthwell Cross **Art & Design focus:** Sculpture 		**Coastlines** A study of printing skills and techniques to represent the nature of British coastline. **Focus Artist:** Frank Newbould **Art & Design focus:** Printing 	
	Key knowledge	- **Albrecht Drürer** was a German artist. - He was born in the city of Nuremberg, Germany in 1471. - He was a famous and **significant** artist with his signature being one of the most famous in art history. - He was taught to draw by his father who was a goldsmith. - **Drürer** was one of the first artists to view animals as a subject worthy of attention. As explorers were returning from distant lands with examples and illustrations of new species of animals. - He wanted to capture the beauty of the world. - **Drürer** wrote: "Nature holds the beautiful, for the artist who has the insight to extract it. Thus, beauty lies even in humble, perhaps ugly thing…" - He based his pen drawing of a rhinoceros on some notes and a sketch of an unknow artist. He never actually saw the creature in real life. **Artists, Craftspeople, Architects & Designers –** Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). **Blend –** merging colours applied to a surface, with a brush, crayon, coloured pencil, or other medium.		**Artists, Craftspeople, Architects & Designers –** Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it.: - How has the artist produced this work? - What was the background to the art? - Who made, where were they from? - Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). - **Actual texture –** a type of texture describing how something physically feels. - **Aesthetics –** ideas about what makes an artwork beautiful or satisfying - **Craftsmanship –** skill, knowledge, and neatness resulting in expert workmanship. - **Creative –** the ability to produce work with original and expressive qualities using imagination. Typically, being comfortable not knowing what you're doing. - **Curly –** a line that twists or has a whirling motion. - **Curved –** a line that bends and changes direction slowly giving a feeling of grace and movement. - **Decoration –** a work of art or object that serves no useful purpose but is appreciated for its beauty alone. - **Detail –** the small elements that make up a work of art. - **Emboss –** to create a raised design or relief on a flat surface on metal or paper, by pressing or hammering a design into the back side. - **Functional –** a work of art that is used for a purpose.		**Learn About Artists, Craftspeople, Architects & Designers –** Study significant works of art, craft, design, and architecture and give more complex personal oral opinions about it. - How has the artist produced this work? - What was the background to the art? - Who made, where were they from? - Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures, and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).	

Art & Design

Curriculum Overview

	Guidance Areas	Autumn	Spring	Summer
		Brush Stroke – a line, shape, mark, or texture made with a paintbrush. **Curly –** a line that twists or has a whirling motion to them. **Curved –** a line that bends and changes direction slowly giving a feeling of grace and movement. **Dashed –** straight line that is broken up into smaller parts **Detail –** the small elements that make up a work of art. **Gesture Drawing –** a quick scribble or drawing of an entire image to show energy, or action in a very short amount of time. **Highlight –** areas of direct light on an object. **Illustration –** artwork created to accompany a story or other literary work. **Implied Texture –** how something looks or how it feels visually. **Tertiary Colours –** the combination of primary and secondary colours. Also know as intermediate colours. They are in-between primary and secondary colours on the colour wheel. **Shade –** a colour created by adding black to a colour. **Tint –** a colour created by adding white to a colour. **Tone –** a colour created by adding grey to a colour. **Value Scale –** gradual movement or changes from white to grey to black. **Wavy –** curved lines put together.	- **Jewellery –** typically made from jewels and precious metal. - **Medium –** material chosen by an artist to create a work of art. - **Papier Mache –** a process of creating forms by covering an object with strips of paste soaked paper, moulding the strips and allowing them to dry. - **Radial –** a type of balance based around a central point. - **Sculpture –** three-dimensional art made from carving, modelling or joining materials. - **Spiral –** a line made by wrapping around itself. - **Symmetrical –** a type of balance that results when both sides of a work of art are the same or the sides mirror one another. - **Unique –** one of a kind, an original. - **Wavy –** curved lines put together. - **Zigzag –** diagonal lines that connect.	
	Key skills	**Skill & Control (Drawing) –** Develop ability to accurately identify and render shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Realistic (portrait, still life etc.) **Medium –** Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk. **Purpose –** Draw things they can see and (from nature, their environment, still life or photos they have taken). **Skill & Control (Painting) –** Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties. **Techniques –** Experiment with colour, texture, line, shape & composition to create express purpose, mood, and feelings when painting. **Formal Elements** **Colour –** Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker.	**Skill & Control (Drawing) –** Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. **Medium –** Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape. **Purpose –** Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken) **Formal Elements** **Colour –** Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker. **Tone/Form –** Pupils paint awareness of how tone can make paintings more realistic or more expressive. **Shape/Line –** Use line with greater confidence to highlight form and shape. **Pattern & Texture –** Use pattern & texture for desired effects and decoration. **Design –** Design and make art for different purposes and see clear links to how this works in the creative industries. **Craft –** Pupils might explore crafts such as jewellery, modelling etc.	**Skill & Control (Drawing) –** Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions) **Medium –** Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks, and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape. **Purpose –** Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy, and imagine other places, cultures, and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken) **Skill & Control (Painting) –** Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.

Art & Design

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Tone/Form – Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. **Pattern & Texture –** Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect. **Shape/Line –** Use line with greater confidence to highlight form and shape. **Sketchbooks –** Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries so their sketchbook becomes a very personal space. **Develop Ideas** - Develop initial ideas into final work adapting work as it progresses. **Understanding of purpose and intention for art –** Orally describe their work and the work of others, describing the formal elements of colour and line. **Awareness of Choices & Decisions –** Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.		**3D Sculpture –** Design and make Forms in 3 dimensions, using card, wire, paper, found objects, or modelling materials, understanding how to finish and present their work to a good standard. **Sketchbooks –** Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space. **Experiences & Imagination –** They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. **Develop Ideas** - Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses. **Understanding of purpose and intention for art –** Orally describe their work and the work of others, describing the formal elements of colour, line, **Awareness of Choices & Decisions –** Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others		**Techniques –** Experiment with colour, texture, line, shape & composition to create express purpose, mood, and feelings when painting. **Formal Elements:** **Colour –** Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. **Tone/Form –** Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. **Shape/Line –** Use line with greater confidence to highlight form and shape. **Pattern & Texture –** Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect. **Design –** Design and make art for different purposes and see clear links to how this works in the creative industries. **Printing –** Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. **Digital –** Pupils have opportunities to make art using digital means, drawing & painting programmes, vector drawing, photo manipulation. **Sketchbooks –** Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings, and discoveries so their sketchbook becomes a very personal space. **Experiences & Imagination –** They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. **Develop Ideas** - Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses. **Understanding of purpose and intention for art –** Orally describe their work and the work of others, describing the formal elements of colour, line, **Awareness of Choices & Decisions –** Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence, and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.	
	Key Vocabulary	**Drawing** Tint	**Painting** Watercolour	**Sculpture** Control	**Mixed Media** Dark		

Art & Design

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Tone Shade Texture Broad Narrow Outline Dark Crisp Blended	Tertiary Warm Cold	Proportion Scale Refine Construct Image Realistic precision	Light Texture Expressive Detail pattern		
Year 5	Topic/Focus	**Ancient Riches** An inquiry into the common themes of ancient Egyptian symbolism and print, and the techniques used to create smaller details and features. **Focus Artworks:** Narmer Palette & Tutankhamun's Mask **Art & Design focus:** Printing 		**Botanica** An inquiry into drawing through illustration and painting techniques to evoke the nature of plants in their many forms. **Focus Artist:** Beatrix Potter **Art & Design focus:** Drawing 		 **Astronomical** An inquiry into shape and form using a variety of drawing and painting techniques to explore space art. **Focus Artist:** Peter Thorpe **Art & Design focus:** Painting	
	Key knowledge	- Awareness of various mark making techniques for purpose & intention. - Learn that we all draw differently, and that realism is only one form of drawing. - Know that the creative process often can leave us with a lot of doubt, anxiety, and uncertainty. **Learn about artists, craftspeople, architects & designers –** Study significant works of art using the following method: - *Content* – Describe the art. Social, historical factors affect the work. - *Process* – When & how made? What materials & techniques are used? - *Formal elements* – line, tone, colour, shape, form, comp, pattern, texture. - *Mood* – what emotions does the work convey? **Texture –** an element of art describing how something physically feels (actual) or looks like it feels (implied). **Symmetrical –** a type of balance that results when both sides of a work of art are the same or the sides mirror one another. **Relief Print –** a print made by covering a printing block with either ink or paint and pressing paper onto the block. An area or lines that are not prominent do not print. **Positive Space –** the actual space taken up by the line, shape or form. **Negative Space –** shape or space surrounding a line, shape or form. **Monoprint –** a print made from a plate that can be used only once. **Mask –** often used for ceremonial purposes in many cultures.		**<u>Learn About Artists, Craftspeople, Architects & Designers</u> –** Study significant works of art using the following method: • *Content* – Describe the art. Social, historical factors affect the work. • *Process* – When & how made? What materials & techniques are used? • *Formal elements* – line, tone, colour, shape, form, comp, pattern, texture. • *Mood* – what emotions does the work convey? **Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. - **Actual Texture –** a type of texture describing how something physically feels. - **Aesthetics –** ideas about what makes an artwork beautiful or satisfying - **Blend –** merging colours applied to a surface, with a brush, crayon, coloured pencil, or other medium. - **Brush stroke –** a line, shape, mark, or texture made with paintbrush. - **Colour –** reflected or absorbed light. - **Colour Wheel –** colours arranged in a circle to show colour relationship. - **Complementary Colours –** colours that are opposite from one another on the colour wheel. - **Creative –** the ability to produce work with original and expressive qualities using ones' imagination. Typically, being comfortable not knowing what you're doing. - **Detail –** the small elements that make up a work of art. - **Hue –** the correct word to use for the pure spectrum of colours. - **Illustration –** artwork created to accompany a story or other literary work. Illustrations appear in magazines, books, and newspapers. - **Intensity –** the brightness of a colour. - **Medium –** material chosen by an artist to create a work of art.		**<u>Learn About Artists, Craftspeople, Architects & Designers</u> –** Study significant works of art using the following method: - *Content* – Describe the art. Social, historical factors affect the work. - *Process* – When & how made? What materials & techniques are used? - *Formal elements* – line, tone, colour, shape, form, comp, pattern, texture. - *Mood* – what emotions does the work convey? **Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. - **Abstract –** a style of art with unusual lines, colours, and shapes making the subject look unrealistic. - **Actual Texture –** a type of texture describing how something physically feels. - **Aesthetics –** ideas about what makes an artwork beautiful or satisfying. - **Background –** the area of a work of art that appears farthest away. - **Blend –** merging colours applied to a surface, with a brush, crayon, coloured pencil, or other medium. - **Colour Wheel –** colours arranged in a circle to show colour relationships. - **Complementary Colours –** colours that are opposite from one another on the colour wheel. The complement of red is green, blue is orange, and yellow is violet. - **Composition –** arranging of art elements (colour, line, shape, form, texture, space) using the principles of design to create an artwork.	

Art & Design

Curriculum Overview

	Guidance Areas	Autumn	Spring	Summer
		Hieroglyphics – ancient Egyptian writing system that used pictures for words and letters. **Detail –** the small elements that make up a work of art. **Craftsmanship –** skill, knowledge, and neatness resulting in expert workmanship. **Brayer –** in print making, a rubber roller that is used to spread ink over a surface.	- **Neutral Colours –** black, white, grey and brown are considered these type of colours because they are neither warm nor cool. - **Organic Shapes –** shapes that are natural and have less defined edges. They usually occur in nature and never look the same. - **Outline –** the line that forms the edge of any shape or form. - **Realistic –** life-like artwork.	- **Contour Lines –** inside and outside lines defining an image or shape. - **Contrast –** difference between two things. When focusing on colour, it's the difference between light and dark. - **Creative –** the ability to produce work with original and expressive qualities using one's imagination. Typically, being comfortable not knowing what you're doing? - **Detail –** the small elements that make up a work of art. - **Emphasis –** a part of a work of art that stands out, by creating different sizes, colours, or shapes. - **Focal point –** a central point in a work of art. - **Foreground –** the area of a work of art that appears closest to the viewer. - **Highlight –** areas of direct light on an object. - **Hue –** the pure spectrum of colours – three basic hues, red, blue and yellow (primary colours) can be mixed to create secondary hues, orange, green and violet. - **Imagination –** having the power to visualise and build mental images; creating things that have never been made before. - **Implied Texture –** how something looks or how it feels visually. - **Intensity –** the brightness of a colour. - **Medium –** material chosen by an artist to create a work of art. **Variety –** different types of things. For example, shape, lines, or colours.
	Key skills	**Skill & Control (Drawing) –** Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. **Medium –** Independently select appropriate media for purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks etc. **Purpose –** Draw for a range of purposes, thinking, designing, creating, realising, imagining. **Other Materials:** **Printing -** Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. **3D Sculpture –** Design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard.	**Skill & Control (Drawing) –** Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention. **Medium –** Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. **Purpose –** Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate, and admire to influence their own drawing style. **Skill & Control (Painting) –** Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details. **Techniques –** They know different types of paint and when to use them, such as what paint to use for painting models and which to use for	**Skill & Control (Drawing) –** Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention. **Medium –** Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. **Purpose –** Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate, and admire to influence their own drawing style. **Skill & Control (Painting) –** Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They

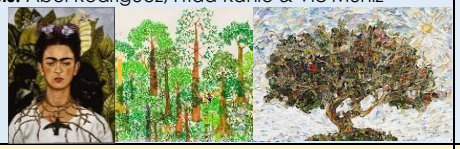
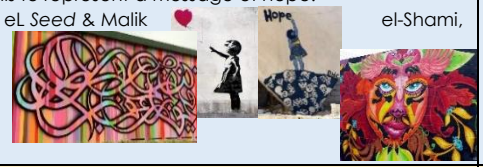
Art & Design

Curriculum Overview

	Guidance Areas	Autumn	Spring	Summer
		Sketchbooks – Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. **Experiences & Imagination –** Take risks when trying out materials, investigate and explore the properties of materials. **Develop Ideas –** Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. **Learn about artists, craftspeople, architects & designers – Applying –** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. **Increasing understanding of purpose and intention for art –** Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. **Awareness of Choices & Decisions –** Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.	landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc. **Formal Elements** **Colour –** Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. **Tone/Form –** Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. **Line & Shape –** Uses line or shape to create original compositions. **Pattern & Texture –** Uses pattern & texture for purposeful effect. **Design –** Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries. **Sketchbooks –** Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. **Experiences & Imagination –** Take risks when trying out materials, investigate and explore the properties of materials. **Increasing Understanding of Purpose and Intention for Art –** Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. **Awareness of Choices & Decisions –** Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.	should learn how to control the amount of paint they need to use and/or use water to preserve finer details. **Techniques –** They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc. **Formal Elements:** **Colour –** Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. **Tone/Form –** Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. **Line/Shape –** Uses line or shape to create original compositions. **Pattern & Texture –** Uses pattern & texture for purposeful effect. **Digital –** Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example. **Sketchbooks –** Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. **Experiences & Imagination –** Take risks when trying out materials, investigate and explore the properties of materials. **Develop Ideas** – Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. **Understanding of purpose and intention for art –** Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety, and uncertainty. **Awareness of Choices & Decisions –** Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.

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	Guidance Areas	Autumn		Spring		Summer	
	Key Vocabulary	**Drawing** Purpose Process Technique Repetition Print making Composition Develop Detail	**Printing** Transfer Background Pressure Symbolism Symmetrical Relief print Positive space Negative space Monoprint Brayer	**Drawing** Tone Shade Texture Scale Viewfinder Broad Narrow Horizontal Vertical Outline	**Painting** Tint Layering Watercolour Hue Complementary Contrasting Tertiary Vivid Vibrant Deep	**Drawing** 2D & 3D Geometric Form Line Shape Tone Sketch Render Detail Pattern	**Painting/Mixed Media** Media Expression Creative Hue Translucency Complementary Harmonious Secondary Tertiary Tint Shade Texture
Year 6	**Topic/Focus**	**Rainforest Reflections** A personal study of colour and texture through a variety of drawing, painting media and techniques. **Focus Artists:** Abel Rodriguez, Frida Kahlo & Vic Muniz **Art & Design focus:** Painting 		**Graffiti** A study of graffiti art through artists' works, mixed media techniques and digital media skills to represent a message of hope. **Focus Artists:** Banksy, eL *Seed* & Malik el-Shami, Lady Pink **Art & Design focus:** Collage & Mixed Media 		**Personal Project** A personal project and art piece where the pupils will use their knowledge and understanding of Art & Design to inform their choice of art style, focus artists, materials, media, skills and techniques to create their own individual piece. **Focus Artists:** Negotiated by children and staff **Art & Design focus:** Negotiated by children and staff	
	Key knowledge	**Abel Rodriguez** https://baltic.art/whats-on/exhibitions/abel-rodriguez Abel Rodríguez (Mogaje Guihu) is an elder from the Nonuya ethnic group, native to the Cahuinarí river in the Colombian Amazon. Rodríguez's work is grounded in his ancestral knowledge of the indigenous plants of the region, which was passed to him by his uncle. To preserve his knowledge and memory of his region, Rodríguez creates detailed paintings and drawings that depict the ecosystem of the rainforest in the Nonuya region with intricate details of the flora and fauna. His knowledge is highly valued by western botanists and has gained international recognition over the past five years within the visual arts. BALTIC is honoured to present Rodríguez's first solo exhibition, for which the artist created new works. **Frida Kahlo** **Magdalena Carmen Frida Kahlo y Calderón** - 6 July 1907 – 13 July 1954. She was a Mexican painter known for her many portraits, self-portraits, and works inspired by the nature and artifacts of Mexico. She was Inspired by the country's culture and used native folk style art to explore questions of identity, gender, class, and race in Mexican society. Her paintings often had strong autobiographical elements and mixed realism with fantasy. She is known for painting about her experience of chronic pain. **Vic Muniz**		**Artists, Craftspeople, Architects & Designers –** Study significant works of art using the following method: • *Content* – Describe the art. What social, historical factors affect the work? • *Process* – When & how was the work made? What materials & techniques are used? • *Formal elements* – line, tone, colour, shape, form, composition, pattern, texture. • *Mood* – what emotions does the work convey? **Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work. **Understanding of purpose and intention for art –** They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. **Abstract –** a style of art with unusual lines, colours, and shapes making the subject look unrealistic. **Aesthetics –** ideas about what makes an artwork beautiful or satisfying. **Background –** the area of a work of art that appears farthest away. **Collage –** artwork that is made by gluing pieces of paper, pictures, fabric, or other materials to a flat surface. **Composition –** arranging of art elements (colour, line, shape, form, texture) using the principles of design (movement, emphasis, unity, variety, proportion, pattern, balance) to create an artwork. **Contour lines –** inside and outside lines defining an image or shape.		**Study significant works of art using the following method:** • *Content* – Describe the art. What social, historical factors affect the work? • *Process* – When & how was the work made? What materials & techniques are used? • *Formal elements* – line, tone, colour, shape, form, composition, pattern, texture. • *Mood* – what emotions does the work convey? **Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.	

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		Vik Muniz was born in 1961. He is a Brazilian artist and photographer. Initially a sculptor. Works mostly with unconventional materials, including food, diamonds, and dirt. He creates works of art and then photographs them. **Artists, Craftspeople, Architects & Designers –** Study significant works of art using the following method: • *Content* – Describe the art. What social, historical factors affect the work? • *Process* – When & how was the work made? What materials & techniques are used? • *Formal elements* – line, tone, colour, shape, form, composition, pattern, texture. • *Mood* – what emotions does the work convey?	**Emphasis –** a part of a work of art that stands out, by creating different sizes, colours or shapes. **Exaggerated –** representing something as being larger than it really is. **Focal point –** a central point in a work of art. **Line quality –** the width or appearance of any line, such as thick or thin, smooth or rough, continuous or broken. **Medium –** material chosen by an artist to create a work of art. **Mood –** the feeling created in a work of art. **Overlapping –** placing one object in front of another so an artist can create an illusion of depth.	
	Key skills	**Skill & Control (Drawing) –** Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective. **Medium –** Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes. **Purpose –** Learn styles of drawing & how it is used; realistic (*portrait, still life etc.*), Illustration (*books, magazines*) & Abstract. **Skill & Control (Painting & Mixed Media) –** Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them. **Techniques –** Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them. **Formal Elements** **Colour –** Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able	**Skill & Control (Drawing) –** They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Know and apply very basic one-point perspective. **Medium –** Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means). They have greater choice over what materials they should use, working to own strengths and personal tastes. **Purpose –** Learn styles of drawing & how it is used; 1. graphic (*cartoon, graffiti, fashion etc.)* 7. Digital (*using computers, tablets, film*). **Techniques –** Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. **Formal Elements:** **Colour –** Colours should be mixed with care and sensitivity to show feeling and ideas. **Tone/Form –** They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer. **Shape/Line –** Uses line with confidence to represent own ideas and compositions. **Pattern & Texture –** Understands how to apply pattern and texture with confidence to decorate or embellish paintings. **Design –** Increasingly challenging opportunities to design and make art for different purposes and see clear links to how this works in the creative industries. **Craft –** Pupils could gain experience in using collage as an art form. **Digital –** Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example. **Sketchbooks –** Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.	**Skill & Control (Drawing) –** Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective. **Medium –** Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks, and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes. **Purpose –** Learn styles of drawing & how it is used: - Graphic (*cartoon, graffiti, fashion etc.)* - Realistic (*portrait, still life etc.*) - Technical (*architecture, product design, plans, diagrams*) - Illustration (*books, magazines*) - Abstract - Sculptural (*3D, wire, card, architectural models*) - Digital (*using computers, tablets, film*) other materials. **Skill & Control (Painting & Mixed Media) –** Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them. **Techniques –** Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. Pupils should be introduced to a range of different artists' work and painting

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	Guidance Areas	Autumn	Spring	Summer
		to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. **Tone/Form –** They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. **Pattern & Texture –** Understands how to apply pattern and texture with confidence to decorate or embellish paintings. **Shape/Line –** Uses line with confidence to represent own ideas and compositions. **Sketchbooks –** Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space. **Experiences & Imagination –** Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media **Develop Ideas** - Make art from nature, their environment, still life or from photos they have taken. **Applying:** Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work. **Understanding of purpose and intention for art –** They should develop greater knowledge about the role of art in society. **Awareness of Choices & Decisions –** Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.	**Experiences & Imagination –** Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media **Develop Ideas -** Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in. **Awareness of Choices & Decisions –** Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.	styles. They are more confident at articulating which styles they prefer and why they like them. **Formal Elements:** **Colour –** Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. **Tone/Form –** They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. **Shape/Line –** Uses line with confidence to represent own ideas and compositions. **Pattern & Texture –** Understands how to apply pattern and texture with confidence to decorate or embellish paintings. **Design –** Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries. **Craft –** Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc. **Printing –** Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. **3D Sculpture –** Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. **Digital –** Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example. **Sketchbooks –** Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.

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	Guidance Areas	Autumn		Spring		Summer	
						Experiences & Imagination – Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media. **Develop Ideas –** Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in. **Understanding of purpose and intention for art –** They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. **Awareness of Choices & Decisions –** Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.	
	Key Vocabulary	**Drawing** Personal style Sketch Line Perspective Realistic Abstract Tone Pattern Content Formal elements Critical Appraise	**Painting** Media Texture Mood Colour Secondary & tertiary colour Complementary colour Composition Process Apply Technique Original	**Collage** Focal point Layering Combining Cutting Adapting Attaching secure	**Mixed/Digital Media** Composition expression scale	**Formal Elements** **Application of previous vocabulary to chosen project**	**Creativity** **Application of previous vocabulary to chosen project**