



Art&Design Planning Overview

School Objectives:

- Key Reading Text provides stimulus for topic (increases exposure to high quality texts & promotes a love of reading)
- Clear vocabulary taught in each topic and built upon each year
- Opportunities to review and consolidate knowledge across year groups
- Develops learners' cultural capital

Year A		EFYS	Y1&2 A	Y1&2 B	Y3&4 A	Y3&4 B	Y5&6 A	Y5&6 B
Vocabulary		colour names eg. red, blue, etc primary colours, secondary colours, paint, print, draw, collage, self-portrait, rubbing, 3d	primary colours, abstract, printing, collage, form, cross-hatching	texture, lines and curves, self-portrait, rubbings, join	texture, layering, impressionism, tint, tone, shade, hue	portrait, framing, collage, primary colours, surrealism	impressionism, outline, movement, texture, complimentary / contrasting	mathematical, detail, proportion, anatomical, sculpture, shades, tints, Renaissance
Skills (Ongoing)	Developing & Exploring Ideas	<ul style="list-style-type: none"> ● Explore a range of materials to mark make ● Explore different textures, shapes, sizes & colours ● Use what they have learnt in original ways, thinking about use & purpose 	<ul style="list-style-type: none"> ● Record and explore ideas from first hand observation, experience and imagination ● Explore differences and similarities within work of artists, craftspeople and designers 	<ul style="list-style-type: none"> ● Explore idea for different purposes ● Question and make observations as to ideas to use in their work ● Explore the roles and purposes of artists, craftspeople and designers 	<ul style="list-style-type: none"> ● Select, record and explore ideas for different purposes ● Select ideas and processes to use in their work ● Explore the roles and purposes of artists, craftspeople and designers across different times and cultures 			
	Evaluating & Developing Work	<ul style="list-style-type: none"> ● Reflect on own work through discussion ● Use taught skills in 	<ul style="list-style-type: none"> ● Review work, considering what they think and feel about it ● Identify what they might change in their current work or develop for the future 	<ul style="list-style-type: none"> ● Compare ideas, methods and approaches in their work ● Adapt work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> ● Compare ideas, methods and approaches in their work, considering what they and others think and feel about them 			

		independent work			<ul style="list-style-type: none"> Annotate work in sketchbooks 	<ul style="list-style-type: none"> Annotate work in sketchbooks and adapt according to feedback from themselves and peers Describe in detail how they might develop their work further 	
Drawing	Introduction to observational drawings (pencil, chalk)	Observational drawing – form	Observational drawings – shade, texture & tone	Observational drawing – form (pencil, pastels)	Observational drawings – portrait (pencil, pastels)	Observational drawings – movement, shade, texture & tone (pencil, charcoal)	Sketching from images – perspective & proportion, portrait (pencil, pen & ink)
Painting	<ul style="list-style-type: none"> use powder & ready mix paints Explore what happens when they mix colours Mix secondary colours Mix & match to skin tones Use different tools to paint with 	<ul style="list-style-type: none"> Mix secondary colours and shades Use different brush sizes and types 	<ul style="list-style-type: none"> Work on different scales and with a variety of tools and techniques Match colours to artefacts and objects 	<ul style="list-style-type: none"> Match and make colours with increasing accuracy Use specific colour language Work confidently on a range of scales 	<ul style="list-style-type: none"> Mix a variety of colours, knowing which primary colours make secondary colours Experiment with effects and textures e.g. blocking in colour, washes Plan and create different effects and textures according to the task 	<ul style="list-style-type: none"> Demonstrate secure knowledge about primary / secondary, warm / cold, complementary / contrasting colours Show an awareness of how paintings are created (composition) Test media and materials and mix colours appropriately for the task 	<ul style="list-style-type: none"> Create shades and tints using black and white Explain choices of paint, paper and implements and its effect on the work Work from a variety of sources, including those researched independently
Printing	<ul style="list-style-type: none"> Explore different materials & objects to print with 	<ul style="list-style-type: none"> Build a repeating pattern, recognising patterns in the environment 	<ul style="list-style-type: none"> Make rubbings Use different printing techniques Make marks in print with a 		<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques 	<ul style="list-style-type: none"> Build up layers, colours and textures Choose inks and overlay colours 	<ul style="list-style-type: none"> Layer prints Alter and modify work Organise work in terms of pattern,

		<ul style="list-style-type: none"> ● Make impressions in play dough & clay as well ● Explore texture as they print 	<ul style="list-style-type: none"> ● Design patterns of increasing complexity / repetition 	variety of objects		<ul style="list-style-type: none"> ● Select a range of materials to print with ● Explore pattern and shape 	<ul style="list-style-type: none"> ● Be confident printing on paper and fabric 	repetition and symmetry
Textiles/ Collage	<ul style="list-style-type: none"> ● Experiment with different textiles and materials to explore own ideas ● Investigate different ways of joining materials together 	<ul style="list-style-type: none"> ● Create textured collages from a variety of media, e.g. plastic, fabric, crepe paper etc. ● Make a simple mosaic 	<ul style="list-style-type: none"> ● Thread a needle, cut glue and trim material ● Stitch, knot and use other manipulative skills ● Use a wide variety of techniques e.g. tie-dyeing, fabric crayons 	<ul style="list-style-type: none"> ● Experiment with a range of media, e.g. overlapping, layering, etc. ● Extend work using collage or textiles ● Refine and alter ideas and explain choices using art vocabulary 	<ul style="list-style-type: none"> ● Use a range of techniques, e.g. dying, weaving, embroidery, etc. ● Develop skills in stitching, cutting and joining ● Name tools and materials used 	<ul style="list-style-type: none"> ● Join fabrics in different ways, including stitching ● Use different techniques, colours and textures when designing and making pieces of work ● Adapt, extend and justify work 		
3D Sculpture	<ul style="list-style-type: none"> ● Explore 3d art form using play dough & clay ● Use simple craft tools to make shapes & texture ● Follow basic safety rules when using tools 		<ul style="list-style-type: none"> ● Explore sculpture with a range of malleable media ● Explore shape and form ● Understand safety and basic care of materials and tools ● Experiment with, construct 	<ul style="list-style-type: none"> ● Plan, design, make and adapt models ● Show understanding of form, shape and space ● Join clay adequately, including a clay base 			<ul style="list-style-type: none"> ● Plan a sculpture through drawing and other preparatory work ● Develop skills in clay, including slabs, coils, slips, etc. ● Use recycled, natural and man-made 	

				and join a variety of materials	<ul style="list-style-type: none"> Make a simple papier mache object 			materials to make a sculpture
Focus Topic (Key Skills Covered)	Art will form part of wider learning where appropriate	Matisse (Art)	Van Gogh (Art)	Claude Monet (Art)	Frida Kahlo (Art)	Degas (Art)	Leonardo Da Vinci (Art)	
Key Works	eg. Leaf Manby Ehlert; Klee- colour & shape; Kandinsky - Painting Circles; Van Gogh- Sunflowers, Matisse- The Snail	Two Dancers Creole Dancer	Sunflowers Starry Night	Waterlilies & Japanese Bridge The Houses of Parliament Sunset	Self Portraits with...	The Star (L'etoile) The Bolting Horse	The Mona Lisa The Last Supper The Skull	
Key Text	Art will be linked to focus text where appropriate	Amazing Grace by Mary Hoffman	Camile and the Sunflowers by Laurence Anholt	How to Train Your Dragon by Cressida Cowell (<i>Link to creating an impression of the dragon valley</i>)	The Twits by Roald Dahl (<i>Link to imaginary tropical images – roly poly bird</i>)	The Fastest Boy in the World by Elizabeth Laird (<i>Link to movement – speed</i>)	The Graveyard Book by Neil Gaiman (<i>Link to The Skull Artwork</i>)	