



SHOBNALL PRIMARY & NURSERY SCHOOL
ART AND DESIGN PROGRAMME OF STUDY



LONG TERM OVERVIEW FOR ART AND DESIGN

KEY: **KEY SKILLS** **KEY KNOWLEDGE**

Nursery	Autumn Term	Spring Term	Summer Term
Magnificent Seven Goals	<p>Create a picture: Children can create their own picture, selecting their own media and materials in order to represent something familiar to them, which they can talk about when prompted.</p> <p>Make a model using natural resources: Using an extensive range of materials, children decide on the model they want to make. They choose the materials they want to use, shape materials with tools and join materials together.</p>		
EYFS Development Matters	<p>Physical Development:</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing. 		
Milestones	<p>Children are provided with a wide range of different materials and mark making media in their play, they are able to talk about their uses, properties and purpose of the materials they experiment with. For example, scissors are used to cut paper, not wood.</p> <p>They explore colour mixing and different textures.</p>	<p>Children are introduced to the work of artists across times and cultures and engage with artists who visit the setting, they are able to talk about their work and recreate for themselves with increasing confidence. They can show different emotions in their work from listening to music and stories, including those from different cultures and historical periods.</p> <p>Children begin to give meaning to their models and drawings.</p>	<p>From their observations and imagination, children can create closed shapes with continuous lines and begin to use these shapes to represent objects. For example, they are able to represent a face with a circle and include details.</p> <p>Children can use drawing to represent movement and sound. With adult support, they are encouraged to develop their own creative ideas and spend sustained time on them.</p>
Artists	<p>Piet Mondrian (Composition with Red, Yellow, and Blue)</p> <p>Mark making exploration with a variety of media.</p>	<p>Andy Warhol (pop art)</p> <p>Flower printing onto fabric.</p> <p>The Story Orchestra Book: Four Seasons in One Day</p>	<p>Pablo Picasso (Portrait of a woman with a hat)</p>
Vocabulary	<p>Colours, bright, dark, lines, squares, rectangles, up, down, horizontal, vertical, shapes</p>	<p>Small, big, colour, theme, layers, bright, fun, material, fabric, soft, pattern, print, repeat, squares, mixing</p>	<p>Bright, pattern, repeating, shapes, curved, big, small, vibrant, chaotic, collage, representation,</p>

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			natural, leaves, sticks, flowers, arrange, place, colours, bright, dark, land art, nature
Reception	Autumn Term	Spring Term	Summer Term
Kapow Unit	Marvellous Marks	Paint my World	Creation Station
Key Area	Drawing	Painting and mixed media	Sculpture and 3D
Overview	Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.
Magnificent Seven Goals	<p>Use natural materials to create a piece of art: Using the knowledge they have acquired about the natural world, children are able to select and collect a range of natural materials to construct with purposefully. They can think about and discuss what they want to make, potential problems and how they might be solved and reflect on how they have achieved their aims.</p>		
Milestones	<p>From providing children with frequent opportunities to play and explore outdoors, including seasonal walks in the locality, they are able to interact with and observe the natural world around them. With adult support, children can describe and comment on the things they have seen whilst outside, including plants and animals, using vocabulary that has been modelled for them.</p> <p>Children take part in junk modelling using a range of materials collected from the outdoors. They understand the difference between natural and man-made materials.</p>	<p>As the children's knowledge of the weather and seasons develops, they are able to discuss differences of the changing natural world. Through continued outdoor exploration and sharing of a range of non-fiction texts, children can name and describe some common animals and habitats they are likely to see or have seen. Children are taught different techniques for joining materials (e.g. how to use adhesive tape and different sorts of glue) and given opportunities to develop independence through construction and model-making activities.</p>	<p>Through Forest School and outdoor play, children interact positively with the outside world. They can communicate their understanding of their own environment and contrasting environments through conversation and in play. Children can use vocabulary to name specific woodland creatures and plants and are able to talk about art and artists who take their inspiration from the natural world. They are provided with a range of tools and materials that they can use with increasing independence, care and precision.</p>

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EYFS Development Matters	<p>Physical development:</p> <ul style="list-style-type: none"> Develops small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>ELG- Fine Motor Skills:</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. <p>Expressive arts and design:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express ideas and feelings. <p>ELG - Creating with materials:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Characteristics of effective learning: Playing and exploring.</p>	<p>Physical development:</p> <ul style="list-style-type: none"> Develop small motor skills so that they can use a range of tools competently, safely and confidently. <p>ELG:</p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. <p>Expressive arts and design:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express ideas and feelings. To respond to music through the medium of paint. To use paint to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills. <p>ELG - Creating with materials:</p> <ul style="list-style-type: none"> 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. <p>Characteristics of effective learning: Playing and exploring.</p>	<p>Physical development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, coordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>ELG:</p> <ul style="list-style-type: none"> Use a range of small tools. Begin to show accuracy and care when drawing. <p>Expressive arts and design:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>ELG - Creating with materials:</p> <ul style="list-style-type: none"> 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. <p>Characteristics of effective learning Playing and exploring.</p>
Artists (Kapow)	Hanoch Piven	Megan Coyle	Julie Wilson Beth Cavener
Artists	Jackson Pollock, Georgia O’Keeffe, Yayoi Kusama, Vincent Van Gogh, George Seurat, Alma Thomas, Hokusai The Story Orchestra Book Collection.		

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(Theme Links)			
Vocabulary	Hard, long, rough, short, smooth, soft, straight, thick, thin, wavy, circle, curved, line, squiggly, straight, zig zag, chalk, drawing, felt tips, marks, wax crayons, pencils, ark making, observational, picture, self-portrait	Dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, wet, feathers, flower buds, grass, leaves, mix, pine cones, pattern, texture, twigs, happy, sad, excited, worried, sleepy, fast, slow, loud, quiet, transient, collage, fixed, not fixed, permanent, temporary, collage, landscape, rip, tear, cut, stick., dab, dot, flick, glide, splat, splatter, stroke, swish, swipe	Pinch, roll, slimy, slippery, smooth, squash, sticky, stretch, squelchy, twist, bend, chop, cut, slice, soft, 3D, bark, collage, landscape, leaves, petals, seed pods, twigs, clay, design, sculpture, flatten, join, design, evaluate, model, plan, reflect

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Year 1	Autumn Term	Spring Term	Summer Term
Kapow Unit	Make your Mark	Paper Play	Colour Splash
Key Area	Drawing	Sculpture and 3D	Painting and Mixed Media
Overview	This unit helps pupils to understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media, while responding to music.	This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.	In this unit children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist. This unit enhances pupils' understanding of colours and their applications in art.
NC Objectives	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • 		
Generating Ideas	Explore their own ideas using a range of media.		
Formal Elements	<p>Shape:</p> <ul style="list-style-type: none"> • Know a range of 2D shapes and confidently draw these. <p>Line:</p> <ul style="list-style-type: none"> • Know that drawing tools can be used in a variety of ways to create different lines. • Know lines can represent movement in drawings. <p>Texture:</p> <ul style="list-style-type: none"> • Know that texture means 'what something feels like'. 	<p>Shape:</p> <ul style="list-style-type: none"> • Know paper can be shaped by cutting and folding it. <p>Form:</p> <ul style="list-style-type: none"> • Know paper can change from 2D to 3D by folding, rolling, and scrunching it. • Know that three-dimensional art is called sculpture. 	<p>Colour:</p> <ul style="list-style-type: none"> • Know that the primary colours are red, yellow and blue. Colour: • Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple <p>Pattern:</p> <ul style="list-style-type: none"> • Know a pattern is a design in which shapes, colours or lines are repeated.

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	<ul style="list-style-type: none"> • Know different marks can be used to represent the textures of objects. • Know different drawing tools make different marks. 		<p>Tone:</p> <ul style="list-style-type: none"> • Know that there are many different shades (or 'hues') of the same colour. • Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.
<p>Making Skills</p>	<ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Develop observational skills to look closely and reflect surface texture. • A continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. • How to hold and use drawing tools in different ways to create different lines and marks. • How to create marks by responding to different stimulus such as music. • How to overlap shapes to create new ones. • How to use mark making to replicate texture. • How to look carefully to make an observational drawing. • How to complete a continuous line drawing. 	<ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. • How to roll and fold paper. • How to cut shapes from paper and card. • How to cut and glue paper to make 3D structures. • How to decide the best way to glue something. • How to create a variety of shapes in paper, eg spiral, zig-zag. • How to make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • How to combine primary coloured materials to make secondary colours. • How to mix secondary colours in paint. • How to choose suitable sized paint brushes. • How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. • How to overlap paint to mix new colours. • How to use blowing to create a paint effect. • How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.
<p>Evaluating and Analysing</p>	<ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. • Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. 		

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<p>Artists</p>	<ul style="list-style-type: none"> Artists choose materials that suit what they want to make. <p>Artists: Bridget Riley Zaria Forman Renata Bernal Ilya Bolotowsky Wassily Kandinsky</p>	<ul style="list-style-type: none"> Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. <p>Artists: Louise Bourgeois Samantha Stephenson Marco Balich</p>	<p>Artists: Clarice Cliff Jasper Johns</p>
<p>Vocabulary</p>	<p>2D shape, 3D shape, abstract, chalk, charcoal, Circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy</p>	<p>Artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag</p>	<p>Blend, hue, kaleidoscope, pattern, mix, primary, colour, print, secondary colour, shade, shape, space, texture, thick</p>
<p>Sketchbooks</p>	<p>Use sketchbooks to explore ideas.</p>		

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Year 2	Autumn Term	Spring Term	Summer Term
Kapow Unit	Clay Houses	Map It Out	Life in Colour
Key Area	Sculpture and 3D	Craft and design	Painting and mixed media
Overview	This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.	This unit focuses on teaching children to explore and create maps through various art forms, including drawing, felt making, printmaking, and designing stained glass. The lessons aim to develop skills in sorting, designing, and evaluating art, encouraging students to present and discuss their creations in a class gallery setting.	This unit focuses on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.
Generating Ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.		
NC Objectives	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		
Formal Elements	<p>Form:</p> <ul style="list-style-type: none"> • A clay surface can be decorated by pressing into it or by joining pieces on. • Pieces of clay can be joined using the 'scratch and slip' technique. <p>Shape:</p> <ul style="list-style-type: none"> • Patterns can be made using shapes. 	<p>Form:</p> <ul style="list-style-type: none"> • That 'composition' means how things are arranged on the page. <p>Shape:</p> <ul style="list-style-type: none"> • Shapes can be organic (natural) and irregular. <p>Line:</p> <ul style="list-style-type: none"> • Lines can be used to fill shapes, to make outlines and to add detail or 	<p>Colour:</p> <ul style="list-style-type: none"> • Different amounts of paint and water can be used to mix hues of secondary colours. • Colours can be mixed to 'match' real life objects or to create things from your imagination. <p>Form:</p> <ul style="list-style-type: none"> • That 'composition' means how things are arranged on the page. <p>Shape:</p>

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		<p>pattern.</p>	<ul style="list-style-type: none"> Collage materials can be shaped to represent shapes in an image. <p>Pattern:</p> <ul style="list-style-type: none"> Patterns can be used to add detail to an artwork. <p>Texture:</p> <ul style="list-style-type: none"> Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint. <p>Tone:</p> <ul style="list-style-type: none"> Different amounts of paint and water can be used to mix hues of secondary colours.
Making Skills	<ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <ul style="list-style-type: none"> How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay. 	<ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <ul style="list-style-type: none"> How to draw a map to illustrate a journey. How to separate wool fibres ready to make felt. How to lay wool fibres in opposite directions to make felt. How to roll and squeeze the felt to make the fibres stick together. How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn map to represent in their 'stained glass'. How to overlap cellophane/tissue to create new colours. 	<ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. <ul style="list-style-type: none"> How to mix a variety of shades of a secondary colour. How to make choices about amounts of paint to use when mixing a particular colour. How to match colours seen around them.

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		<ul style="list-style-type: none"> • How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. • How to try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<ul style="list-style-type: none"> • How to create texture using different painting tools. • How to make textured paper to use in a collage. How to choose and shape collage materials eg cutting, tearing. • How to compose a collage, arranging and overlapping pieces for contrast and effect. • How to add painted detail to a collage to enhance/improve it.
Evaluating and Analysing	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made. • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. 	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made. • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something. 	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made. • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to help others understand something.
Artists	<ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. • Create and critique both figurative and abstract art, recognising some of the techniques used. • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. 	<ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. • Create work from a brief, understanding that artists are sometimes commissioned to create art. • Create and critique both figurative and abstract art, recognising some of the techniques used. 	<ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

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	<p>Artists: Ranti Bam Rachel Whiteread</p>	<ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. <p>Artists: Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Il Kim Soon-Im Susan Stockwell</p>	<ul style="list-style-type: none"> • Some artists create art to make people aware of good and bad things happening in the world around them. • Art can be figurative or abstract. • Artists try out different combinations of collage materials to create the effect they want. <p>Artists: Romare Bearden</p>
Vocabulary	Casting, ceramic. cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot	Abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder	Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture
Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		

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Year 3	Autumn Term	Spring Term	Summer Term
Kapow Unit	Growing Artists	Ancient Egyptian Scrolls	Abstract Shape and Space
Key Area	Drawing	Craft and design	Sculpture and 3D:
Overview	This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.	This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.	This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.
NC Objectives	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. 		
Generating Ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.		
Formal Elements	<p>Form:</p> <ul style="list-style-type: none"> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). <p>Line:</p> <ul style="list-style-type: none"> Using different tools or using the same tool in different ways can create different types of lines. <p>Pattern:</p>	<p>Pattern:</p> <ul style="list-style-type: none"> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). 	<p>Colour:</p> <ul style="list-style-type: none"> Using light and dark colours next to each other creates contrast. <p>Form:</p> <ul style="list-style-type: none"> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract. <p>Shape:</p>

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	<ul style="list-style-type: none"> Surface rubbings can be used to add or make patterns. <p>Texture:</p> <ul style="list-style-type: none"> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. <p>Tone:</p> <ul style="list-style-type: none"> That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 		<ul style="list-style-type: none"> Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.
Making Skills	<ul style="list-style-type: none"> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. How to use shapes identified within in objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. 	<ul style="list-style-type: none"> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Layering materials in opposite directions make the handmade paper stronger. How to use a sketchbook to research a subject using different techniques and materials to present ideas. How to construct a new paper material using paper, water and glue How to use symbols to reflect both literal and figurative ideas. How to produce and select an effective final design. 	<ul style="list-style-type: none"> Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. How to join 2D shapes to make a 3D form. How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. How to identify and draw negative spaces. How to plan a sculpture by drawing. How to choose materials to scale up an idea. How to create different joins in card eg. slot, tabs, wrapping.

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	<ul style="list-style-type: none"> How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. How to make careful observations to accurately draw an object. How to create abstract compositions to draw more expressively. 	<ul style="list-style-type: none"> How to make a scroll. How to make a zine. How to use a zine to present information. 	<ul style="list-style-type: none"> How to add surface detail to a sculpture using colour or texture. Display sculpture.
Evaluating and Analysing	<ul style="list-style-type: none"> Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. People use art to help explain or teach things. People make art to explore big ideas, like death or nature. 	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things. 	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative, or it can have a purpose. People use art to tell stories and communicate. People make art for fun and to make the world a nicer place to be.
Artists	<ul style="list-style-type: none"> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. <p>Artists: Georgia O'Keeffe Maud Purdy</p>	<ul style="list-style-type: none"> Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. 	<ul style="list-style-type: none"> Consider how to display artwork, understanding how artists consider their viewers and the impact on them. Artists make decisions about how their work will be displayed. <p>Artists: Ruth Asawa</p>

LONG TERM OVERVIEW FOR ART AND DESIGN

KEY: KEY SKILLS KEY KNOWLEDGE

	Max Ernst Carl Linnaeus	<ul style="list-style-type: none"> • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists can work in more than one medium. <p>Artists: Anthony Caro</p>	
Vocabulary	Abstract, arrangement, blend, botanical, botanist, composition, cut ,dark, even, expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth, surface, tear, texture, tone, tool, viewfinder	Ancient, audience, civilisation, colour,, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine	Abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional
Sketchbooks	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		

LONG TERM OVERVIEW FOR ART AND DESIGN

KEY: KEY SKILLS KEY KNOWLEDGE

Year 4	Autumn Term	Spring Term	Summer Term
Kapow Unit	Power Prints	Light and Dark	Fabric of Nature
Key Area	Drawing	Painting and mixed media	Craft and design
Overview	This unit focuses on using everyday electrical items. Pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	This unit focuses on colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	This unit focuses on using flora and fauna of tropical rainforests to support children to develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.
NC Objectives	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. 		
Generating Ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.		
Formal Elements	<p>Shape:</p> <ul style="list-style-type: none"> How to use basic shapes to form more complex shapes and patterns. <p>Line:</p> <ul style="list-style-type: none"> Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. <p>Pattern:</p> <ul style="list-style-type: none"> Patterns can be irregular and change in ways you wouldn't expect. 	<p>Colour:</p> <ul style="list-style-type: none"> Adding black to a colour creates a shade. Adding white to a colour creates a tint. <p>Form:</p> <ul style="list-style-type: none"> Using lighter and darker tints and shades of a colour can create a 3D effect. <p>Tone:</p>	<p>Shape:</p> <p>How to use basic shapes to form more complex shapes and patterns.</p> <p>Pattern:</p> <p>Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>Texture:</p>

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KEY: KEY SKILLS KEY KNOWLEDGE

		<ul style="list-style-type: none"> • Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone can be used to create contrast in an artwork. 	<p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p>
<p>Making Skills</p>	<ul style="list-style-type: none"> • How to use pencils of different grades to shade and add tone. • How to hold a pencil with varying pressure to create different marks. • How to use observation and sketch objects quickly. • How to draw objects in proportion to each other. • How to use charcoal and a rubber to draw tone. • How to use scissors and paper as a method to 'draw'. • How to make choices about arranging cut elements to create a composition. • How to create a wax resist background. • How to use different tools to scratch into a painted surface to add contrast and pattern. • How to choose a section of a drawing to recreate as a print. • How to create a monoprint. • How to use shapes identified within in objects as a method to draw. • How to create tone by shading. • How to achieve even tones when shading. • How to make texture rubbings. • How to create art from textured paper. • How to hold and use a pencil to shade. • How to tear and shape paper. 	<ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • To know that a mood board is a visual collection which aims to convey a general feeling or idea. • To know that batik is a traditional fabric decoration technique that uses hot wax. • How to select imagery and use it as inspiration for a design project. • How to make a mood board. • How to recognise a theme and develop colour palettes using selected imagery and drawings. • How to draw small sections of one image to docs on colours and texture. • How to develop observational drawings into shapes and patterns for design. • How to transfer a design using a tracing method • How to make a repeating pattern tile using cut and torn paper shapes. • How to use glue as an alternative batik technique to create patterns on fabric.

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KEY: KEY SKILLS KEY KNOWLEDGE

	<ul style="list-style-type: none"> • How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. • How to make careful observations to accurately draw an object. • How to create abstract compositions to draw more expressively. 		<ul style="list-style-type: none"> • How to use materials, like glue, in different ways depending on the desired effect. • How to paint on fabric. • How to wash fabric to remove glue to finish a decorative fabric piece.
Evaluating and Analysing	<ul style="list-style-type: none"> • Artists evaluate what they make, and talking about art is one way to do this. • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. 	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. • 	<ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. • Designers can make beautiful things to try and improve people's everyday lives. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media.
Artists	<ul style="list-style-type: none"> • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. • Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. <p>Artists: Georges Seurat Ed Ruscha Henri Matisse Henry Moore Fernando Botero Alberto Giacometti</p>	<ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Artists make choices about what, how and where they create art. <p>Artists: Clara Peeters Audrey Flack</p>	<ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Work as a professional designer does by collating ideas to generate a theme. • Designers can make beautiful things to try and improve people's everyday lives. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media.

LONG TERM OVERVIEW FOR ART AND DESIGN

KEY: KEY SKILLS KEY KNOWLEDGE

			Artists: William Morris Ruth Daniels Senanayake Megan Carter
Vocabulary	Composition, contrast, cross-hatching, figurative, Gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, three dimensional (3D), tone, viewfinder, wax-resist	Abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid	Batik, colour palette, craft, craftspeople, design, develop, designer, imagery, industry, inspiration mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme
Sketchbooks	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.		

LONG TERM OVERVIEW FOR ART AND DESIGN

KEY: KEY SKILLS KEY KNOWLEDGE

Year 5	Autumn Term	Spring Term	Summer Term
Kapow Unit	Interactive Installation	I Need Space	Portraits
Key Area	Sculpture and 3D	Drawing	Painting and mixed media
Overview	Learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.	This unit focuses on understanding retrofuturism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. It emphasises the development of pupils' independent artistic skills and their ability to generate, test, and refine ideas in their sketchbooks, leading to a final piece of artwork.	This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and encourages thoughtful decisions in their artwork composition.
NC Objectives	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. 		
Generating Ideas	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.		
Formal Elements	<p>Form:</p> <ul style="list-style-type: none"> An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork change the effect of the piece. 	<p>Shape:</p> <ul style="list-style-type: none"> Shapes can be used to place the key elements in a composition. <p>Line:</p> <ul style="list-style-type: none"> Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines 	<p>Colour:</p> <ul style="list-style-type: none"> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. <p>Pattern:</p> <ul style="list-style-type: none"> Artists create pattern to add expressive detail to art works, for example Chila

LONG TERM OVERVIEW FOR ART AND DESIGN

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		<p>to draw your eye into the centre of a drawing.</p> <p>Texture:</p> <ul style="list-style-type: none"> • How to create texture on different materials. 	<p>Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Tone:</p> <ul style="list-style-type: none"> • Tone can help show the foreground and background in an artwork.
<p>Making Skills</p>	<ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • How to try out ideas on a small scale to assess their effect. • How to use everyday objects to form a sculpture. • How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • How to try out ideas for making a sculpture interactive. • How to plan an installation proposal, making choices about light, sound and display. 	<ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • To know what print effects different materials make. • How to analyse an image that considers impact, audience and purpose. • How to draw the same image in different ways with different materials and techniques. • How to make a collagraph plate. • How to make a collagraph print. • How to develop drawn ideas for a print. • How to combine techniques to create a final composition • How to decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one. • How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas.

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<p>Evaluating and Analysing</p>	<ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary. • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. 	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. • People make art to fit in with popular ideas or fashions. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. 	<ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • People make art to portray ideas about identity. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.
<p>Artists</p>	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. 	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. 	<ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.

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KEY: KEY SKILLS KEY KNOWLEDGE

	<ul style="list-style-type: none"> Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. <p>Artists: Cai Guo-Qiang</p>	<ul style="list-style-type: none"> Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print. <p>Artists: Teis Albers Karen Rose</p>	<ul style="list-style-type: none"> Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print. <p>Artists: Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott</p>
Vocabulary	Analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution scale, scaled down, special effects, stencil, three dimensional	cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, revisit, space race, stimulus, technique	art medium, atmosphere, background, carbon paper, collage, composition, continuous line, drawing, evaluate, justify, mixed media, monoprint, multi media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer
Sketchbooks	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		

LONG TERM OVERVIEW FOR ART AND DESIGN

KEY: KEY SKILLS KEY KNOWLEDGE

Year 6	Autumn Term	Spring Term	Summer Term
Kapow Unit	Make my Voice Heard	Making Memories	Photo Opportunity
Key Area	Drawing	Sculpture and 3D	Craft and design
Overview	This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.	This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.	Children explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing.
NC Objectives	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. 		
Generating Ideas	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.		
Formal Elements	<p>Colour:</p> <ul style="list-style-type: none"> A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. <p>Form:</p>	<p>Colour:</p> <ul style="list-style-type: none"> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. <p>Form:</p> <ul style="list-style-type: none"> The surface textures created by different materials can help suggest form in two-dimensional art work. 	<p>Colour:</p> <ul style="list-style-type: none"> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. <p>Shape:</p> <ul style="list-style-type: none"> How an understanding of shape and space can support creating effective composition.

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	<ul style="list-style-type: none"> The surface textures created by different materials can help suggest form in two-dimensional art work. <p>Shape:</p> <ul style="list-style-type: none"> How an understanding of shape and space can support creating effective composition. <p>Line:</p> <ul style="list-style-type: none"> How line is used beyond drawing and can be applied to other art forms. <p>Tone:</p> <ul style="list-style-type: none"> That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. 	<p>Shape:</p> <ul style="list-style-type: none"> How an understanding of shape and space can support creating effective composition. <p>Line:</p> <ul style="list-style-type: none"> How line is used beyond drawing and can be applied to other art forms. <p>Pattern:</p> <ul style="list-style-type: none"> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition <p>Texture:</p> <ul style="list-style-type: none"> Applying thick layers of paint to a surface is called impasto, and is used by artists to describe texture. 	<p>Line:</p> <ul style="list-style-type: none"> How line is used beyond drawing and can be applied to other art forms. <p>Pattern:</p> <ul style="list-style-type: none"> Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Making Skills	<ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. To know gestural and expressive ways to make marks. To know the effects different materials make. To know the effects created when drawing on different surfaces. How to use symbolism as a way to create imagery. 	<ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). How to manipulate cardboard to create different textures. 	<ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. To know how different materials can be used to produce photorealistic artwork. To know that macro photography is showing a subject as larger than it is in real life. How to create a photomontage. How to create artwork for a design brief. How to use a camera or tablet for photography. How to identify the parts of a camera. How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools.

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	<ul style="list-style-type: none"> • How to combine imagery into unique compositions. • How to achieve the tonal technique called chiaroscuro. • How to make handmade tools to draw with. • How to use charcoal to create chiaroscuro effects. 	<ul style="list-style-type: none"> • How to make a cardboard relief sculpture. • How to make visual notes to generate ideas for a final piece. • How to translate ideas into sculptural forms. 	<ul style="list-style-type: none"> • How to use drama and props to recreate imagery. • How to take a portrait photograph. • How to use a grid method to copy a photograph into a drawing.
<p>Evaluating and Analysing</p>	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • People can have varying ideas about the value of art. 	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. 	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Art can be a digital art form, like photography. • People use art as a means to reflect on their unique characteristics • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art.

LONG TERM OVERVIEW FOR ART AND DESIGN

KEY: KEY SKILLS KEY KNOWLEDGE

	<ul style="list-style-type: none"> • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art. 	<ul style="list-style-type: none"> • People use art as a means to reflect on their unique characteristics. 	
Artists	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Artists can use symbols in their artwork to convey meaning. • Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. • Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it. • Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. <p>Artists: Dan Fenelon Diego Rivera Leonardo Da Vinci</p>	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. • Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Artists can use materials to respond to a feeling or idea in an abstract way. • Artists take risks to try out ideas; this can lead to new techniques being developed. • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <p>Artists: Joseph Cornell</p>	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. • Artists can use symbols in their artwork to convey meaning. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Artists take risks to try out ideas; this can lead to new techniques being developed. <p>Artists: Hannah Hoch Derek O Boateng Chuck Close Chris Plowman Albrecht Durer Graham Holland Edvard Munch</p>

LONG TERM OVERVIEW FOR ART AND DESIGN

KEY: KEY SKILLS KEY KNOWLEDGE

		Louise Nevelson Nicola Anthony Yinka Shinobare Judith Scott	
Vocabulary	Aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerilla, imagery, impact, interpretation, mark making, Maya, Mayan Mural, representative, street art, symbol, symbolic, technique, tonal, tone	Assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self symbolic , tradition	Album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software
Sketchbooks	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.		