

Whole School Art & Design Intent Overview

Autumn 2	Spring 2	Summer 2
Marvellous Marks (Drawing)	Paint my World (painting & mixed media)	Creation Station (Sculpture & 3D)
<p>Investigate the marks & patterns made by different textures</p> <p>Explore making marks with felt tips</p> <p>Explore making marks with chalk</p> <p>Explore making marks using pencils</p> <p>Create a simple observation drawing (faces)</p> <p>Use a variety of colours & materials to create a self-portrait</p>	<p>Explore through finger painting</p> <p>Create natural paintbrushes using found objects</p> <p>Respond to music through the medium of painting</p> <p>Make child-led collages using mixed media</p> <p>Create landscape collages inspired by the work of Megan Coyle</p> <p>Create a large group piece of artwork based around fireworks</p>	<p>Explore clay & its properties</p> <p>Explore the properties of playdough</p> <p>Use hands & tools to manipulate soft material in different ways</p> <p>Create a 3D landscape picture using found objects</p> <p>Generate inspiration & conversation about sculpture art & artists</p> <p>Create a 3D clay sculpture using a design</p>
<p>British Value:</p> <p>Use imagination & creativity in their learning</p> <p>UNCRC Article:</p> <p>Article 31: Every child has the right to take part in a range of artistic activities</p>	<p>British Value:</p> <p>Display a willingness to participate in & respond positively to artistic & cultural opportunities</p> <p>UNCRC Article:</p> <p>Article 29: Education must develop every child's personality, talents & abilities to the full</p>	<p>British Value:</p> <p>Use imagination & creativity in their learning</p> <p>UNCRC Article:</p> <p>Article 31: Every child has the right to take part in a range of artistic activities</p>
<p>In addition to the art & design topics planned, in Autumn 1, Autumn 2 & Spring 2, there will be many opportunities to apply the skills & techniques taught via topic related art & design work, which will include responding to high quality modelling & also working creatively & imaginatively to produce independent pieces.</p>		

Yellow Phase Foundations for Art & Design (End of Year Expectations)

Knowledge- Learners should know:	Skills- Learners should be able to:
<p>Describe colours & textures</p> <p>Use drawing & painting to express ideas & feelings</p> <p>Respond to a range of stimuli</p> <p>Explore the properties of clay</p> <p>Talk about colour, shape & texture & explain their choices</p> <p>Enjoy looking at & talking about art</p>	<p>Mark making using a range of drawing materials</p> <p>Combine materials when drawing</p> <p>Make large & small movements when drawing & look carefully</p> <p>Use modelling tools to cut & shape soft materials</p> <p>Plan ideas of what they would like to make</p> <p>Problem-solve & try out solutions when using model materials</p>

Green Phase Art & Design Overview

Year 1

Autumn 1	Autumn 2	Spring 2
Colour Splash (Painting & Mixed Media)	Making Your Mark (Drawing)	Paper Play (Sculpture & 3D)
Name the primary colours.	Show knowledge of the language & literacy to describe lines.	Roll paper tubes & attach them to a base securely.
Explore coloured materials to mix secondary colours.	Show control when using string & chalk to draw lines.	Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.
Mix primary colours to make secondary colours.	Experiment with a range of mark-making techniques, responding appropriately to music.	Shape paper strips in a variety of ways to make 3D drawings.
Apply paint consistently to their printing materials to achieve a print.	Colour neatly & carefully, featuring a range of different media & colours.	Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.
Use a range of colours when printing.	Apply a range of marks successfully to a drawing.	Create a tree of life sculpture that includes several different techniques for shaping paper.
Mix five different shades of a secondary colour.	Produce a drawing that displays observational skill, experimenting with a range of lines & mark making.	Work successfully with others, sustaining effort over a time.
Decorate their hands using a variety of patterns.		Paint with good technique, ensuring good coverage.
Mix secondary colours with confidence to paint a plate.		
Describe their finished plates.		
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Year 1 End of Year Expectations

Knowledge - Learners should know:	Skills - Learners should be able to:
How to use IT to create a picture	Cut, roll & coil materials
How to create moods in art work	Create lines of different thickness using a pencil
The names of the primary & secondary colours	Show how people feel in portraits
How to create a piece of art using rubbings	Describe what can be seen & give an opinion about the work of an artist
How to join two pieces of clay together	Ask questions about a piece of art

Throughout & at the end of unit of work all learners will have been assessed against the relevant year group expectations (knowledge & skills) utilising bespoke Kahoot low-stakes quiz assessments & appropriate assessment tasks.

Year 2

Autumn 1	Spring 1	Summer 1
Map It Out (Craft & Design)	Life in Colour (Painting & Mixed Media)	Clay Houses (Sculpture & 3D)
Sort map images into groups, explaining their choices.	Name the primary & secondary colours.	Flatten & smooth their clay, rolling shapes successfully & making a range of marks in their clay.
Draw a map of their journey to school, including key landmarks & different types of mark-making.	Talk about the colour changes they notice & make predictions about what will happen when two colours mix.	Make a basic pinch pot & join at least one clay shape onto the side using the scoring & slipping technique.
Follow instructions to make a piece of felt that holds together & resembles their map.	Describe the colours & textures they see.	Roll a smooth tile surface.
Decide how to place 'jigsaw' pieces to create an abstract composition.	Try different tools to recreate a texture & decide which tool works best.	Join clay shapes & make marks in the tile surface to create a pattern.
Make choices about which details from their map to include in a stained glass.	Show they can identify different textures in a collaged artwork.	Draw a house design & plan how to create the key features in clay.
Cut cellophane shapes with care & arrange them into a pleasing composition.	Apply their knowledge of colour mixing to match colours effectively.	Create a clay house tile that has recognisable features made by both impressing objects into the surface & by joining simple shapes.
Design a print with simple lines & shapes, making improvements as they work.	Choose collage materials based on colour & texture.	
Follow a process to make & print from a polystyrene tile.	Talk about their ideas for an overall collage.	
Choose a favourite artwork, justifying their choice.	Try different arrangements of materials, including overlapping shapes.	
Annotate their favourite artwork with relevant evaluation points.	Give likes & dislikes about their work & others'.	
Take an active part in decisions around how to display their artworks in the class gallery.	Describe ideas for developing their collages.	
	Choose materials & tools after trying them out.	
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Year 2 End of Year Expectations

Knowledge - Learners should know:	Skills - Learners should be able to:
How to mix paint to create secondary colours	Choose & use different grades of pencil when drawing
How to create tints with paint by adding white or black to make lighter or darker tones	Use a variety of different materials to create different artistic effects
The names of some famous artists	Use pastels, pencils & chalk to create art
How to create a piece of art in response to the work of another artist	Use a viewfinder to focus on a specific part of a landscape
	Suggest how artists have used colour, shape or patterns

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Red Phase Art & Design Overview

Year 3

Autumn 2	Spring 2	Summer 2
Growing Artists (Drawing)	Abstract Shape &Space (Sculpture & 3D)	Ancient Egyptian Scrolls (Craft & Design)
<p>Know the difference between organic & geometric shapes.</p> <p>Use simple shapes to form the basis of a detailed drawing.</p> <p>Use shading to demonstrate a sense of light &dark in their work.</p> <p>Shade with a reasonable degree of accuracy & skill.</p> <p>Blend tones smoothly & follow the four shading rules.</p> <p>Collect a varied range of textures using frottage.</p> <p>Use tools competently, being willing to experiment.</p> <p>Generate ideas mostly independently & make decisions to compose an interesting frottage image.</p> <p>Make considered cuts &tears to create their ideas.</p> <p>Understand how to apply tone, with some guidance about where to use it.</p> <p>Draw a framed selection of an image onto a large scale with some guidance.</p> <p>Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</p>	<p>Try out different ways to make card shapes three dimensional, e.g. folding & curving the card or joining the flat shapes together.</p> <p>Make a structure that holds its 3D shape.</p> <p>Explain in simple terms the difference between 2D & 3D art.</p> <p>Combine shapes together to make an interesting free-standing sculpture.</p> <p>Try out more than one way to create joins between shapes.</p> <p>Identify familiar 2D shapes in photographs.</p> <p>Identify shapes in the negative space between objects.</p> <p>Draw a cardboard model from different angles, focusing on shapes in the positive & negative space to achieve an abstract effect.</p> <p>Plan an abstract sculpture based on play equipment.</p> <p>Show that they have learned how to shape materials in more than one way (e.g. by folding &rolling).</p> <p>Choose appropriate methods for joining elements in their sculptures.</p> <p>Show that they have thought about how to improve their sculptures & made choices about what to add.</p> <p>Work cooperatively in pairs to add detail to their artwork.</p>	<p>Recognise & discuss the importance of Ancient Egyptian art.</p> <p>Consider the suitability of a surface for drawing.</p> <p>Record colours, patterns &shapes through observational drawing.</p> <p>Choose & use tools &materials confidently.</p> <p>Begin to experiment with drawing techniques.</p> <p>Create a selection of sketches that show idea exploration.</p> <p>Produce a final design with a clear purpose.</p> <p>Follow instructions with minimal support.</p> <p>Discuss & evaluate the process &outcome of their work.</p> <p>Produce a complete painted or drawn piece from a design idea.</p> <p>Use colours & materials appropriately, showing an understanding of effective composition.</p> <p>Have a clear idea of the subject of their zine, including a range of images & information.</p>
<p>British Values:</p> <p>Use imagination & creativity in their learning</p> <p>UNCRC Articles:</p> <p>Article 29: Education must develop every child's personality, talents & abilities to the full</p> <p>Article 31: Children have the right to take part in artistic activities</p>	<p>British Values:</p> <p>Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>Use imagination & creativity in their learning</p> <p>UNCRC Articles:</p> <p>Article 29: Education must develop every child's personality, talents & abilities to the full</p> <p>Article 31: Children have the right to take part in artistic activities</p>	<p>British Values:</p> <p>Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>Understanding & appreciation of the wide range of cultural influences</p> <p>Willingness to participate in & respond positively to artistic & cultural opportunities</p> <p>Use imagination & creativity in their learning</p>

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Year 3 End of Year Expectations

Knowledge - Learners should know:	Skills - Learners should be able to:
How to use sketches in a sketchbook to experiment with different textures & to produce a final piece of art How to mix colours to suit the style of painting Examples of artwork from different cultures & artists Different techniques used by different artists & comparisons in their work	Use different grades of pencils to shade & show different tones & textures Create a background using a colour wash Use different brushes to create different effects when painting Make a clay pot using different joining techniques Recognise when art is from different cultures or historical periods

Throughout & at the end of unit of work all learners will have been assessed against the relevant year group expectations (knowledge & skills) utilising bespoke Kahoot low-stakes quiz assessments & appropriate assessment tasks.

Year 4

Autumn 2	Spring 1	Summer 1
Power Prints (Drawing) Create several pencil tones when shading & create a simple 3D effect. Explore the effect of holding a pencil in different ways & applying different pressures. Use charcoal & rubber to show areas of light & dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care & purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks & patterns when scratching into a painted surface. Show some awareness of how to create contrast by including areas with more & less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast & pattern. Work co-operatively to create a joint artwork, experimenting with their methods.	Light & Dark (Painting & Mixed Media) Share their ideas about a painting. Describe the difference between a tint & a shade. Mix tints & shades by adding black or white paint. Discuss their real-life experiences of how colours can appear different. Use tints & shades to paint an object in 3D. Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. Create a final painting that shows an understanding of how colour can be used to show light & dark, & therefore show three dimensions. Paint with care & control to make a still life with recognisable objects.	Fabric of Nature (Craft & Design) Describe objects, images & sounds with relevant subject vocabulary. Create drawings that replicate a selected image. Select imagery & colours to create a mood board with a defined theme & colour palette. Complete four drawings, created with confident use of materials & tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work & style. Create a pattern using their drawing, taking inspiration from mood boards & initial research to develop it. Identify & explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs.
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Year 4 End of Year Expectations

Knowledge - Learners should know:	Skills - Learners should be able to:
How to use sketches in a sketchbook to experiment with different textures & to produce a final piece of art	Design & create a printing tool
How to integrate digital images into artwork	Use marks & lines to show texture
How different artists develop specific techniques	Paint onto different materials using a range of techniques
The role of art in different cultures	Experiment with & select appropriate tools for creating particular effects
	Use elements of the styles of famous artists in their own designs

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Autumn 2	Spring 2	Summer 2
Interactive Installation (Sculpture & 3D)	I Need Space (Drawing)	Portraits (Painting & Mixed Media)
Group images together, explaining their choices.	Understand & explain what retrofuturism is.	Outline a portrait drawing with words, varying the size, shape & placement of words to create interest.
Answer questions about a chosen installation thoughtfully & generate their own questions.	Participate in discussions & offer ideas.	Try a variety of materials & compositions for the backgrounds of their drawings.
Show that they understand what installation art means.	Evaluate images using simple responses, sometimes using formal elements to extend ideas.	Communicate to their partner what kind of photo portrait they want.
Justify their opinions of installation artworks.	Provide plausible suggestions for how a piece was created.	Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
Evaluate their box designs, considering how they might appear as full-sized spaces.	Comfortably use different stimuli to draw from.	Create a successful print.
Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.	Use past knowledge & experience to explore a range of drawing processes.	Use some art vocabulary to talk about & compare portraits.
Create an installation plan, model or space.	Select & place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.	Identify key facts using a website as a reference.
Describe their creations & the changes they made as they worked.	Create a selection of drawings & visual notes that demonstrate their ideas using sketchbooks.	Explain their opinion of an artwork.
Describe how their space conveys a particular message or theme.	Generate a clear composition idea for a final piece that shows how it will be drawn.	Experiment with materials & techniques when adapting their photo portraits.
Make & explain their choices about materials used, arrangement of items in the space & the overall display of the installation.	Apply confident skills to make an effective collagraph print.	Create a self-portrait that aims to represent something about them.
Show they have considered options for how to display their installation best e.g. lighting effects.	Independently select tools & drawing techniques, with some guidance.	Show they have considered the effect created by their choice of materials & composition in their final piece.
Present information about their installation clearly in the chosen format.	Demonstrate growing independence, discussing ways to improve work.	
Justify choices made, explaining how they improve the viewer experience or make it interactive.		
British Values:	British Values:	British Values:
Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them	Use imagination & creativity in their learning	Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them
Use imagination & creativity in their learning	Willingness to participate in & respond positively to artistic opportunities	Use imagination & creativity in their learning
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Year 5 End of Year Expectations

Knowledge - Learners should know:	Skills - Learners should be able to:
How warm & cold colour groups are used to create mood & feeling How to organise line, tone, shape & colour to represent figures & forms in movement How to express emotion in art How to create an accurate print design following a given criteria How artists create illusions using foreshortening & vanishing points	Experiment with using marks & lines to produce texture Use careful observations to create accurate sketches Experiment with media to create emotion in art Research the work of an artist & use their work to replicate a style Evaluate & refine their work

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Year 6

Autumn 1	Spring 1	Summer 1
Photo Opportunity (Craft & Design)	Make My Voice Heard (Drawing)	Making Memories (Sculpture & 3D)
Explain how a new image can be created using a combination of other images.	Collect a good range of imagery, adding annotated notes & sketches.	Discuss the work of artists that appreciate different artistic styles.
Understand what photomontage is & recognise how artists use photography.	Make relevant comparisons between different styles of art.	Create a sculpture to express themselves in a literal or symbolic way.
Select relevant images & cut them with confidence & a level of control.	Use tools effectively to explore a range of effects.	Reflect verbally or in writing about creative decisions.
Demonstrate a competent knowledge of effective composition, discussing their ideas.	Respond to the meaning of a spirit animal through drawing.	Suggest ways to represent memories through imagery, shapes & colours.
Use recording devices & available software with confidence.	Generate symbols that reflect their likes & dislikes with little support.	Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
Demonstrate a confident understanding of Edward Weston's style through their artistic choices.	Create a tile that is full of pattern, symbols & colours that represents themselves.	Competently use scissors to cut shapes accurately.
Discuss the features of a design, e.g. explaining what is effective about a composition.	Discuss ideas to create light & dark through drawing techniques.	Talk about artists' work & explain what they might use in their own work.
Select a suitable range of props, considering the design brief & their initial ideas.	Explain the term chiaroscuro.	Produce a clear sketchbook idea for a sculpture, including written notes & drawings to show their methods & materials needed.
Use the viewfinder to set up an effective composition, thinking about the scale & positioning of objects.	Apply chiaroscuro to create light & form through a tonal drawing.	Successfully translate plans to a 3D sculpture.
Use editing software to change their image, reflecting an artist's style.	Understand the impact of using techniques for effect.	Work mostly independently, experimenting & trying new things.
Choose a suitable painting & suggest appropriate ways to recreate it photographically with props.	Participate in a discussion that examines the similarities & differences between different styles of art.	Identify & make improvements to their work.
Set up a composition & think about a space that will provide good lighting levels.	Form their own opinions about what art is, justifying their ideas.	Produce a completed sculpture demonstrating experimentation, originality & technical competence.
Take a portrait that is focused & appropriately framed.	Identify a cause & decide what message they want to convey.	Competently reflect on successes & personal development.
Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.	Understand artist's choices to convey a message.	
Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.	Review sketchbook & creative work to develop a drawn image.	
	Review & revisit ideas to develop their work.	

Create a final painting or drawing with tonal differences that create a photo-realistic effect.		
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Year 6 End of Year Expectations

Knowledge - Learners should know:	Skills - Learners should be able to:
Which media to use to create impact for a purpose	Evaluate how the work of famous artists makes them feel
How artists achieve different effects using different techniques	Use a range shading techniques & careful observation to create accurate & realistic sketches
Why different tools or techniques have been used to create particular pieces of artwork	Use a full range of pencils, charcoal or pastels when creating a piece of artwork
Why art can be abstract & what message the artist is trying to convey	Explain the style of art used & how it has been influenced by a famous artist
	Use feedback to make amendments & improvements to art
	Use a range of materials to create texture & style in 3D artwork

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