



Art and Design Curriculum Overview



	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	A	B	A	B	A	B	A	B	A	B	A	B
Year 1/2	Sculpture and 3D: Clay Houses	Painting and Mixed Media: Colour Splash					Drawing: Make your mark	Craft and design: Woven wonders				
Year 3/4	Craft and Design: Ancient Egyptian Scrolls	Drawing: Growing Artists					Painting and Mixed Media: Prehistoric Painting	Sculpture and 3D: Abstract Shape and Space				
Year 5/6	Craft and Design: Photo Opportunity	Drawing: Make My Voice Heard					Painting and Mixed Media: Portraits	Sculpture and 3D: Making Memories				

National Curriculum Subject Content

Key Stage 1	Key Stage 2
<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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To create sketchbooks 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 About great artists, architects and designers in history

EYFS

Children in EYFS will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Progression of Knowledge

	Year 1/2	Year 3/4	Year 5/6
Pattern	<ul style="list-style-type: none"> • Know that a pattern is a design in which shapes, colours or lines are repeated. • Know that surface rubbings can be used to add or make patterns. • Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • Know that patterns can be used to add detail to an artwork 	<ul style="list-style-type: none"> • To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. • To know that symmetry can be used to create repeating patterns. • To know that patterns can be irregular, and change in ways you wouldn't expect. 	<ul style="list-style-type: none"> • To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • To know that 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
Texture	<ul style="list-style-type: none"> • Know that texture means 'what something feels like'. • Know that different marks can be used to represent the textures of objects. • Know that different drawing tools make different marks. • Know that painting tools can create varied textures in paint. • Know that collage materials can be chosen to represent real-life textures. • Know that collage materials can be overlapped and overlaid to add texture. • Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. 	<ul style="list-style-type: none"> • To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. 	<ul style="list-style-type: none"> • To know how to create texture on different materials. • To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture
Tone	<ul style="list-style-type: none"> • Know that 'tone' in art means 'light and dark'. • Know that we can add tone to a drawing by shading and filling a shape. • Know that shading helps make drawn objects look more three dimensional. 	<ul style="list-style-type: none"> • To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • To know that shading is used to create different tones in an artwork and can 	<ul style="list-style-type: none"> • To know that tone can help show the foreground and background in an artwork. • To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

	<ul style="list-style-type: none"> Know that different pencil grades make different tones 	<p>include hatching, cross-hatching, scribbling and stippling.</p> <ul style="list-style-type: none"> To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork. 	
Colour	<ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> Red + yellow = orange Yellow + blue = green Blue + red = purple 	<ul style="list-style-type: none"> To know that using light and dark colours next to each other creates contrast. To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint 	<ul style="list-style-type: none"> To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration
Form	<ul style="list-style-type: none"> Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on. 	<ul style="list-style-type: none"> To know that three dimensional forms are either organic (natural) or geometric mathematical shapes, like a cube). To know that organic forms can be abstract. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that simple 3D forms can be made by creating layers, by folding and rolling materials 	<ul style="list-style-type: none"> To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece. To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	<ul style="list-style-type: none"> Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it. Know that collage materials can be shaped to represent shapes in an image. 	<ul style="list-style-type: none"> To know that negative shapes show the space around and between objects. To know that artists can focus on shapes when making abstract art. To know how to use basic shapes to form more complex shapes and patterns 	<ul style="list-style-type: none"> To know that a silhouette is a shape filled with a solid flat colour that represents an object. To know how an understanding of shape and space can support creating effective composition

	<ul style="list-style-type: none"> • Know that shapes can be organic (natural) and irregular. • Know that shapes can be geometric if they have mostly straight lines and angles. • Know that patterns can be made using shapes. 		
Line	<ul style="list-style-type: none"> • Know that drawing tools can be used in a variety of ways to create different lines. • Know that lines can represent movement in drawings. • Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. 	<ul style="list-style-type: none"> • To know that different drawing tools can create different types of lines. • To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. 	<ul style="list-style-type: none"> • To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • To know how line is used beyond drawing and can be applied to other art forms.

Progression of Skills

		Year 1/2	Year 3/4	Year 5/6
Drawing	Generating Ideas	<ul style="list-style-type: none"> • Explore their own ideas using a range of media. 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process 	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes
	Sketchbooks		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Making Skills	<ul style="list-style-type: none"> • Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. • Develop observational skills to look closely and reflect surface texture through mark-making. • To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. 	<ul style="list-style-type: none"> • Confidently use of a range of materials, selecting and using these appropriately with more independence. • Draw with expression and begin to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding 	<ul style="list-style-type: none"> • Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. • Apply new drawing techniques to improve their mastery of materials and techniques. • Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and

			of shape to communicate form and proportion.	incorporating digital drawing techniques.
	Knowledge of Artists	<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 	<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.
	Evaluating and Analysing	<ul style="list-style-type: none"> Describe and compare features of their own and other's art work. 	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

		Year 1/2	Year 3/4	Year 5/6
Painting and Mixed Medi	Generating Ideas	<ul style="list-style-type: none"> Explore their own ideas using a range of media. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome
	Sketchbooks		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
	Making Skills	<ul style="list-style-type: none"> Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. 	<ul style="list-style-type: none"> Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. 	<ul style="list-style-type: none"> Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus.

Aspiration - Resilience - Community

			<ul style="list-style-type: none"> Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. 	<ul style="list-style-type: none"> Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects
	Knowledge of Artists	<ul style="list-style-type: none"> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. 	<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
	Evaluating and Analysing	<ul style="list-style-type: none"> Describe and compare features of their own and other's art work. 	<ul style="list-style-type: none"> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process. 	<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.

		Year 1/2	Year 3/4	Year 5/6
Sculpture and 3D	Generating Ideas	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Sketchbooks		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
	Making Skills	<ul style="list-style-type: none"> Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. 	<ul style="list-style-type: none"> Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D 	<ul style="list-style-type: none"> Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas.

		<ul style="list-style-type: none"> Develop basic skills for shaping and joining clay, including exploring surface texture. 		<ul style="list-style-type: none"> Confidently problem-solve, edit and refine to create desired effects and end results
	Knowledge of Artists	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art 	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 	<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.
	Evaluating and Analysing	<ul style="list-style-type: none"> Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work 	<ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

		Year 1/2	Year 3/4	Year 5/6
Craft and Design	Generating Ideas	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. 	<ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Sketchbooks		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks
	Making Skills	<ul style="list-style-type: none"> Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. 	<ul style="list-style-type: none"> Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used. 	<ul style="list-style-type: none"> Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
	Knowledge of Artists	<ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art 	<ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. 	<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.
	Evaluating and Analysing	<ul style="list-style-type: none"> • Explain their ideas and opinions about their own and other's art work, giving reasons. • Begin to talk about how they could improve their own work. 	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. • Use sketchbooks as part of the problem-solving process and make changes to improve their work 	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.