Whole School Art & Design Intent Overview

Reception

Autumn 1	Spring 1	Summer 1
Marvellous Marks (Drawing)	**Paint my World (painting & mixed media)**	**Creation Station (Sculpture & 3D)**
Investigate the marks & patterns made by different textures Explore making marks with felt tips Explore making marks with chalk Explore making marks using pencils Create a simple observation drawing (faces) Use a variety of colours & materials to create a self-portrait	Explore through finger painting Create natural paintbrushes using found objects Respond to music through the medium of painting Make child-led collages using mixed media Create landscape collages inspired by the work of Megan Coyle Create a large group piece of artwork based around fireworks	Explore clay & its properties Explore the properties of playdough Use hands & tools to manipulate soft material in different ways Create a 3D landscape picture using found objects Generate inspiration & conversation about sculpture art & artists Create a 3D clay sculpture using a design
British Value: Use imagination & creativity in their learning **UNCRC Article:** **Article 31:** Every child has the right to take part in a range of artistic activities	**British Value:** Display a willingness to participate in & respond positively to artistic & cultural opportunities **UNCRC Article:** **Article 29:** Education must develop every child's personality, talents & abilities to the full	**British Value:** Use imagination & creativity in their learning **UNCRC Article:** **Article 31:** Every child has the right to take part in a range of artistic activities
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Yellow Phase Foundations for Art &Design (End of Year Expectations)

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

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. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.	Show knowledge of the language & literacy to describe lines. Show control when using string & chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly & carefully, featuring a range of different media & colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines & mark making.	Roll paper tubes & attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.
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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. Draw a map of their journey to school, including key landmarks & different types of mark-making. Follow instructions to make a piece of felt that holds together & resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care & arrange them into a pleasing composition. Design a print with simple lines &shapes, making improvements as they work. Follow a process to make & print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.	Name the primary & secondary colours. Talk about the colour changes they notice & make predictions about what will happen when two colours mix. Describe the colours & textures they see. Try different tools to recreate a texture & decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour &texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes & dislikes about their work &others'. Describe ideas for developing their collages. Choose materials & tools after trying them out.	Flatten & smooth their clay, rolling shapes successfully & making a range of marks in their clay. Make a basic pinch pot & join at least one clay shape onto the side using the scoring & slipping technique. Roll a smooth tile surface. Join clay shapes & make marks in the tile surface to create a pattern. Draw a house design & plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface & by joining simple shapes.
British Value: Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them Display a willingness to participate in & respond positively to artistic & cultural opportunities **UNCRC Article:** **Article 31:** Every child has the right to take part in a range of artistic activities	**British Value:** Use imagination & creativity in their learning **UNCRC Article:** **Article 29:** Education must develop every child's personality, talents & abilities to the full	**British Value:** Display a willingness to participate in & respond positively to artistic & cultural opportunities **UNCRC Article:** **Article 31:** Every child has the right to take part in a range of artistic activities

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

Article 31: Children have the right to take part in artistic activities	**Article 29:** Education must develop every child's personality, talents & abilities to the full **Article 31:** Children have the right to take part in artistic activities	Use imagination & creativity in their learning **UNCRC Articles:** **Article 29:** Education must develop every child's personality, talents & abilities to the full **Article 31:** Children have the right to take part in artistic activities
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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

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Year 4

Autumn 2	Spring 1	Summer 1
Power Prints (Drawing)	**Light &Dark (Painting & Mixed Media)**	**Fabric of Nature (Craft & Design)**
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.	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.	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.
British Values: Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them Use imagination & creativity in their learning **UNCRC Articles:** **Article 29:** Education must develop every child's personality, talents & abilities to the full **Article 31:** Children have the right to take part in artistic activities	**British Values:** Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them Use imagination &creativity in their learning **UNCRC Articles:** **Article 29:** Education must develop every child's personality, talents & abilities to the full **Article 31:** Children have the right to take part in artistic activities	**British Values:** Develop a sense of enjoyment &fascination in learning about themselves, others & the world around them Use imagination & creativity in their learning **UNCRC Articles:** **Article 29:** Education must develop every child's personality, talents & abilities to the full **Article 31:** Children have the right to take part in artistic activities

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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 How to integrate digital images into artwork How different artists develop specific techniques The role of art in different cultures	Design & create a printing tool Use marks & lines to show texture Paint onto different materials using a range of techniques Experiment with & select appropriate tools for creating particular effects Use elements of the styles of famous artists in their own designs

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.

Blue Phase Art & Design Overview

Year 5

Autumn 2	Spring 2	Summer 2
Interactive Installation (Sculpture & 3D)	**I Need Space (Drawing)**	**Portraits (Painting & Mixed Media)**
Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully & generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations &the changes they made as they worked. Describe how their space conveys a particular message or theme. Make & explain their choices about materials used, arrangement of items in the space &the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.	Understand & explain what retrofuturism is. Participate in discussions & offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge & experience to explore a range of drawing processes. Select & place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings & visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools &drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work.	Outline a portrait drawing with words, varying the size, shape & placement of words to create interest. Try a variety of materials &compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some art vocabulary to talk about &compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials &techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials & composition in their final piece.
British Values: Develop a sense of enjoyment &fascination in learning about themselves, others &the world around them Use imagination &creativity in their learning	**British Values:** Use imagination & creativity in their learning Willingness to participate in & respond positively to artistic opportunities	**British Values:** Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them 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	Experiment with using marks & lines to produce texture
How to organise line, tone, shape & colour to represent figures & forms in movement	Use careful observations to create accurate sketches
How to express emotion in art	Experiment with media to create emotion in art
How to create an accurate print design following a given criteria	Research the work of an artist & use their work to replicate a style
How artists create illusions using foreshortening & vanishing points	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. Understand what photomontage is & recognise how artists use photography. Select relevant images & cut them with confidence & a level of control. Demonstrate a competent knowledge of effective composition, discussing their ideas. Use recording devices & available software with confidence. Demonstrate a confident understanding of Edward Weston's style through their artistic choices. Discuss the features of a design, e.g. explaining what is effective about a composition. Select a suitable range of props, considering the design brief & their initial ideas. Use the viewfinder to set up an effective composition, thinking about the scale &positioning of objects. Use editing software to change their image, reflecting an artist's style. Choose a suitable painting &suggest appropriate ways to recreate it photographically with props. Set up a composition & think about a space that will provide good lighting levels. Take a portrait that is focused & appropriately framed. Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.	Collect a good range of imagery, adding annotated notes & sketches. Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes & dislikes with little support. Create a tile that is full of pattern, symbols & colours that represents themselves. Discuss ideas to create light &dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light & form through a tonal drawing. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities & differences between different styles of art. Form their own opinions about what art is, justifying their ideas. Identify a cause & decide what message they want to convey. Understand artist's choices to convey a message. Review sketchbook & creative work to develop a drawn image. Review & revisit ideas to develop their work.	Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes &colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Talk about artists' work & explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes & drawings to show their methods & materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting & trying new things. Identify & make improvements to their work. Produce a completed sculpture demonstrating experimentation, originality & technical competence. Competently reflect on successes & personal development.

Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. 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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