

Art and Design Knowledge and Skills

	Autumn	Spring	Summer
Year 3	<p>Sculpture (clay):</p> <p>Create tiles with an impression of a house from the local area (e.g Kingsway) to create a collaborative street</p>	<p>Drawing (line, tone texture):</p> <p>Close observational drawings of plants</p> <p>Artist: Marco Mazzoni</p>	<p>Painting (colour mixing):</p> <p>Colours of beach and sea in the style of Mondrian</p> <p>Artist: Mondrian</p>
Year 4	<p>Sculpture (clay): Create an individual 3D structure of the Shard</p> <p>Artist: Renzo Piano</p>	<p>Painting (pattern, repetition, clean lines)</p> <p>Using knowledge of animals based in Africa to create a painting to include an animal and apply colour mixing</p> <p>Artist/style: Tinga Tinga</p>	<p>Drawing (pastels): Using pastel and pencil to draw forms of transport e.g smudging for smoke on steam train</p> <p>Artist: LS Lowry</p>

Art and Design: Example

	Autumn	Spring	Summer
Year 5	<p>Sculpture (paper): Use paper/card to create 3D flowers</p> <p>Artist: Local</p>	<p>Printing (relief and impressed): Create an Islamic style tile that includes a relief and a impressed element</p> <p>Artist Art style: Islamic</p>	<p>Drawing (tone, texture, pattern, shape): Sketching rocks and fossils</p> <p>Artist: Mary Anning</p>
Year 6	<p>Sculpture (3D natural materials) Use of natural materials linked to holiday resort to create a temporary sculpture in the artist style</p> <p>Artist: Andy Goldsworthy)</p>	<p>Drawing (pencil, human shape and movement): Draw human form to show movement linked to Olympic sports. Use sketch mannequins.</p> <p>Artist: Robert Delaunay: L'Equipe de Cardiff (sketches)</p>	<p>Painting (watercolour and textural effects) The Wave and Mount Fuji – repeated pattern to represent waves and trees</p> <p>Artist: Katsushika Hokusai</p>

Long-term overview for Art

YEAR 3

Use clay to create tiles for a collaborative focus on a local street

Make 2D sketches of some of the houses in a local street

Roll clay to a given depth

Using the sketch of the houses, mark the clay to create a 2D house front

Paint the clay tile when dry

3D/ Sculpture

- Manipulate materials in a variety of ways, e.g., rolling, cut, kneading and shape

Painting

- Mix paint to create a secondary colour
- Use of different brush sizes to apply paint
- Have awareness of the variety of colour in the environment

Sketchbook

- Use a sketchbook to gather and collect ideas about house fronts

Long-term overview for Art

YEAR 3

Create close observational drawings of plants

Use sketchbook to record close observations of different plants

Look at a famous artist's interpretation of a range of plants, including Marco Mazzoni. Continue using sketchbooks to record ideas

Using at least three types of pencils, start to create own sketches giving particular attention to the petals

Consider the use of tone and think of how the first attempt could be improved

Drawing

- Introduce the pencils: HB, 4B and 8B to explore light and dark and lines of different thickness
- Begin to explore the use of line, shape, texture and colour
- Investigate tones
- Draw light and dark lines

Famous Artists

- Describe what can be seen and give an opinion about the work of an artist
- Ask questions about a piece of art

Sketchbook

- Use a sketchbook to gather and collect ideas about house fronts

Long-term overview for Art

YEAR 3

Create the colours that a beach and the sea would remind you of

Research the work of the artist Mondrian and use sketchbook to replicate his style

Visit a seaside resort and take sketchbooks and paints along to capture the various colours

Using Mondrian's style, create a piece of art that captures the colours of the seaside resort visited

Adapt Mondrian's work so as to create clear lines between the rock, beach and waves

Mix colours carefully so as to capture the contrast between each section

Drawing

- Begin to explore the use of line, shape, texture and colour
- Investigate tones
- Draw light and dark lines

Painting

- Mix paint to create a secondary colour
- Start experimenting with different tones
- Use of different brush sizes and types
- Use different ways to apply paint (brush, hands, fingers, spatula)
- Experiment with different textures (sand, sand sawdust, glue with paint)
- Know primary colours
- Have awareness of the variety of colour in the environment

Sketchbook

- Use a sketchbook to gather and collect ideas about house fronts

Long-term overview for Art

YEAR 4

Using clay, create an individual 3D structure of the Shard

Research the work of Renzo Piano and use your sketchbook to capture his ideas

Look at a variety of tall buildings in London. Look carefully at each building and decide which one to use. Make sketches of the chosen building

Roll clay and cut to shape, use correct joining method with slip to link parts together

Once the structure has been created, add the final touches to the model and consider how to improve it.

3D/ Sculpture

- Join two pieces of clay by roughing both surfaces
- Make an objects out of malleable material for a purpose, e.g., pot or tile

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.
- Add 2H to the range of pencils they use regularly
- Draw from own observations showing increasing accuracy

Sketchbook

- Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations

Long-term overview for Art

YEAR 4

Capture the colour and postures of wild African animals

Research the work of Tinga Tinga and use sketchbooks to capture some ideas

Using sketching pencils, in sketchbooks have first go at creating the chosen animal

Consider the colours associated with chosen animal and mix colours accordingly

Create an outline with chalk or pastel and then use the full range of paints created to finish the art work

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.
- Add 2H to the range of pencils they use regularly
- Draw from own observations showing increasing accuracy

Painting

- Continue to use different brush sizes and types
- Know how to achieve tints by adding white.
- Know how to achieve black by adding black or darker colours
- Know how to mix secondary colours and name them
- Know how to mix paint to achieve brown
- Explore wash, strokes. Layers, blending, splash and dip techniques
- Use paint to create pattern and repetition and to add detail and sharp lines

Sketchbook

- Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations

Long-term overview for Art

YEAR 4

Using pastels, chalk and pencil capture transport through the ages

Use the paintings of LS Lowry as a starting inspiration

Research LS Lowry work and then use sketchbooks to create a smoky atmosphere

Decide on the mode of transport to be focused on and use sketchbook to trial some drawings

Experiment with chalks, pastels and pencils to create a smoky effect

Create the final piece using the transport chosen and the smoky effect

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, oil pastels, felt tips, chalk and charcoal.
- Add 2H to the range of pencils they use regularly
- Draw from own observations showing increasing accuracy

Famous Artist

- Suggest how artists have used colour, pattern and shape
- Know how to create a piece of art in response to the work of a well-known artist

Sketchbook

- Develop and record their ideas through painting, drawing and sculpture in response to first-hand observations

Long-term overview for Art

YEAR 5

Sculpture 3D flowers from paper and card

Look at a collection of paper flowers and use your sketchbooks to capture some ideas

Use the ideas introduced by a local artist or use the internet for a tutorial

Make an initial sketch of flower/s in sketchbook

Chose the resources to use carefully and create tints in the paper, if needed with felt pens or paint

Create the final sculpture

Drawing

- Use a wide range of drawing implements, to include chalk pastels and inks
- Create tone and texture and different forms and shapes, pattern and colour

3D/ Sculpture

- Shape, form, model and construct malleable and rigid materials
- Join clay adequately
- Use a coiled method to create clay sculpture
- Paper sculptures

Sketchbook

- Create a sketch collection in books to record their observations
- Use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading

Long-term overview for Art

YEAR 5

Create an Islamic style printing tile

Research Islamic art and copy some ideas into your sketchbook before creating own

Ensure own tile has a strong resemblance to Islamic art, especially in relation to pattern

Create an initial sketch in sketchbook

Use happy, create a print of the tile that has the main aspects seen in Islamic art

Drawing

- Use a wide range of drawing implements, to include chalk pastels and inks
- Create tone and texture and different forms and shapes, pattern and colour

Printing

- Create printing blocks using a relief or impressed method
- Lift an impression or print from a textured or incised surface, using a stamp or block and water based printing ink and prepared surfaces

Sketchbook

- Create a sketch collection in books to record their observations
- Use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading

Long-term overview for Art

YEAR 5

Use a view-finder to sketch some fossils and rocks

Look at rocks and fossils under a microscope or a lens and sketch out some ideas in your sketchbooks

Research the work of Mary Anning and add to your ideas in your sketchbooks

Using the view-finder, focus on a small part of the rock or fossil and use an appropriate sketching tool to capture what can be seen

Develop the full sketch taking care not to lose the detail that was apparent in the smaller sketch

Drawing

- Use a wide range of drawing implements, to include chalk pastels and inks
- Continue to experiment with the different grades of pencils that they are already familiar with
- Create tone and texture and different forms and shapes, pattern and colour
- Know how to show facial expression in art
- Use different grades of pencils to shade, show tone and textures

Sketchbook

- Create a sketch collection in books to record their observations
- Use sketchbooks to review and revisit ideas, e.g., line, tone texture and shading

Long-term overview for Art

YEAR 6

Create a temporary sculpture to remind you of a place you have visited or studied

Research the work of Andy Goldsworthy and sketch out some ideas in your sketchbooks

Collect some natural items with a view of using them in your sculpture

Arrange the natural items in such a way as to create a memory of an environment being focused on

Take a photograph of the sculpture and then dismantle and start again

Drawing

- Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil
- Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching

3D/ Sculpture

- Know how to sculpt malleable and mouldable materials with more accuracy
- Select and arrange 3D materials to convey feelings, expression and movement when creating sculpture

Sketchbook

- Use journals to collect and record visual information, textiles, patterns from different sources
- Annotate work in journals
- Use collage as a means of collecting ideas and information and building a visual vocabulary

Long-term overview for Art

YEAR 6

Draw human form to show movement linked to Olympic sports

Watch a film of athletes running and then consider proportion (how many heads to the rest of your body, etc).

Research the work of Robert Delaunay and L'Equipe de Cardiff

Use your sketchbooks to ensure that you have proportion correct

Use sketch mannequins to help you capture different poses

Create sketches of an athlete in three different positions

Drawing

- Make marks and lines with a wide range of drawing implements for form and shape with more accuracy, including charcoal, crayon, chalk pastels and different grades of pencil
- Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching

Sketchbook

- Use journals to collect and record visual information, textiles, patterns from different sources
- Annotate work in journals
- Use collage as a means of collecting ideas and information and building a visual vocabulary

Long-term overview for Art

YEAR 6

Use watercolours to capture the force of the waves or the swaying of the trees

Watch some internet clips for a tutorial on using watercolours

Research the work of artists like Katsushika Hokusai

Use your sketchbooks to practise some ideas with watercolours

Decide whether to focus on waves or trees and try out a few ideas in sketchbooks

Aim to create a final piece showing good use of water colour and capturing force

Drawing

- Sketch collection of observational and imagined drawings and ideas using line, tone, texture pattern, shading, hatching and cross hatching

Painting

- Apply different effects and textures, including blocking in colour, washes, thickened paint and creating textural effects
- Mix and use tints, tones, hue and shades
- Use colour to reflect mood
- Show facial expressions and body language in painting and sketches
- Introduce water colour and spend time knowing how to create effects with water colour

Sketchbook

- Use journals to collect and record visual information, textiles, patterns from different sources
- Annotate work in journals
- Use collage as a means of collecting ideas and information and building a visual vocabulary