

Subject Termly Overview - Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p><b>Drawing-</b> Natural and man-made patterns (Leaf and natural art to represent the weather <b>Colour-</b> Mixing a variety of colours (Painting weather pictures)</p> <p><b>Drawing</b> – Observe and draw given objects (Observational drawing of toys).</p>	<p><b>Drawing</b> - Sketching of African animals Skills- Use a variety of drawing tools, discuss use of shadows, light and dark, Natural patterns,</p> <p><b>Gakonga Art-</b> Art in response to work of another artist Skills- know primary colours, to link colours by objects, to make tones of one colour and darken colours using black.</p> <p><b>Texture-</b> To use tie dying batik to create African inspired patterns.</p> <p>To use vocabulary such as: primary, shadow, colour, pattern, tone, etc</p> <p><b>Form-</b> Collages of houses in the blaze (to form part of a whole class display)</p> <p>To use vocabulary such as: collage, construct, materials, etc</p>	<p><b>Texture</b> – To use plaster to create a death mask. - Use clay to create and represent Egyptian ‘Nemes’ and amulets.</p> <p><b>Form</b> – To use materials (mod roc) to construct a model of a canopic jar showing an awareness of shape.</p> <p><b>Colour</b> – To design an Egyptian coffin using colours that have been mixed and applied with an appropriate brush size.</p> <p>To use words and phrases such as: brush, plaster, colour, materials, mixing, primary colours, secondary colours.</p>	<p><b>Colour</b> – Use colour to reflect mood. SEAL art work linked to feelings.</p> <p><b>Texture</b> - Using clay to create and represent, using increasing accuracy. Make Roman pots.</p> <p><b>Drawing</b> - Create accurate drawings of whole people, including proportion and placement - Boudicca</p> <p>Pattern work – print blocks/ink Roman mosaics</p>	<p><b>Drawing</b> - Nelithic Symbols, Patterns, Carvings <i>-Effectively use light and dark in sketches</i> <i>-Use a variety of textures</i> <i>-Whilst drawing, interpret the texture of the object drawn – (Smooth, rough)</i> <i>-Produce increasing accurate drawings of people</i> <i>-Considering concept of perspective</i></p> <p><b>Texture</b> - Clay – Stone Henge <b>Texture</b> - 3D – Hill Forts <i>-To use materials to construct a model, with increasing awareness of shape and scale</i></p>	<p><b>Drawing</b> - Drawing – Standalone – portrait pictures To effectively use light and dark sketches To produce increasingly accurate drawings of people</p> <p><b>Drawing</b> – Vincent Van-Gogh – Boots To effectively use light and dark sketches To interpret the texture of an object (rough/smooth)</p> <p><b>Colour</b> – Blitz artwork To use tint, tones, shades and mood To explore the use of texture in colour To select suitable equipment for a given task</p>
<b>Spring</b>	<p><b>Drawing</b> –</p> <p><b>Colour-</b> Using primary colours -Name all the colours (Kandinsky Circle Art)</p> <p>Applying colour with a range of tools (Creating pet rocks)</p> <p><b>Texture:</b> Collage using a range of materials (Plant collage pictures) Overlapping and overlaying to create effects (Arcimboldo portrait flower art)</p> <p><b>Drawing:</b> Observe patterns (Vegetable printing) Leaf art pictures Mandala symmetry</p> <p><b>Colour:</b> Applying colour with a range of tools (Impasto painting style Sunflowers)</p>	<p><b>Drawing/Colour-</b> Create our own portraits in the styles for the Tudors- consider work on Hans Holbein (royal portrait artist) dress, etc Skills- Use a variety of drawing tools, discuss use of shadows, light and dark, Observe and draw anatomy</p> <p><b>William Morris-</b> Create wallpaper for a Victorian stately home in the style of William Morris. Skills- patterns (folding, repeating, overlapping, etc) and to make tones of one colour adding white.</p> <p>To use vocabulary such as: recreate, style of, portrait, anatomy, patterns, etc</p>	<p><b>Drawing</b> – To use sketching pencils to draw mining artefacts. - Use close observation to draw still life objects from the mines. - To observe and draw more accurate anatomy (focus on faces) when looking at Bevin Boy drawings.</p> <p><b>Colour</b> – To use different techniques to create Bevin boy style paintings. Look at the work of the <b>artist Tom Holloway</b>. - To use colour mixing and different brushes to create a sunset/silhouette of a mining headframe.</p> <p>To use words and phrases such as: sketch, shading, portrait, mix, colour, and silhouette.</p>	<p><b>Texture</b> - Use large eyed needles progressing to smaller eyed needles to complete a running stitches and explore other simple stitches. Bookmark samplers.</p> <p><b>Colour</b> - Colour mixing and matching – tint, tone, shade. -To be able to select suitable equipment for a given task.</p> <p><b>Drawing</b> - Identify and draw the effect of light and dark on given area -Draw to scale and in proportion -Work on a variety of scales (sizes) Fruit paintings Water cycle paintings.</p>	<p><b>Form</b> – Mayan Event Masks <i>-To use the technique of weaving (Baskets)</i> <i>-Using clay to create and represent, using increasing accuracy, selecting own tools required</i></p> <p><b>Texture</b> - Weaving Baskets <i>-To use materials to construct a model, with increasing awareness of shape and scale</i></p>	<p><b>Colour – Inuit Artwork</b> -To use - tint, tone, shades and mood -Explore the use of texture in colour -To be able to select suitable equipment for a given task</p> <p><b>Texture - animals</b> -Using clay to create and represent, using increasing accuracy, selecting own tools required</p>

<p><b>Summer</b></p>	<p><b>Texture:</b> Use clay to represent (Clay slab house template)</p> <p><b>Drawing:</b> Use a variety of drawing tools (Map sketching) Natural and man-made patterns (Recording rubbings on buildings)</p> <p><b>Drawing:</b> Natural and man-made patterns (Andy Goldsworthy Art)</p> <p><b>Form:</b> To use materials to construct a model (Shoe box castles)</p> <p><b>Colour:</b> Mixing a variety of colours (Art Water colour Castles) Bayeux Tapestry</p>	<p><b>Drawing and colour-</b> Art in the style of Lowri, based on his At the Seaside picture. Skills- Use a variety of drawing tools, discuss use of shadows, light and dark, darken and lighten colours</p> <p><b>Drawing-</b> To observe and draw landscapes (seaside trip)</p> <p><b>Texture-</b> To use clay to represent seaside creatures.</p> <p>To use vocabulary such as: shadow, lighten, materials, tools, etc</p>	<p><b>Drawing</b> – To observe and draw anatomy – face and body art of indigenous tribes.</p> <p><b>Colour</b> – To use paints and colour to create Ebru water marbling art and wall paintings (Shamanic).</p> <p><b>Form</b> – To use materials to construct a model of a rainforest animal with awareness of shape and scale.</p> <p>To use words and phrases such as: sketch, shading, portrait, mix, colour, marbling, model, sculpt.</p>	<p><b>Form</b> - To use materials to construct a model, with increasing awareness of shape and scale. Make a 3D paper sculpture head of a Greek god/goddess.</p> <p>Greek Art</p>	<p><b>Drawing</b> – Sketching Bodies/people of Pompeii <i>-Effectively use light and dark in sketches</i> <i>-Use a variety of textures</i> <i>-Whilst drawing, interpret the texture of the object drawn – (Smooth, rough)</i> <i>-Produce increasing accurate drawings of people</i> <i>-Considering concept of perspective</i></p> <p><b>Colour</b> – Volcano paintings using texture in colour &amp; create mood <i>-To use - tint, tone, shades and mood</i> <i>-Explore the use of texture in colour</i> <i>-To be able to select suitable equipment for a given task</i></p>	<p><b>Texture</b> -Collage, working collaboratively on a larger scale</p> <p><b>Form</b> -To use materials to construct a model, with increasing awareness of shape and scale</p>
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