



Whole School Art and Design Overview

Class	Year A	Year B
Holly Berries	Drawing Techniques	
	<p>What makes a sculpture super? Use a range of materials to create sculptures inspired by famous works of art. Marc Quinn, Brendan Jamison</p> <p>What do you see when you look at your face in the mirror? Learning about portraits and use of different materials and techniques when making their own. Andy Warhol, Giuseppe Arcimboldo</p>	<p>Are landscapes empty and cityscapes full? Learning about the bright colours and bold brushstrokes used by the Impressionists. Making paintings, drawings and mosaic art, inspired by Impressionist painters. Claude Monet, Vincent Van Gogh, Pierre-Auguste Renoir</p> <p>How can we use nature in art? Learning about different techniques using natural materials; model making, observational drawing before creating a multi-media collage. (China – cherry blossom pictures, Willow pattern plate) Andy Goldsworthy</p>
Chestnut	Drawing Techniques	
	<p>Do plants and insects belong in art? Colour mixing (tints, shades and tones of colour), careful observational drawings. Rosalind Monks, Lucy Arnold, Carol Sharp (photography of plants)</p> <p>What can we learn from art work from the past? Cave drawings, hieroglyphics. Can dots be powerful?</p>	<p>Pointillism Georges Seurat</p> <p>Are patterns all around us? Creating own patterns in a variety of contexts using stencils, printing and digital technology. Wassily Kandinsky, Thaneeya McArdle</p>
Maple	Drawing Techniques	
	<p>Could art have been used as a weapon in WW1? Propaganda art and the impact of the war. Paul Nash</p> <p>What do you see when you look at your face in the mirror? Learning about portraits and use of different materials and techniques when making their own. Pablo Picasso, Frida Kahlo Can art play tricks on your mind?</p>	<p>Looking at optical illusions in art. Bridget Riley, M.C Escher</p> <p>Can a pot tell a story? Paintings of Greek pottery, clay work</p>

Holly Berries	
Year A	Year B
Drawing Techniques	
<p>What makes a sculpture super? Use a range of materials to create sculptures inspired by famous works of art. Marc Quinn, Brendan Jamison</p> <p>How can we use nature in art? Learning about different techniques using natural materials; model making, observational drawing before creating a multi-media collage. (China – cherry blossom pictures, Willow pattern plate) Andy Goldsworthy</p>	<p>Are landscapes empty and cityscapes full? Learning about the bright colours and bold brushstrokes used by the Impressionists. Making paintings, drawings and mosaic art, inspired by Impressionist painters. Claude Monet, Vincent Van Gogh, Pierre-Auguste Renoir</p> <p>What do you see when you look at your face in the mirror? Learning about portraits and use of different materials and techniques when making their own. Andy Warhol, Giuseppe Arcimboldo</p>
Knowledge	
<p>Children 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, making links to their own work. 	
Skills	
<p>Developing Ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop 	
Mastering Techniques	
<p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Draw carefully in line from observation, recording shapes with some care. 	<p>Painting</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary.
<p>Collage</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<p>Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials.
<p>Print</p> <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment e.g. wallpaper. Use objects to create prints e.g. fruits, 	<p>Textiles</p> <ul style="list-style-type: none"> Join materials using glue.

vegetables, sponges.

Digital Media

- Use a wide range of tools to create different textures, lines, tones, colours and shapes.

Taking Inspiration from the Greats (Classic and Modern)

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Chestnut	
Year A	Year B
Drawing Techniques	
<p>Do plants and insects belong in art? Colour mixing (tints, shades and tones of colour), careful observational drawings. <i>Rosalind Monks, Lucy Arnold, Carol Sharp (photography of plants)</i></p> <p>What can we learn from art work from the past? Cave drawings, hieroglyphics.</p>	<p>Can dots be powerful? Pointillism <i>Georges Seurat</i></p> <p>Are patterns all around us? Creating own patterns in a variety of contexts using stencils, printing and digital technology. <i>Wassily Kandinsky, Thaneeya McArdle</i></p>
Knowledge	
<p>Children should be taught to 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. They should also be taught:</p> <ul style="list-style-type: none"> 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 e.g. pencil, charcoal, paint and clay. about great artists, architects and designers in history. 	
Skills	
<p>Developing Ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artwork using visual language. 	
Mastering Techniques	
<p>Drawing</p> <ul style="list-style-type: none"> Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate on ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use cross hatching to show tone and texture. Draw familiar things from different viewpoints. 	<p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques, using thick and thin brushes to produce shapes, textures and lines. Mix colours effectively. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Create a colour palette based upon colours observed in the natural or built world
<p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<p>Print</p> <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks Make precise repeating patterns.
<p>Digital Media</p> <ul style="list-style-type: none"> Create images and explain why they were created. 	
Taking Inspiration from the Greats (Classic and Modern)	

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

Maple					
Year A	Year B				
Drawing Techniques					
<p>Could art have been used as a weapon in WW1? Propaganda art and the impact of the war. Paul Nash</p> <p>What do you see when you look at your face in the mirror? Learning about portraits and use of different materials and techniques when making their own. Pablo Picasso, Frida Kahlo</p>	<p>Can art play tricks on your mind? Looking at optical illusions in art. Bridget Riley, M.C Escher</p> <p>Can a pot tell a story? Paintings of Greek pottery, clay work</p>				
Knowledge					
<p>Children should be taught to 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. They should also be taught:</p> <ul style="list-style-type: none"> 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 e.g. pencil, charcoal, paint and clay. <p>about great artists, architects and designers in history.</p>					
Skills					
<p>Developing Ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 					
<p>Mastering Techniques</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects, e.g. reflections, shadows, direction of sunlight. Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work e.g. realistic or impressionistic. Use lines to represent movement. </td> <td style="width: 50%; vertical-align: top;"> <p>Painting</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine light and colour. Use the qualities of watercolours and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece, Develop a personal style of painting, drawing upon ideas from other artists. </td> </tr> <tr> <td colspan="2" style="vertical-align: top;"> <p>Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. </td> </tr> </table>		<p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects, e.g. reflections, shadows, direction of sunlight. Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work e.g. realistic or impressionistic. Use lines to represent movement. 	<p>Painting</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine light and colour. Use the qualities of watercolours and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece, Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. 	
<p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects, e.g. reflections, shadows, direction of sunlight. Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work e.g. realistic or impressionistic. Use lines to represent movement. 	<p>Painting</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine light and colour. Use the qualities of watercolours and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece, Develop a personal style of painting, drawing upon ideas from other artists. 				
<p>Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. 					
<p>Taking Inspiration from the Greats (Classic and Modern)</p> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential both in society and to other artists. Create original pieces that show a range of influences and style 					

