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| **College Town Primary School - Art Yearly Overview** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Clay Dinosaurs**  Use artwork to record ideas, observations and experiences  Experiment with different materials to design and make products  Explain what he/she likes about the work of others  Know the names of tools, techniques and elements that he/she uses |  | **Great Fire of London**  Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.  Explore mark-making using a variety of tools  Make marks in print using found objects and basic tools and use these to create repeating patterns |  |  | **Ten Pieces Project**  Use artwork to record ideas, observations and experiences  Explain what he/she likes about the work of others  Know the names of tools, techniques and elements that he/she uses  Make marks in print using found objects and basic tools and use these to create repeating patterns |
| **Year 2** |  | **Vincent Van Gogh – Starry Night**  Know that different artistic works are made by craftspeople from different cultures and times  Experiment with tones using pencils, chalk or charcoal  Represent things observed, remembered or imagined using colour/tools |  | **William Morris – Printing and making patterns**  Give reasons for his/her preferences when looking at art/craft or design work  Know that different artistic works are made by craftspeople from different cultures and times  Experiment with basic tools on rigid and flexible materials  Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings  Develop techniques to join fabrics and apply decorations such as a running or over stitch |  | **Ten Pieces Project**  Try out different activities and make sensible choices about what to do next  Select particular techniques to create a chosen product and develop some care and control over materials and their use  Experiment with tones using pencils, chalk or charcoal  Represent things observed, remembered or imagined using colour/tools  He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials. |
| **Year 3** |  | **Greek Pottery**  Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.  Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.  Explain what he/she likes or dislikes about their work.  Know about some of the great artists, architects and designers in history and describe their work.  Explore shading, using different media.  Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.  Compare and recreate form of natural and manmade objects.  He/she is able to create a collage using overlapping and layering.  Create printing blocks using relief or impressed techniques.  Add detail to work using different types of stitch, including cross-stitch. | **Cave Paintings**  Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.  Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.  Explain what he/she likes or dislikes about their work.  Know about some of the great artists, architects and designers in history and describe their work.  Explore shading, using different media.  Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.  Compare and recreate form of natural and manmade objects.  He/she is able to create a collage using overlapping and layering.  Create printing blocks using relief or impressed techniques.  Add detail to work using different types of stitch, including cross-stitch. |  | **Ancient Egyptian Art**  Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.  Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.  Explain what he/she likes or dislikes about their work.  Know about some of the great artists, architects and designers in history and describe their work.  Explore shading, using different media.  Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.  Compare and recreate form of natural and manmade objects.  He/she is able to create a collage using overlapping and layering.  Create printing blocks using relief or impressed techniques.  Add detail to work using different types of stitch, including cross-stitch. |  |
| **Year 4** |  | **Roman Pottery and Mosaics**  Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.  Use taught technical skills to adapt and improve his/her work.  Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.  Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.  Draws familiar objects with correct proportions.  Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.  Plan a sculpture through drawing and other preparatory work.  Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. | **Anglo Saxon Shields and Helmets**  Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.  Use taught technical skills to adapt and improve his/her work.  Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.  Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.  Draws familiar objects with correct proportions.  Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.  Plan a sculpture through drawing and other preparatory work.  Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques |  | **Tudor Portraits and Cross Stitch**  Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.  Use taught technical skills to adapt and improve his/her work.  Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.  Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.  Draws familiar objects with correct proportions.  Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.  Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.  Print on fabrics using tie-dyes or batik. |  |
| **Year 5** | **Portraits – In the style from the Stuarts Era**  Develop different ideas which can be used and explain his/her choices for the materials and techniques used.  Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.  Evaluate his/her work against their intended outcome.  Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.  Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.  Mix colours to express mood, divide foreground from background or demonstrate tones.  Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.  Experiment with using layers and overlays to create new colours/textures.  Return to work over longer periods of time and use a widerrange of materials. |  | **Street Art**  Develop different ideas which can be used and explain his/her choices for the materials and techniques used.  Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.  Evaluate his/her work against their intended outcome.  Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.  Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.  Mix colours to express mood, divide foreground from background or demonstrate tones.  Develop skills in using clay including slabs, coils and slips.  Experiment with using layers and overlays to create new colours/textures.  Return to work over longer periods of time and use a widerrange of materials. | **Local Area Drawings**  Develop different ideas which can be used and explain his/her choices for the materials and techniques used.  Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.  Evaluate his/her work against their intended outcome.  Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.  Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.  Mix colours to express mood, divide foreground from background or demonstrate tones.  Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.  Experiment with using layers and overlays to create new colours/textures.  Return to work over longer periods of time and use a widerrange of materials. |  |  |
| **Year 6** | **Draw and create in the style of Henry Moore & L.S Lowry**  Select ideas based on first hand observations, experience or imagination and develop these through open ended research.  Refine his/her use of learnt techniques.  Adapt his/her own final work following feedback or discussion based on their preparatory ideas.  Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.  Explain and justify preferences towards different styles and artists.  Begin to develop an awareness of composition, scale and proportion in their work.  Use simple perspective in their work using a single focal point and horizon.  Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.  Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.  Follow a design brief to achieve an effect for a particular function. |  | **Andy Warhol – Volcano Drawing**  Select ideas based on first hand observations, experience or imagination and develop these through open ended research.  Refine his/her use of learnt techniques.  Adapt his/her own final work following feedback or discussion based on their preparatory ideas.  Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.  Explain and justify preferences towards different styles and artists.  Begin to develop an awareness of composition, scale and proportion in their work.  Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.  Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.  Follow a design brief to achieve an effect for a particular function. |  | **Optical Illusion (SATS Week)**  Select ideas based on first hand observations, experience or imagination and develop these through open ended research.  Refine his/her use of learnt techniques.  Adapt his/her own final work following feedback or discussion based on their preparatory ideas.  Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.  Explain and justify preferences towards different styles and artists.  Begin to develop an awareness of composition, scale and proportion in their work.  Use simple perspective in their work using a single focal point and horizon.  Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.  Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.  Create intricate printing patterns by simplifying and modifying sketchbook designs.  Follow a design brief to achieve an effect for a particular function. |  |