

Art overview			
	AUTUMN	SPRING	SUMMER
YEAR R	<ul style="list-style-type: none"> I can explore, use and refine a variety of artistic effects to express their ideas and feelings. I know how to create collaboratively, sharing ideas, resources, and skills. <p>Artist Focus: Mondrian</p> <ul style="list-style-type: none"> I know how to create collaboratively, sharing ideas, resources and skills. <p>Artist Focus: Andy Goldsworthy</p>	<ul style="list-style-type: none"> I can create collaboratively, sharing ideas, resources and skills. I can explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Artist Focus: Kandinsky</p> <ul style="list-style-type: none"> I can return to and build on my previous learning, refining ideas and developing my ability to represent them. <p>Artist Focus: Van Gogh</p>	<ul style="list-style-type: none"> I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can explore, use and refine a variety of artistic effects to express my ideas and feelings. <p>Artist Focus: Banksy</p> <ul style="list-style-type: none"> I can return to and build on my previous learning, refining ideas and developing my ability to represent them. <p>Artist Focus: Picasso /Quentin Blake</p>
	AUTUMN	SPRING	SUMMER
YEAR 1	<p>What would our ancestors think of Southsea today?</p> <p>Drawing and painting</p> <p>Final outcome: Layered townscape based on L.S Lowry's work</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Recognise the lines of a drawing establish its form; begin to colour own work neatly, staying within the form lines. Show different tones by using appropriate coloured pencils. 	<p>Textiles</p> <p>Final outcome: Textile animals</p> <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. Create and use dyes i.e. onion skins, tea, coffee. <p>Collage</p> <ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, cut or torn magazines that are glued. Sort, arrange, glue materials to diff backgrounds. Mix materials to create texture. 	<p>Printing and Collage</p> <p>Final outcome: Plants</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pens, sponge, fruit vegetables. Press, roll, rub and stamp to make prints. Begin to use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). <p>Collage</p> <ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, cut or torn magazines that are glued.

<ul style="list-style-type: none"> • Draw on different surfaces with a range of media (pencils, rubbers, crayons, pastels, felt-tips, charcoal, ballpoints, chalk). <p>Design and develop ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points, asking and answering questions. • Explore ideas and collect visual information, investigating possibilities of a range of materials and processes. • Begin to understand & use the visual and tactile elements and associated terminology: <ul style="list-style-type: none"> • Colour, Line, Tone, Form <p><i>Draw people and animals with recognisable forms and begin to include clear facial features.</i></p> <p><i>Buildings with recognisable windows/doors</i></p>	<p>Design and develop ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points, asking and answering questions. • Explore ideas and collect visual information, investigating possibilities of a range of materials and processes. • Explore different methods and materials as ideas develop. • Begin to understand & use the visual and tactile elements and associated terminology: <ul style="list-style-type: none"> • Colour, Texture, Form • Review what they and others have done, identifying what they might change <p><u>Artist focus:</u> Karen Nicol (textiles)</p>	<ul style="list-style-type: none"> • Sort, arrange, glue materials to different backgrounds. • Mix materials to create texture. <p>Design and develop ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points, asking and answering questions. • Explore ideas and collect visual information, investigating possibilities of a range of materials and processes. • Explore different methods and materials as ideas develop. • Begin to understand & use the visual and tactile elements and associated terminology: <ul style="list-style-type: none"> • Colour, Pattern, Line, Texture, Form <p>Review what they and others have done, identifying what they might change</p>
<p>Design and develop ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points, asking and answering questions. • Explore ideas and collect visual information, investigating possibilities of a range of materials and processes. • Explore different methods and materials as ideas develop. • Begin to understand & use the visual and tactile elements and associated terminology: Colour, Pattern, Shade, Line, Tone, Texture, Form, Shade • Review what they and others have done, identifying what they might change <p>Make: a key strand of all good art, craft and design education will be to help pupils to make their own work and to use materials and techniques purposefully. To support learning in this key strand pupils should:</p> <ul style="list-style-type: none"> • respond thoughtfully and act with purpose to develop skills, selecting and controlling suitable tools and systems with increasing proficiency to achieve the intended outcome. <p>Evaluate: A key strand of all good art, craft and design education is to help pupils evaluate, understand and improve their work. To support their learning in this key strand pupils should:</p> <ul style="list-style-type: none"> • review, think about and discuss their own work and the work of others, develop a critical and technical vocabulary relevant to art, craft and design and to the creative, media and design industries and the museum and gallery sector 		

	<ul style="list-style-type: none"> become visually perceptive and visually literate through looking, thinking, recognising, interpreting and understanding art, craft and design as a medium of communication and meaning which uses visual symbols and icon 		
<p>YEAR 2</p>	<p>What can we learn from our mistakes? Great Fire of London</p> <p>Drawing and collage Final outcome: Sketch of a tudor house with charcoal and use of pastels for fire</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness depending on the need of the drawing. Control the types of marks made with the range of media. Recognise the lines of a drawing establish its form; usually colour own work neatly, staying within the lines. Draw on different surfaces with a range of media (pencils, rubbers crayons, pastels, felt-tips, charcoal, ballpoints, chalk). Begin to show pattern and texture by adding dots and lines. <p>Painting</p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Create colour wheels. <p>Collage</p> <ul style="list-style-type: none"> Sort/ group materials for different purposes e.g. colour, texture. Fold, crumple, tear and overlap papers. Create, select and use textured paper as appropriate to a theme 	<p>Painting and Printing Final outcome: Sea life - scape scene using painting and printing</p> <p>Jenny Berry sealife artist (switch topics or switch art and DT)</p> <p>Painting</p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Create colour wheels. <p>Colour</p> <ul style="list-style-type: none"> Mix primary shades and tones with a range of mediums. Know which primary colours make secondary colours. Collect, sort name match colours appropriate for the image. <p>Printing</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pens, sponge, fruit vegetables. Press, roll, rub and stamp to make prints. Use repeating or overlapping shapes - design own patterns for this. Mimic print from the environment (e.g. wallpapers). Imprint onto malleable materials such as clay or dough. <p>Artist focus: Jenny Berry (Marine life artist)</p>	<p>Sculpture Final outcome: Clay Mary Rose bodies added to with straws/matchsticks and fabric for the masts and sails</p>

	<p>Design and develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points, asking and answering questions. Explore ideas and collect visual information, investigating possibilities of a range of materials and processes. Explore different methods and materials as ideas develop. Begin to understand & use the visual and tactile elements and associated terminology: Colour, Pattern, Shade, Line, Tone, Texture, Form, Shade Review what they and others have done, identifying what they might change <p>Make: a key strand of all good art, craft and design education will be to help pupils to make their own work and to use materials and techniques purposefully. To support learning in this key strand pupils should:</p> <ul style="list-style-type: none"> respond thoughtfully and act with purpose to develop skills, selecting and controlling suitable tools and systems with increasing proficiency to achieve the intended outcome. <p>Evaluate: A key strand of all good art, craft and design education is to help pupils evaluate, understand and improve their work. To support their learning in this key strand pupils should:</p> <ul style="list-style-type: none"> review, think about and discuss their own work and the work of others, develop a critical and technical vocabulary relevant to art, craft and design and to the creative, media and design industries and the museum and gallery sector become visually perceptive and visually literate through looking, thinking, recognising, interpreting and understanding art, craft and design as a medium of communication and meaning which uses visual symbols and icon 		
YEAR 3	<p>Drawing How can we let people know about the past? Final outcome: Sketch the face of an evacuee</p> <p>Drawing</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to recognise when to sketch lightly to avoid the need for erasing. Begin to use shading to show light and shadow. Begin to show awareness of objects having a third dimension. 	<p>Collage and Sculpture Final outcome: Mosaics on clay</p> <p>Collage</p> <ul style="list-style-type: none"> Begin to select and arrange materials for a striking effect. Begin to consider precision for effect. Use coiling, overlapping, tessellation, mosaic and montage. Begin to work on different scales. <p>Sculpture</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Combine shapes to create recognisable forms -from nets or solid materials. Create surface patterns/ textures in a malleable material. Join clay more effectively. 	<p>Drawing and Painting Final outcome: Sketch of a pyramid, on location</p> <p>Drawing</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to recognise when to sketch lightly to avoid the need for erasing. Begin to use shading to show light and shadow. Begin to show awareness of objects having a third dimension. <p>Painting</p> <ul style="list-style-type: none"> Combine type/ thickness of brush with type/thickness of paint to create desired effect.

			<ul style="list-style-type: none"> • Use water colour to produce washes for backgrounds, then add detail. • Begin to experiment with paint effects; blocking, colour washes, thickened paint to create textural effects. • Experiment with creating mood with colour. <p>Colour</p> <ul style="list-style-type: none"> • Mix colours using a range of mediums - know which primary colours make secondary colours, secondary to make tertiary colours. • Match colours to those in the natural/man made world. • Comment on the effect of colour mixing using different mediums.
	<p>Design and develop ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum, keeping a journal where inspiration is developed to encourage ongoing creativity. • Collect information, sketches and resources in a personal journal. • Adapt annotate and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks (theirs, peers and Masters) using visual language. • Continue to understand & use the visual and tactile elements and associated terminology <p>Make: a key strand of all good art, craft and design education will be to help pupils to make their own work and to use materials and techniques purposefully. To support learning in this key strand pupils should:</p> <ul style="list-style-type: none"> • respond thoughtfully and act with purpose to develop skills, selecting and controlling suitable tools and systems with increasing proficiency to achieve the intended outcome. <p>Evaluate: A key strand of all good art, craft and design education is to help pupils evaluate, understand and improve their work. To support their learning in this key strand pupils should:</p> <ul style="list-style-type: none"> • review, think about and discuss their own work and the work of others, develop a critical and technical vocabulary relevant to art, craft and design and to the creative, media and design industries and the museum and gallery sector • become visually perceptive and visually literate through looking, thinking, recognising, interpreting and understanding art, craft and design as a medium of communication and meaning which uses visual symbols and icon 		
YEAR 4	Is Change OK? (Stone Age into Iron Age) <i>Drawing and Textiles</i>	How did people from the past shape the world we know today?	How much responsibility do we have to tell the truth about the past?

	<p>Final outcome: TBC</p> <p>Drawing Use different grades of pencil and other implements to achieve variations in tone.</p> <ul style="list-style-type: none"> • Recognise when to sketch lightly to avoid need for erasing. • Use shading to show light and shadow. • Use hatching and cross hatching to show tone / texture. <p>Textiles</p> <p>Final outcome: Create different fabrics by weaving a range of materials through a range of frames</p> <ul style="list-style-type: none"> • Develop skills in stitching, cutting and joining. • Experiment with paste resist (see handbook). • Create different fabrics by weaving a range of materials through a range of frames. • Apply decoration as appropriate. • Change and modify threads and fabrics. 	<p>Drawing and sculpture</p> <p>Final outcome: Create a model of a Roman house</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use different grades of pencil and other implements to achieve variations in tone. • Recognise when to sketch lightly to avoid the need for erasing. • Use shading to show light and shadow. • Use hatching and cross hatching to show tone / texture. <p>Sculpture</p> <ul style="list-style-type: none"> • Use papier mache to create 3D object. • Include texture that conveys feelings, expression or movement. • Add extra materials to provide interesting detail. 	<p>Painting</p> <p>Final outcome: TBC</p> <p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Use water colour to produce washes for backgrounds then add detail. • Create a range of moods with colour. • Experiment with paint effects; blocking, colour washes, thickened paint to create textural effects. • Work on a range of scales e.g. thin brush on small picture etc. <p>Colour</p> <ul style="list-style-type: none"> • Use more specific colour language. • Know which primary colours make secondary colours, • Mix secondary colours to make tertiary colours. • Mix and use tertiary colours and use tints and shades with purpose. • Add white to colours to make tints, add black to colours to make tones.
YEAR 5	<p>Is the Viking reputation fair?</p> <p>Drawing and Textiles</p> <p>Final outcome: TBC</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use dry media to make appropriate marks, lines to complete a recognisable drawing. 	<p>Printing: How can we use printing to bring mayan paintings into modern day life?</p> <p>Final outcome: Printing (using styrofoam) in the style of mayan paintings</p> <p>Printing</p> <ul style="list-style-type: none"> • Create printing blocks by simplifying a sketchbook idea. 	<p>Drawing and Painting:</p> <p>Final outcome: Create a drawing depicting the industrial revolution (LS Lowry inspired)</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Use dry media to make appropriate marks, lines to complete a recognisable drawing.

	<ul style="list-style-type: none"> • Begin to use simple perspective, using a focal point and horizon. • Use taught techniques to depict movement, perspective, shadows and reflection. • Use a variety of techniques to add effects- reflections, shadows, direction of sunlight. <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads. • Experiment with batik techniques (like paste resist but with wax, masking tape, white wax crayon). • Quilt, pad and gather fabric. • Experiment with a range of media to overlap and layer creating interesting colours, textures and effects. 	<ul style="list-style-type: none"> • Use relief or impressed method. • Create prints with more than 2 overlays, build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> • Begin to use simple perspective, using a focal point and horizon. • Use taught techniques to depict movement, perspective, shadows and reflection. • Use a variety of techniques to add effects- reflections, shadows, direction of sunlight. <p><u>Painting</u></p> <ul style="list-style-type: none"> • Create colour matched to those observed in the natural /built world. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Begin to develop a personal style of painting influenced by other artists. • Begin to show an awareness of the composition of paintings <p><u>Colour</u></p> <ul style="list-style-type: none"> • Mix and match colours to create atmosphere /mood and light effects. • Be able to identify primary, secondary, tertiary, complementary and contrasting colours. • Create colour matched to those observed in the natural /built world. • Work with complementary colours. • Select, mix and apply colour, using appropriate medium, purposefully to a range of art work to create maximum effect.
	<p><u>Design and develop ideas</u></p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum, continuing their journal, whilst including annotations to critique their ideas. • Collect information, sketches and resources and present ideas imaginatively in a personal journal. • Use the qualities of materials to enhance ideas. 		

	<ul style="list-style-type: none"> • Spot the potential in unexpected results as work progresses. • Comment on artworks (theirs, peers and Masters) with a fluent grasp of visual language. • Continue to understand & use the visual and tactile elements and associated terminology. • Choose a style of drawing suitable for the work - realistic or impressionistic <p>Make: a key strand of all good art, craft and design education will be to help pupils to make their own work and to use materials and techniques purposefully. To support learning in this key strand pupils should:</p> <ul style="list-style-type: none"> • respond thoughtfully and act with purpose to develop skills, selecting and controlling suitable tools and systems with increasing proficiency to achieve the intended outcome. <p>Evaluate: A key strand of all good art, craft and design education is to help pupils evaluate, understand and improve their work. To support their learning in this key strand pupils should:</p> <ul style="list-style-type: none"> • review, think about and discuss their own work and the work of others, develop a critical and technical vocabulary relevant to art, craft and design and to the creative, media and design industries and the museum and gallery sector • become visually perceptive and visually literate through looking, thinking, recognising, interpreting and understanding art, craft and design as a medium of communication and meaning which uses visual symbols and icon 		
YEAR 6	<p>Drawing and Collage Final outcome: a design of mosaic which is appropriate for a Muslim place of worship Drawing</p> <ul style="list-style-type: none"> • Create textures with a range of drawing implements. • Use different focal points to create perspective. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use a variety of techniques to add effects-reflections, shadows, direction of sunlight. <p>Collage</p> <ul style="list-style-type: none"> • Use different techniques/colours/textures when designing and making pieces of work. 	<p>Drawing and Painting Final outcome: A painting in the style of African Art which shows movement and colour tone Drawing</p> <ul style="list-style-type: none"> • Create textures with a range of drawing implements. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use a variety of techniques to add effects-reflections, shadows, direction of sunlight. <p>Painting</p> <ul style="list-style-type: none"> • Create a colour palette matched to those observed in the natural /built world. • Use brush techniques /different paint for effect. 	<p>Drawing and Sculpture Final outcome: A clay bust of a person of influence regarding democracy and human rights Drawing</p> <ul style="list-style-type: none"> • Create textures with a range of drawing implements. • Use different focal points to create perspective. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use a variety of techniques to add effects-reflections, shadows, direction of sunlight. <p>Sculpture</p>

	<ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use collage as a means of extending work from initial ideas. 	<ul style="list-style-type: none"> • Begin to develop an awareness of composition, scale and proportion - foreground, middle and background. • Show an awareness of the composition of paintings by building up own work - eg background before detail or vice versa <p><u>Colour</u></p> <ul style="list-style-type: none"> • Mix and match colours to create atmosphere/mood and light effects. • Be able to identify primary, secondary, tertiary, complementary and contrasting colours. • Create colour matched to those observed in the natural /built world. • Work with complementary colours. • Select, mix and apply colour, using appropriate medium, purposefully to a range of artwork to create maximum effect. 	<ul style="list-style-type: none"> • Show life-like qualities & 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. • Use frameworks (such as wire or moulds) to provide stability and form.
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