



Bishop Martin CE Primary School - Art and Design Subject Overview

	Autumn One	Spring One	Summer One
2Yr Old	<u>Exploring and Using Media and Materials</u> Shows interest in different materials and textures, exploring objects by touching, manipulating, and experimenting with them. Begins to explore art materials, such as crayons, paints, and clay, using basic movements like scribbling or making marks. Starts to use simple tools (e.g., brushes, spoons, or fingers) to make marks or create shapes on paper or other surfaces.	<u>Exploring and Using Media and Materials</u> Explores more complex materials, like dough, sand, or water, showing curiosity in how they feel or change when manipulated. Makes more deliberate marks or patterns with a wider range of materials, showing increasing control (e.g., making more recognisable shapes or lines with crayons). Begins to experiment with different textures and colours, mixing paint or combining materials to create simple designs.	<u>Exploring and Using Media and Materials</u> Uses a wider variety of tools and materials with increasing skill (e.g., using scissors to cut, making more defined marks with crayons, or using sponges and brushes to paint). Shows awareness of the effects of mixing colours and materials (e.g., blending paints to create new colours). Begins to explore simple concepts of shape and pattern, making more intentional designs and arrangements using different media (e.g., arranging objects or making patterns with blocks or beads).
Nursery	<u>Exploring and Using Media and Materials</u> Begins to create closed shapes with continuous lines and starts to use these shapes to represent objects (e.g., circles for faces or other simple objects). Draws with increasing complexity, such as representing a face with a circle and including some details. Explores colour mixing, beginning to understand how different colours combine to make new ones. Enjoys using drawing to represent ideas, such as movement or loud noises, experimenting with lines and shapes to communicate these concepts.	<u>Exploring and Using Media and Materials</u> Draws with increasing complexity and detail, such as representing faces with circles and adding finer details like eyes, noses, and ears. Uses drawing to represent ideas like movement or sounds, showing more awareness of how to convey concepts. Continues to explore colour mixing, experimenting with blending colours to create new shades. Begins to create closed shapes more intentionally, using these shapes to represent objects more recognisably.	<u>Exploring and Using Media and Materials</u> Creates closed shapes with continuous lines, using these shapes to represent objects more consistently. Draws with greater complexity and detail, such as creating recognisable figures or representations of real-world objects. Uses drawing to represent abstract ideas such as movement. Demonstrates greater understanding of colour mixing, using the right colours for more complex artworks.
Reception	<u>Exploring and Using Media and Materials</u> Use a range of media and materials to express ideas and feelings. Explore colour, shape, texture, and form through different materials (e.g., paint, crayons, clay, fabric). Begin to experiment with tools such as brushes, scissors, and other tools for creating marks, shapes, and textures. Start to combine materials to make simple models or creations (e.g., collages or sculptures).	<u>Exploring and Using Media and Materials</u> Use a variety of materials more confidently to explore texture and shape (e.g., combining different textures, using fabric, paint, or natural materials). Begin to create and develop simple representations (e.g., using playdough or other media to create figures or scenes). Show an increasing understanding of how to use different techniques (e.g., folding, rolling, layering) to manipulate materials. Experiment with light and dark in their artwork, understanding basic concepts of shading or highlighting.	<u>Exploring and Using Media and Materials</u> Confidently experiment with a wide range of media and materials to create their desired effects. Combine materials purposefully to achieve specific effects (e.g., mixing paint to create new colours, using recycled materials for collage). Use tools and techniques with increasing control and precision, such as cutting, sticking, and drawing.

Year One	<u>Drawing – Exploring Line & Shape</u> <i>Brianna McCarthy's</i> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	<u>Sculpture and 3D - Paper Play</u> <i>Louise Bourgeois</i> Make choices about their sculpture. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.	<u>Painting and mixed media - Colour Splash</u> <i>Clarice Cliff</i> Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.
Year Two	<u>Drawing - Tell a Story</u> <i>Quentin Blake</i> Draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Experiment with different tools, receiving encouragement when needed. Describe and draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination.	<u>Painting and Mixed Media - Life in Colour</u> <i>Romare Bearden</i> Name the primary and secondary colours. Make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Identify different textures in a collaged artwork. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.	<u>Sculpture and 3D - Clay Houses</u> <i>Ranti Bam</i> Flatten and smooth their clay, rolling shapes and making marks. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile.

Cycle A

Year Three/Year Four	<u>Drawing - Power Prints</u> <i>Fernando Botero</i> Create pencil tones when shading. Holding a pencil in different ways and apply different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Understand the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images. Use different tools to create marks and patterns when scratching. Know how to create contrast by including areas with more and less marks. Create a drawing based on their original composition, including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.	<u>Painting and Mixed Media - Light and Dark</u> <i>Ruth Daniels</i> Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Use tints and shades to paint an object in 3D. Try different arrangements of objects for a composition. Produce a clear sketch that reflects the arrangement of their objects. Create a final painting that shows an understanding of how colour can be used to show light and dark and therefore show three dimensions. Paint with care and control to make a still life with recognisable objects.	<u>Craft and Design - Fabric of Nature</u> <i>William Morris</i> Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it. Draw a framed selection of an image onto a large scale with some guidance. Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.
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Year Four/Year Five	<u>Sculpture and 3D - Interactive Installation</u> <i>Cai Guo-Qiang</i> Group images together, explaining their choices. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs. Suggest changes they could make if they repeated the activity. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.	<u>Drawing - I Need Space</u> <i>Retrofuturism</i> Understand what retrofuturism is. Participate in discussions and offer ideas. Evaluate images using simple responses. Provide plausible suggestions for how a piece was created. Use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance.	<u>Painting and Mixed Media - Portraits</u> <i>Njideka Akunyili Crosby</i> Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Make decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques. Create a self-portrait that aims to represent something about them.
Year Five/Year Six	<u>Craft and Design - Photo Opportunity</u> <i>Hannah Hoch</i> Know a new image can be created using a combination of other images. Understand what photomontage is. Select relevant images and cut them with a level of control. Know effective composition, discussing their ideas. Use recording devices and available software. Understanding of Edward Weston's style through their artistic choices. Discuss the features of a design. Select a suitable range of props. Use the viewfinder to set up an effective composition. Use editing software to change their image, reflecting an artist's style. Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. Set up a composition and think about a space that will provide good lighting levels. Take a portrait that is focused and appropriately framed. Draw an accurately measured grid. Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. Create a final painting or drawing with tonal differences that create a photo-realistic effect.	<u>Drawing- Make my Voice Heard</u> <i>Diego Rivera</i> Collect a range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. Create a tile that is full of pattern, symbols and colours. Create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. Examine the similarities and differences between different styles of art. Form their own opinions about what art is, justifying their ideas. Identify a cause and decide what message they want to convey. Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image.	<u>Sculpture and 3D - Making memories</u> <i>Joseph Cornell</i> Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Represent memories through imagery, shapes and colours. Draw a composition of shapes to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Experimenting and trying new things. Identify and make improvements to their work. Produce a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflect on successes and personal development.

Cycle B

Year Three/Year Four	<u>Sculpture and 3D - Abstract Shape and Space</u> <i>Anthony Caro</i> Try out different ways to make card shapes three dimensional. Make a structure that holds its 3D shape. Explain in the difference between 2D and 3D art. Combine shapes together to make free-standing sculpture. Try out more than one way to create joins between shapes. Identify familiar 2D shapes in photographs. Identify shapes in the negative space between objects. Draw a cardboard model from different angles. Plan an abstract sculpture based on play equipment. Show how to shape materials in more than one way. Choose appropriate methods for joining elements in their sculptures. Think about how to improve their sculptures. Work cooperatively in pairs to add detail to their artwork.	<u>Craft and Design - Ancient Egyptian Scrolls</u> <i>Papyrus – Khedr, Gamal and Adel</i> Recognise the importance of Ancient Egyptian art. Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. Choose and use tools and materials confidently. Experiment with drawing techniques. Create a selection of sketches that show idea exploration. Produce a final design with a clear purpose. Follow instructions with minimal support. Discuss and evaluate the process and outcome of their work. Produce a complete painted or drawn piece from a design idea. Use colours and materials appropriately.	<u>Drawing - Growing Artists</u> <i>Maud Purdy</i> Recall different 2D & 3D shapes. Recognise and draw simple shapes in objects. Identify both organic and geometric shapes. Use shapes to form the basis of my own drawing. Know that tone refers to the light and dark areas. Use the side of a pencil so that the lead is flat to the paper. Shade in one direction, with no gaps and straight edges. Blend from light to dark-to-dark light creating smooth tones. Create different textures on paper by using a rubbing technique. Change the tool or colour that I use to change how my rubbing looks. Apply the technique of another artist. Tear and shape my rubbings to create a final piece. Use simple shapes to sketch the form of an organic object. Add detail using careful observation. Add tone using shading skills. Select an interesting composition. Draw in a large scale. Experiment with drawing skills and tools.
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