

Art and Design Planning Overview

BLOCKED UNITS: DRAWING, PAINTING (COLOUR-MIXING), 3D ART

	Autumn Term FOCUS: DRAWING	Spring Term FOCUS: PAINTING (COLOUR-MIXING)	Summer Term FOCUS: 3-D
Reception Rotation of topics I look at a range of work by artists and craftspeople	Self-portraits DRAWING with crayons I can hold pencils and crayons properly; I can draw lines and circles; I understand that I can use lines to enclose a space and begin to use these shapes to represent an object; I can capture experiences and responses with a range of media	VAN GOGH Sunflowers PAINTING I can use one handed tools and equipment; I can explore colours and how colours can be changed; I can understand how to use lines to enclose a space and that those lines can be used to represent objects; I can choose colours for a purpose; I can talk about the features of my work	ROCKETS COMBINING/ATTACHING MATERIALS I am interested in and describe the texture of things; I can capture experiences and responses with a range of media; I can use one handed tools and equipment; I understand that tools can be used for a purpose
Year 1 I can describe what I see and like in the work of artists and crafts makers	PAUL KLEE Senecio DRAWING with pastels PABLO PICASSO Cubist Portraits DRAWING with pencils I can communicate something about myself in my drawings; I can create moods in my drawings; I can draw using pencils and crayons; I can draw lines of different shapes, using 2 grades of pencils	YAYOI KUSAMA Pop Art Pictures PAINTING WASSILY KANDINSKY Squares With Concentric Circles PAINTING I can name the primary and secondary colours; I can paint a picture of something I can see; I can communicate something about myself in paintings I can create moods in paintings	CLAY THUMB POTS SCULPTURE I can add texture by using tools; I can make different kinds of shapes; I can cut, roll and coil materials such as clay, dough and plasticine; I can make a simple pinch pot/bowl
Year 2 I can say how other artists, craft makers and designers have used colour, pattern and shape	MANDALA PATTERNS DRAWING and Calligraphy I can use different grades of pencil in my drawing (4B, 8B, HB etc.); I can use charcoal, pencil and pastels; I can create different tones using light and dark; I can show patterns and texture in my drawings	ABORIGINAL ART PAINTING I can mix paint to create all secondary colours; I can mix and match colours, predicting outcomes; I can add white to paint to lighten the colour; I can add black to darken the colour	PATCHWORK PIECE 3D/TEXTILES I can join fabric using glue; I can sew fabrics together; I can create part of a class patchwork; I can say how other artists, craft makers and designers have used colour, pattern and shape
Year 3 I can compare the work of different artists, other cultures and different periods of time	LIFE DRAWINGS Using drawing skills to convey emotion DRAWING with pastels I can show facial expressions in my drawings; I can use my sketches to produce a final piece of work; I can write an explanation of my sketch in notes; I can use different grades of pencil to show different tones and texture	ALMA THOMAS Resurrection PAINTING I can predict with accuracy the colours I mix; I know where each of the primary and secondary colours sit on the colour wheel; I can create a background wash; I can use a range of brushes to create different effects	ANGLO-SAXON WEAVING TEXTILES I can use more than one type of stitch; I can use sewing to add detail to my work; I can add texture to my work
Year 4 I can explain art from other periods of history	QUENTIN BLAKE Illustrations in the style of Quentin Blake DRAWING with pencils I can show facial expressions and body language in my drawings; I can identify and draw simple objects and use marks and lines to produce texture; I can organise line, tone, shape and colour to represent figures and forms in movement; I can show reflections; I can explain why I have chosen specific materials to draw with	PIERRE AUGUSTE RENOIR The View of Guernsey PAINTING I can create all the colours I need; I can create mood in my paintings; I can successfully use shading to create mood and feeling; I can adapt and improve my original ideas	LIVERPOOL MODEL 3D/TEXTILES I can experiment and combine materials and processes to design and make 3D form; I can begin to sculpt clay and other mouldable materials
Year 5 I can look at the work of artists in books, the internet, visits to galleries and others sources of information	JEN ARYANI LANDSCAPES DRAWING I can identify and draw simple objects and use marks and lines to produce texture; I can successfully use shading to create mood and feeling; I can organise line, tone, shape and colour to represent figures and forms in movement; I can show reflections; I can explain why I have chosen specific materials to draw with I can compare and discuss my ideas with others	WILLIAM MORRIS Study of the wallpaper and textile patterns of William Morris PAINTING I can create all the colours I need; I can express emotions accurately through my paintings I can use different shades to create mood and feeling in my paintings; I can compare and discuss my ideas with others; I can experiment with different styles that artists have used	GREEK VASES SCULPTURE I can experiment with and combine materials and processes to design and make 3D form; I can sculpt clay and other mouldable materials; I can compare and discuss my ideas with others; I look at the work of artists in books, the internet, visits to galleries and others sources of information
Year 6 I can say what my work is influenced by and why	STEPHEN WILTSHIRE Liverpool Then and Now (The Blitz) DRAWING with pencils I can explain why I have combined different tools to create my drawings; I can explain why I have chosen specific drawing techniques; I can say what my work is influenced by; I can include technical aspects in my work	CHARLES RENNIE MACKINTOSH Stained glass windows EXPLORING COLOUR AND PATTERN with felt tip pens and paint I can create all the colours I need; I can explain why I have chosen specific painting techniques; I can explain what my style is; I can adapt and refine my work to reflect its meaning and purpose	FRIEDENSREICH HUNDERTWASSER 3-D model of a building MOD-ROC 3D SCULPTURE I can create models on a range of scales; I can create work which is open to interpretation by the audience; I can include both visual and tactile elements in my work; I can say what my work is influenced by; I can include technical aspects in my work