



KS2 Art and Design Curriculum Overview

Year 3, 4, 5, 6			
National Curriculum: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books 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, about great artists, architects and designers in history.			
All year groups from Year 1 - 6 will use a sketchbook to promote drawing skills.			
	Autumn – The Stone Age	Spring –	Summer –
Year 3 Year 4	Drawing and Painting Painting	Drawing Collage	Drawing 3D Sculpture
Cycle A	Suggested Ideas/artist – Neolithic Cave Art- Who were the first Artists?	Suggested Ideas/artist – Georgia O’Keefe	Suggested Ideas/artist– imagery on coins/pottery(Roman life)
	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> Annotate work in journal. Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures. <p>Drawing</p> <ul style="list-style-type: none"> Use media to achieve variations in tone and shading. Create textures with a wide range of drawing implements. Make marks and lines with a wide range of drawing implements e.g. 	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> Annotate work in journal. Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Compare the work of different artists <p>Drawing</p>	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> Annotate work in journal. Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Compare the work of different artists <p>Drawing</p>



	<p>charcoal, pencil, crayon, chalk pastels, pens etc.</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. Combine 2 or more in work. • Begin to show an awareness of objects having a third dimension. • Draw on different scales. <p>Painting</p> <ul style="list-style-type: none"> • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. • Mix colours and know which primary colours make secondary colours • Use more specific colour language • Mix and use tints and shades with accuracy. <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Make links with an artist's work and their own. 	<ul style="list-style-type: none"> • Create textures with a wide range of drawing implements. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements. Combine 2 or more in work. • Begin to show an awareness of objects having a third dimension. • Draw on different scales. • Use journals to collect and record ideas and include analysis of materials and artists' methods. • Use media to achieve variations in tone and shading. <p>Collage</p> <ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • Cut with precision • Use collage as a means of collecting ideas and information and building a visual vocabulary <p>Evaluating and Developing Work</p>	<ul style="list-style-type: none"> • Experiment with greater control how surface detail can be added to drawings. • Draw on different scales. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements. Combine 2 or more in work. • Begin to show an awareness of objects having a third dimension. • Use media to achieve variations in tone and shading. • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing • Observe greater detail in portraits. <p>Painting</p> <ul style="list-style-type: none"> • Mix and match colours to artefacts and objects • Add background colours with a wash. • . <p>3D Sculpture</p> <ul style="list-style-type: none"> • Plan, design and make models from observation or imagination • Join clay adequately and construct a simple base for extending and modelling other shapes • Create surface patterns and textures in a malleable material <p>Evaluating and Developing Work</p>
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		<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. <p>Make links with an artist's work and their own</p>	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. <p>Make links with an artist's work and their own.</p>
Suggested Vocabulary	history of art, periods of art, methods, portrait, landscape,	history of art, periods of art, methods, portrait, landscape,	history of art, periods of art, methods, portrait, landscape,
	Autumn	Spring	Summer
Year 3 Year 4	Drawing/Printing	Drawing /Digital Media	Drawing /Textiles
Cycle B	Suggested Ideas/artist - Rainforest – Beatriz Milhazes/ John Dyer	Suggested Ideas/artist – Study Unit	Suggested Ideas/artist – Our Environment
	<p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> • Annotate work in journal. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. 	<p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> • Annotate work in journal. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. 	<p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> • Annotate work in journal. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work.



	<ul style="list-style-type: none">• Explore the roles and purposes of artists, craftspeople, architects, and designers working in different times and cultures.• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <p>Drawing</p> <ul style="list-style-type: none">• Experiment with greater control how surface detail can be added to drawings.• Draw on different scales.• Bring more independence to choice of media and subjects in sketchbooks.• Draw for a sustained period of time.• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements.• Choose and combine media for a desired effect.• Improve the awareness of 3-d and proportion in shapes.• Use media to achieve improved variations in tone and shading.• Create more detailed textures with a wide range of drawing implements and experiment layering media.	<ul style="list-style-type: none">• Explore the roles and purposes of artists, craftspeople, architects, and designers working in different times and cultures.• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <p>Drawing</p> <ul style="list-style-type: none">• Experiment with greater control how surface detail can be added to drawings.• Bring more independence to choice of media and subjects in sketchbooks.• Draw for a sustained period of time.• Master detail in portraits, capture an expression or mood.• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements.• Use media to achieve improved variations in tone and shading. <p>Digital Media</p> <ul style="list-style-type: none">• Record and collect visual information using digital cameras• Present recorded visual images using software• Use a graphics package eg. befunky to create images and effects with; Lines by	<ul style="list-style-type: none">• Explore the roles and purposes of artists, craftspeople, architects, and designers working in different times and cultures.• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <p>Drawing</p> <ul style="list-style-type: none">• Experiment with greater control how surface detail can be added to drawings.• Use journals to collect and record ideas and include analysis of materials and artists' methods.• Draw for a sustained period of time.• Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.• Experiment with different grades of pencil and other implements. Choose and combine media for a desired effect.• Use media to achieve variations in tone and shading.• Apply pattern and texture in a drawing by layering media eg. Pencil, pen and pencil, charcoal. <p>Textiles</p> <ul style="list-style-type: none">• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects
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	<ul style="list-style-type: none"> Apply pattern and texture in a drawing by layering media eg. Pencil, pen and pencil, charcoal. <p>Printing</p> <ul style="list-style-type: none"> Create printing blocks using a relief or impressed method developed from a drawing. Create repeating patterns with planned translation or rotation. Print with two colour overlays <p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> Experiment using the ideas and styles of different artists. Develop further what an artist is trying to express in their work. Make links with an artist's work and their own. 	<p>controlling the brush tool with increased precision</p> <ul style="list-style-type: none"> Change the type of brush to an appropriate style Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose <p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> Experiment using the ideas and styles of different artists. Develop further what an artist is trying to express in their work. Make links with an artist's work and their own. 	<ul style="list-style-type: none"> Match the tool to the material Develop skills in stitching, cutting and joining Use applique techniques Colour fabrics <p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> Experiment using the ideas and styles of different artists. Develop further what an artist is trying to express in their work. Make links with an artist's work and their own.
Suggested Vocabulary	history/periods of art, mood, emotion, express/ion,	history/periods of art, mood, emotion, express/ion,	history/periods of art, mood, emotion, express/ion,
	Autumn	Spring	Summer
Year 5 Year 6	Drawing/ 3D Sculpture	Drawing / Collage	Drawing / Painting
Cycle A	Suggested Idea/Artist – Links to Remembrance	Suggested Ideas/Artist – Links to Climate Change	Suggested Ideas Artist – Beatrice Potter links to the Lake District
	<p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> Annotate work in journal. 	<p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> Annotate work in journal. 	<p>Exploring and Developing ideas</p> <ul style="list-style-type: none"> Annotate work in journal.



<ul style="list-style-type: none">• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control.• Question and make thoughtful observations about starting points and select ideas to use in their work.• Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures.• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight.• Adapt their work according to their views and describe how they might develop it further.• Experiment using the ideas and styles of different artists.• Make links with an artist's work and their own.• Understand the impact of art on a nation's culture or identity. <p>Drawing</p> <ul style="list-style-type: none">• Work from a variety of sources and continue to be experimental.• Draw on different scales.• Be confident to learn from mistakes.	<ul style="list-style-type: none">• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control.• Question and make thoughtful observations about starting points and select ideas to use in their work.• Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures.• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight.• Adapt their work according to their views and describe how they might develop it further.• Experiment using the ideas and styles of different artists.• Make links with an artist's work and their own.• Understand the impact of art on a nation's culture or identity. <p>Drawing</p> <ul style="list-style-type: none">• Work from a variety of sources and continue to be experimental.• Draw on different scales.• Be confident to learn from mistakes.	<ul style="list-style-type: none">• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control.• Question and make thoughtful observations about starting points and select ideas to use in their work.• Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures.• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight.• Adapt their work according to their views and describe how they might develop it further.• Experiment using the ideas and styles of different artists.• Make links with an artist's work and their own.• Understand the impact of art on a nation's culture or identity. <p>Drawing</p> <ul style="list-style-type: none">• Work from a variety of sources and continue to be experimental.• Draw on different scales.• Be confident to learn from mistakes.
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	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Use a journal to collect and develop ideas which feed into a main piece of work. • Journals to include analysis of artists' methods as well as personal interactions with artists' work. • Identify artists who have worked in a similar way and try out their methods. • Start to develop their own style using tonal contrast and hatching. • Develop close observation skills using a variety of view finders. • Continue to improve on observational details. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created ie. Composition. <p>3D Sculpture</p> <ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination • Use recycled, natural and man-made materials to create sculptures • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay inc. slabs, coils, slips, etc 	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Use a journal to collect and develop ideas which feed into a main piece of work. • Journals to include analysis of artists' methods as well as personal interactions with artists' work. • Identify artists who have worked in a similar way and try out their methods. • Start to develop their own style using tonal contrast and hatching. • Develop close observation skills using a variety of view finders. • Continue to improve on observational details. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created ie. Composition. <p>Collage</p> <ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background • Use a range of media to create collages • Use different techniques, colours and textures etc when designing and making pieces of work • Use collage as a means of extending work from initial ideas • Use ceramic mosaic 	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Use a journal to collect and develop ideas which feed into a main piece of work. • Journals to include analysis of artists' methods as well as personal interactions with artists' work. • Identify artists who have worked in a similar way and try out their methods. • Start to develop their own style using tonal contrast and hatching. • Develop close observation skills using a variety of view finders. • Continue to improve on observational details. <p>Painting</p> <ul style="list-style-type: none"> • Develop a painting from a drawing • Use acrylic paint • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • Mix and match colours to create atmosphere and light effects • Be able to identify and work with complementary and contrasting colours
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	<ul style="list-style-type: none"> Produce intricate patterns and textures in a malleable media Explain how an artist might influence their own work. 		
Year 5 Year 6	Autumn	Spring	Summer
Cycle B	Drawing/Printing	Drawing /Textiles	Drawing/ Digital Art
	Suggested Idea/Artist – Study Unit	Suggested Idea/Artist –Aymar C Copacatty	Suggested Idea/Artist – Links to local History – Our Environment (Canals)
	<p>Exploring and developing ideas Annotate work in journal.</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures. <p>Drawing</p> <ul style="list-style-type: none"> Work from a variety of sources and continue to be experimental. Draw on different scales. Be confident to learn from mistakes. 	<p>Exploring and developing ideas Annotate work in journal.</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures. <p>Drawing</p> <ul style="list-style-type: none"> Work from a variety of sources and continue to be experimental. Draw on different scales. Be confident to learn from mistakes. Work in a sustained and independent way to create a detailed drawing. 	<p>Exploring and developing ideas Annotate work in journal.</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures. <p>Drawing</p> <ul style="list-style-type: none"> Work from a variety of sources and continue to be experimental. Draw on different scales. Be confident to learn from mistakes. Work in a sustained and independent way to create a detailed drawing.



	<ul style="list-style-type: none"> • Work in a sustained and independent way to create a detailed drawing. • Use a journal to collect and develop ideas which feed into a main piece of work. • Journals to include analysis of artists' methods as well as personal interactions with artists' work. • Identify artists who have worked in a similar way and try out their methods. • Start to develop their own style using tonal contrast and hatching. Be able to explain their desired intentions and effects. • Combine dry and wet media. • Continue to master observational details. • Begin to use simple perspective in their work using a single focal point and horizon. • Continue to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p>Printing</p> <ul style="list-style-type: none"> • Create printing blocks by simplifying an initial journal idea • Use relief or impressed method • Build up layers of prints for a desired effect 	<ul style="list-style-type: none"> • Use a journal to collect and develop ideas which feed into a main piece of work. • Journals to include analysis of artists' methods as well as personal interactions with artists' work. • Identify artists who have worked in a similar way and try out their methods. • Start to develop their own style using tonal contrast and hatching. Be able to explain their desired intentions and effects. • Combine dry and wet media. • Continue to master observational details. • Begin to use simple perspective in their work using a single focal point and horizon. • Continue to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p>Textiles</p> <ul style="list-style-type: none"> • Use different grades of threads and needles • Experiment with batik or felt techniques • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects <p>Exploring and developing ideas</p>	<ul style="list-style-type: none"> • Use a journal to collect and develop ideas which feed into a main piece of work. • Journals to include analysis of artists' methods as well as personal interactions with artists' work. • Identify artists who have worked in a similar way and try out their methods. • Start to develop their own style using tonal contrast and hatching. Be able to explain their desired intentions and effects. • Combine dry and wet media. • Continue to master observational details. • Begin to use simple perspective in their work using a single focal point and horizon. • Continue to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <p>Digital Media</p> <ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras • Present recorded visual images using software e.g. Powerpoint, keynote, Brushes • Use a graphics package to create and manipulate new images • Be able to Import an image (scanned, retrieved, taken) into a graphics package
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	<ul style="list-style-type: none">• Work into prints with a range of media e.g. pens, colour pens and paints <p>Exploring and developing ideas</p> <ul style="list-style-type: none">• Adapt their work according to their views and describe how they might develop it further.• Experiment using the ideas and styles of different artists.• Make links with an artist's work and their own.• Understand the impact of art on a nation's culture or identity.	<ul style="list-style-type: none">• Adapt their work according to their views and describe how they might develop it further.• Experiment using the ideas and styles of different artists.• Make links with an artist's work and their own.• Understand the impact of art on a nation's culture or identity.	<ul style="list-style-type: none">• Understand that a digital image is created by layering• Create layered images from original ideas <p>Exploring and developing ideas</p> <ul style="list-style-type: none">• Adapt their work according to their views and describe how they might develop it further.• Experiment using the ideas and styles of different artists.• Make links with an artist's work and their own.• Understand the impact of art on a nation's culture or identity.
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