



Bradwell Village School

Art and Design Overview



	Autumn			
	Year Three	Year Four	Year Five	Year Six
Cross curricular Art	<p>Investigate the Eden Project</p> <p>Sketching Plants and Trees</p> <p>Studying and making in a style – Henri Rousseau</p>	<p>Exploration of painting techniques</p> <p>Artist studies of technique and style</p> <p>Create a work of art using techniques learned to express the fury of a volcano or earthquake</p>	<p>Studying and making in a style – Viking Longships.</p>	<p>Studying and making in a style – West African Masks and Costumes</p>
Art Techniques	<p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Add detail to work using different types of stitch, including cross-stitch.</p> <p>Sketching and drawing from observation.</p> <p>Exploration of media application. Cutting and layering with collage materials.</p>	<p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p> <p>To use annotation for different purposes in art books.</p> <p>Plan a 3D piece through drawing and other preparatory work and make.</p> <p>Sketching and drawing from observation and image collection.</p> <p>Slabbing and relief using clay.</p>	<p>Continue to explore how to represent texture through application of media.</p> <p>Sketching and drawing using texture, tone and gradation.</p> <p>Begin to show scale and proportion in observational drawings.</p> <p>Observational drawing from a process.</p> <p>To use new and familiar materials to create a 3D model.</p> <p>Using artbooks effectively, with annotations, to show an intended outcome.</p>	<p>Produce intricate patterns and textures in a malleable media.</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <p>Follow a modelling process, individualise, based on research and refine final piece.</p>

	Spring			
	Year Three	Year Four	Year Five	Year Six
Cross curricular Art	<p>Sketching Studying and making in a style – Greek Figures and Patterns from Greek archaeology.</p> <p>Discuss and research different types of art from a given era.</p>	<p>Colour Theory What is Art? Comparing artists' work Create a work of art in a chosen style Digital photography – framing techniques. Capturing an image. Art in the environment</p>	<p>Studying and making in a style - Weather in art/rivers and water</p>	<p>Research ow has art depicted space.</p> <p>Creating an image inspired by our findings.</p> <p>Studies of an artist's work based on our findings.</p>
Art Techniques	<p>Greek pot design.</p> <p>Experiment with modelling tools and techniques from the taught process.</p> <p>Sketching and drawing to show awareness of shape, line, tone and texture.</p> <p>Record and annotate own ideas.</p> <p>Evaluate own ideas and know how it could have been improved.</p>	<p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p> <p>Experiment with using layers and overlays to create new colours/textures.</p> <p>To use paint in a variety of ways in creating a finished piece based on an artist's style.</p>	<p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>Select and 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.</p> <p>Drawing and sketching from observation using composition, line, tone and textural shading techniques.</p>	<p>Use simple perspective in their work using a single focal point and horizon.</p> <p>Using composition, scale and proportion.</p> <p>Refine media application on any final piece.</p> <p>Sketching and drawing from observation and imagery using proportion and perspective.</p> <p>Make informed selections based on their own skill levels and explorations of the media and imagery.</p>

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	Year Three	Year Four	Year Five	Year Six
Cross curricular Art	Studying and making in a style - Cave paintings, prehistoric pots	Research different Roman Art work	Studying and making in a style - Tomb wall paintings.	Studying and making in a style – Abstract expressionism – How I feel. Exploring colour and indefinite shape in Art. Emotion inspired art
Art Techniques	Develop skills in using clay including slabs, coils and slips. To manipulate a range of mark making tools in 2D and 3D work. Evaluate own and others’ work and know how to refine.	Create a Roman style art work Explore mosaics, tiles and tessellation. To design and make a Roman style mosaic using observed features. Refine cutting and positioning skills. Developing ability of how to select for effect. Evaluate own and others’ work and know how to refine.	To develop an understanding of the Human Figure - Proportion/People in Action/creating movement. To represent the human figure in a historic style – Egyptian. To develop control of media application and selection. To edit and refine final pieces.	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. Refine learnt and taught techniques of media application. Make observational studies of facial expressions. Sketching and drawing facial proportion. Using a sketchbook effectively, with annotation, to plan an intended outcome to meet a given brief.

	Year Three	Year Four	Year Five	Year Six
Art Learning	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Explain what he/she likes or dislikes about their work.</p> <p>Know about some of the great artists, architects and designers in history and describe their work.</p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p>	<p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p>	<p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>Refine his/her use of learnt techniques.</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p>
Termly skills and techniques	<p>Explore shading, using different media.</p> <p>Compare and recreate form of natural and manmade objects.</p>	<p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (Mosaic, Sculpture)</p> <p>Drawing familiar objects with correct proportions.</p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p>	<p>Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>Follow a design brief to achieve an effect for a particular function.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p>