

# Art & Design Long-term overview

Year Group	Y1	Y2	Y3	Y4	Y5	Y6
	<b>Key Knowledge</b>					
	<b>KS1</b>			<b>KS2</b>		
<b>Autumn 1</b>	<b>Drawing</b> <i>NC: use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<b>Drawing</b> <i>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<b>Drawing</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Drawing</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Drawing</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Drawing</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>
	<p><i>*know how to use pencils to create lines of different thickness in drawings</i></p> <p><i>* know how to show how people feel in drawings</i></p>	<p><i>*know how to use charcoal, pencil &amp; pastel to create art</i></p> <p><i>*choose &amp; use three different grades of pencil when drawing</i></p> <p><i>* know how to use a viewfinder to focus on a specific part of an artefact before drawing it</i></p>	<p><i>*know how to use different grades of pencil to shade and show different tones and textures</i></p> <p><i>*know how to explore drawing to develop composition ideas</i></p> <p><i>*experiment with perspective and light and shadow when drawing still life objects</i></p>	<p><i>* know how to use marks and lines to show texture in art</i></p> <p><i>*know how to show facial expressions and body language in sketches</i></p>	<p><i>* know how to use expressive techniques in drawing</i></p> <p><i>*can confidently experiment by using a range of marks and lines to produce texture</i></p> <p><i>*know how to use shading for effect including developing ideas in mood and feeling.</i></p>	<p><i>*use a full range of pencils, charcoal or pastels when creating a piece of observational art</i></p> <p><i>*knows how to use drawing techniques effectively to create sketches and more detailed studies</i></p>



Autumn 1	Key Knowledge				
	KS1		KS2		
	<b>Range of Artists</b> <i>Study a range of artists, craft makers and designers</i>	<b>Range of Artists</b> <i>Study a range of artists, craft makers and designers</i>	<b>Study of Great Artists</b> <i>Great artists, architects &amp; designers in history</i>	<b>Study of Great Artists</b> <i>Great artists, architects &amp; designers in history</i>	<b>Study of Great Artists</b> <i>Great artists, architects &amp; designers in history</i>
<p><i>*ask questions about a piece of art</i></p> <p><b>Artist:</b> Picasso Christa Rijnevel Abstract Art</p>	<p><i>*know how to create a piece of art in response to the work of another artist</i></p> <p><b>Artist:</b> William Morris Ayesha Safdar Culture</p>	<p><i>*know how to describe what can be seen and give an opinion</i></p> <p><i>*know a range of great artists and designers and talks confidently about prior knowledge</i></p> <p><b>Artist:</b> Paul Cezanne Still Life</p>	<p><i>* know how different artists developed their specific techniques</i></p> <p><i>*experiment with the styles used by other artists</i></p> <p><b>Artist:</b> L.S Lowry Industrial Landscapes</p>	<p><i>*know a range of great artists, designers &amp; architects and their historical/cultural importance</i></p> <p><i>*Can make links between their own and other artists' work</i></p> <p><b>Artist</b> Sarah Biffin Noor Barjat Disability</p>	<p><i>*explain the style of my work and how it has been influenced by a famous artist</i></p> <p><i>*explain why I have chosen specific techniques to create my art</i></p> <p><b>Artist:</b> Arthur Berry Sid Kirkham Industrial local art</p>

## Key Knowledge

### KS1

### KS2

#### Using Sketchbooks

*Create sketchbooks to record their observations & use them to review & revisit ideas*

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*Create sketchbooks to record their observations & use them to review & revisit ideas*

*\*uses a sketchbook with guidance and to evaluate own ideas and outcomes*

*\*uses a sketchbook with guidance and to evaluate own ideas and outcomes*

*\*know how to use sketches to produce a final piece of art*

*\*know how to use a sketch book to build and explore ideas*

*\*use sketchbook to record and improve ideas*

*\*use sketchbook to record observations*

*\*know how to use feedback to make adjustments & improvements to art*

*\*uses the sketchbook as a tool to practise, review, adapt and develop a range of ideas*

Year Group	Y1	Y2	Y3	Y4	Y5	Y6
	<b>Key Knowledge</b>					
	<b>KS1</b>		<b>KS2</b>			
<b>Spring 1</b>	<b>Painting</b> <i>NC: use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<b>Painting</b> <i>NC: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<b>Painting</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Printing</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Painting</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Printing</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>
	<ul style="list-style-type: none"> <li><i>*identify the names of the primary and secondary colours</i></li> <li><i>*know how to create a repeating pattern in print</i></li> </ul>	<ul style="list-style-type: none"> <li><i>*know how to create brown with paint</i></li> <li><i>*know how to create tints with paint by adding white</i></li> <li><i>*know how to create tones with paint by adding black</i></li> <li><i>*know how to mix paint to create all the secondary colours</i></li> </ul>	<ul style="list-style-type: none"> <li><i>*know how to create a background using a wash</i></li> <li><i>*know how to use a range of brushes to create different effects in painting</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* know how to overprint to create different patterns.</i></li> <li><i>*know how to create and make relief printing blocks</i></li> </ul>	<ul style="list-style-type: none"> <li><i>*know how to organise line, tone, shape &amp; colour to represent forms in movement</i></li> <li><i>*can confidently experiment by using a range of marks and lines to produce texture.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* use multiple layers to create a more complex image.</i></li> <li><i>*create an accurate print design following a given criteria.</i></li> </ul>

Spring 1	Key Knowledge				
	KS1		KS2		
	Range of Artists <i>Study a range of artists, craft makers and designers</i>	Range of Artists <i>Study a range of artists, craft makers and designers</i>	Study of Great Artists <i>Great artists, architects &amp; designers in history.</i>	Study of Great Artists <i>Great artists, architects &amp; designers in history.</i>	Study of Great Artists <i>Great artists, architects &amp; designers in history.</i>
<p><i>*describe what can be seen and give an opinion about the work of an artist</i></p> <p><b>Artists:</b> Piet Mondrian Hilma Af Klint Abstract Art</p>	<p><i>*suggest how artists have used colour, pattern and shape</i></p> <p><b>Artist:</b> Clifford Possum Tjapaltjarri Aboriginal Art</p>	<p><i>* know how to describe what can be seen and give an opinion</i></p> <p><i>*know a range of great artists and designers and talks confidently about prior knowledge</i></p> <p><b>Artist:</b> John Constable David Hockney English landscapes</p>	<p><i>*know how different artists developed their specific techniques</i></p> <p><i>*explain some of the features of art from historical periods</i></p> <p><b>Artist:</b> Hokusai Relief block printing</p>	<p><i>*know a range of great artists, designers &amp; architects and their historical/cultural importance</i></p> <p><i>*can make links between their own and other artists' work</i></p> <p><b>Artist:</b> Vincent Van Gough Post-Impressionist</p>	<p><i>* can explain the style of art used and how it has been influenced by a famous artist.</i></p> <p><i>*can understand why art can be very abstract and what message the artist is trying to convey.</i></p> <p><i>*explore how art is used to raise awareness of cultural and social issues</i></p> <p><b>Artist:</b> Lubaina Himid Black Art Movement</p>

Key Knowledge					
KS1		KS2			
<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>
<i>*uses a sketchbook with guidance and to evaluate own ideas and outcomes</i>	<i>*uses a sketchbook with guidance and to evaluate own ideas and outcomes</i>	<i>*know how to use sketches to produce a final piece of art</i>  <i>*know how to use a sketch book to build and explore ideas</i>	<i>*use sketchbook to record and improve ideas</i>	<i>*use sketchbook to revisit and review ideas</i>	<i>*know how to use feedback to make adjustments &amp; improvements to art</i>  <i>*uses the sketchbook as a tool to practise, review, adapt and develop a range of ideas</i>

Year Group	Y1	Y2	Y3	Y4	Y5	Y6
	<b>Key Knowledge</b>					
	<b>KS1</b>			<b>KS2</b>		
<b>Summer 1</b>	<b>Using materials</b> <i>NC: use a range of materials creatively to design and make products</i>	<b>Sculpture</b> <i>NC: use a range of materials creatively to design and make products</i>	<b>Mixed Media</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Sculpture</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Mixed Media</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>	<b>Sculpture</b> <i>NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i>
	<p><i>*know how to use IT to create a picture</i></p> <p><i>*know how to cut, roll &amp; coil materials</i></p>	<p><i>*know how to join two clay finger pots</i></p> <p><i>*know how to make a clay pot</i></p> <p><i>*know how to create a printed piece of art by pressing, rolling, rubbing and stamping</i></p>	<p><i>*know how to use digital images and combine with other media</i></p> <p><i>*know how to use IT to create art which includes their own work and that of others</i></p>	<p><i>*know how to use marks and lines to show texture in art</i></p> <p><i>*know how to sculpt clay &amp; other mouldable materials</i></p> <p><i>*Know how to use drawings and observation to inform 3d sculptures.</i></p>	<p><i>*experiment with media to create emotion in art.</i></p> <p><i>*to use precision in collage.</i></p> <p><i>*to use the grid method to transfer an image.</i></p>	<p><i>*improve design techniques in sculpting</i></p> <p><i>*explain why I have used different tools to create art</i></p> <p><i>*explain why I have chosen specific techniques to create my artwork</i></p>

Summer 1	Key Knowledge				
	KS1		KS2		
	<b>Range of Artists</b> <i>Study a range of artists, craft makers and designers</i>	<b>Range of Artists</b> <i>Study a range of artists, craft makers and designers</i>	<b>Study of Great Artists</b> <i>Great artists, architects &amp; designers in history</i>	<b>Study of Great Artists</b> <i>Great artists, architects &amp; designers in history</i>	<b>Study of Great Artists</b> <i>Great artists, architects &amp; designers in history</i>
<p><i>*describe what can be seen and give an opinion about the work of an artist</i></p> <p><b>Artist:</b> Clarice Cliff Local Pottery</p>	<p><i>*know how to create a piece of art in response to the work of another artist</i></p> <p><b>Artist:</b> Emma Bridgewater Local Pottery</p>	<p><i>* know how to describe what can be seen and give an opinion</i></p> <p><i>*know a range of great artists and designers and talks confidently about prior knowledge</i></p> <p><b>Artists:</b> Banksy Sonia Boyce Graffiti Art</p>	<p><i>*explain some of the features of art from historical periods</i></p> <p><b>Sculpture:</b> Royal Doulton Wedgewood Local Pottery</p>	<p><i>* can make links between their own and other artists' work.</i></p> <p><i>*to consider the sustainability of art and design.</i></p> <p><b>Artists:</b> Nick Gentry Jeff hong Sustainability</p>	<p><i>*explain the style of my work and how it has been influenced by a famous artist</i></p> <p><b>Artists:</b> Stoke-On-Trent Duck Project</p>

## Key Knowledge

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<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit idea</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>	<b>Using Sketchbooks</b> <i>Create sketchbooks to record their observations &amp; use them to review &amp; revisit ideas</i>
<i>*uses a sketchbook with guidance and to evaluate own ideas and outcomes</i>	<i>*uses a sketchbook with guidance and to evaluate own ideas and outcomes</i>	<i>know how to use a sketch book to build and explore ideas</i>	<i>*use sketchbook to record and improve ideas</i>	<i>*use sketchbook to record observations</i>	<i>*know how to use feedback to make adjustments &amp; improvements to art</i>  <i>*uses the sketchbook as a tool to practise, review, adapt and develop a range of ideas</i>