



## KS2 Art Overview



		Autumn	Spring	Summer
Yr 3	Topic	<b>London</b>	<b>Romans</b>	<b>Lion King</b>
	Pupils should be taught about	Investigating and exploring (in sketch books) <b>Painting London Landscapes</b> <b>Art History – Colin Ruffell &amp; George Hyde Pownall</b> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 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. <u>Colour</u> - Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades	Investigating and exploring (in sketch books) <b>Mosaic/Collage</b> <b>Art History – Roman mosaics &amp; Lola Dupre</b> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary	Investigating and exploring (in sketch books) <b>Printing on fabric</b> <b>Art History – Ghanian Adinkra print and William Morris.</b> Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints.
Outcome	To make a London landscape inspired by Colin Ruffell.	To make a mosaic tile.	To make a Lion King fabric print based on the Ghanian Adinkra print – An individual print for sketch books and a whole class print.	
Yr 4	Topic	<b>Raiders and Invaders</b>	<b>Chocolate</b>	<b>Ancient Egypt</b>
	Pupils should be taught about	Investigating and exploring (in sketch books) <b>Textiles tapestry shields</b> <b>Art History – Compare Jane Kidd and Lucy Poskitt. Use Jane Kidd textile art as main focus. Research her work and art techniques.</b> Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	Investigating and exploring (in sketch books) <b>Printing on textured paper</b> <b>Art History - Compare printing techniques of William Morris and Andy Warhol.</b> Use Andy Warhol to as focus to print patterns using chocolate bar wrappers. Compare and recreate shapes and patterns in nature and the environment. Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats. Make prints based on surfaces taken from the environment. Make a simple paper stencil. Make a simple printing block.	Investigating and exploring (in sketch books) <b>3D modelling sculpture using mod roc</b> <b>Art History – Egyptian canopic jars &amp; Investigate the sculpture work of George Segal.</b> Plan, design and make models from observation or imagination. Create surface patterns and textures in a malleable material. Use mod roc to create a simple 3D object.
Outcome	To make a textile tapestry/shield.	To create a chocolate bar wrapper using printing.	To make an Egyptian canopic jar out of Modroc.	

Yr 5	Topic	<b>Rainforest</b>	<b>Ancient Greece</b>	<b>Age of Change</b>
	Pupils should be taught about	<p>Investigating and exploring (in sketch books)  <b>Textiles carnival costume exploring sewing skills and mixed media.</b></p> <p><b>Art History – Alexander McQueen- 2010 ‘Plato’s Atlantis’ collection.</b>  <b>René Garza for Magpies &amp; Peacocks: Re:ne(w). Zero waste collection London Fashion Week</b></p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.</p> <p><b>Cross-curricular DT</b></p> <p>Select from and use a wider range of materials and components, including construction materials, <b>textiles</b> and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Investigating and exploring (in sketch books)  <b>3D modelling sculpture using papier mache</b></p> <p><b>Art History – Ancient Greek sculptures &amp; Antony Gormley</b></p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man- made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Produce intricate patterns and textures in a malleable media.</p>	<p>Investigating and exploring (in sketch books)  <b>Drawing and mixed media including paint</b>  <b>Art History – cave painting &amp; Banksy</b></p> <p>Develop a painting from a drawing.</p> <p>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</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours.</p>
	Outcome	To make an outfit for the rainforest carnival.	To make a large body sculpture out of papier mache.	To make a story cave painting using paint and everyday materials ie mud, coffee etc
Yr 6	Topic	<b>Crime and Punishment</b>	<b>Our Changing World</b>	<b>Moving On</b>
	Pupils should be taught about	<p>Investigating and exploring (in sketch books)  <b>Drawing and Collage</b>  <b>Art History – Research the work of courtroom artists such as Priscilla Coleman &amp; Picasso</b></p> <p>Use a wide range of visual techniques and secondary sources of information to support the development of projects.</p> <p>Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas.</p> <p>Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their</p>	<p>Investigating and exploring (in sketch books)  <b>Painting (exploring art techniques) in groups</b>  <b>Art History - 6 famous artists that explore water paintings.</b></p> <p>Develop a painting from a drawing. 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</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours</p>	<p>Investigating and exploring (in sketch books)  Own Art Project discussed and designed by the children.</p>

		<p>ideas, and how they will use this in their own work.</p> <p>Apply appropriate visual and tactile techniques to suit the intended purpose, Including the use of computer packages. Use a framing device to isolate areas of images including the foreground, background and focal point.</p> <p>Use a wide range of techniques to create a range of effects.</p> <p>Create a composition showing a moving figure.</p> <p>Create a composition showing more than one figure.</p>	<p>Select and apply a wide range of appropriate painting techniques, giving reasons for choices. Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc. Use a range of brushstrokes to indicate changes in shape and form.</p>	
	Outcome	<p>Create artwork using chalks and pastels in the style of a courtroom artist</p>	<p>To make a group water painting. Each group to explore a different style/painting technique. The paper could be split into 5/6 sections.</p>	<p>Own project – to be planned by the class each year and children create their own piece of art.</p>

<u>KS2 Pupils should be taught</u>	<p>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.</p> <p>Pupils should be taught: To improve their mastery of art and design techniques, including drawing and painting.</p>			
<u>KS2 Pupils should be taught</u>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<u>Printing</u>	<p>Talk about and recreate patterns in the environment. Make prints and patterns using everyday natural and man-made objects. Cut a simple shape into card to create a stencil. Use string and glue to make a simple printing block.</p>	<p>Compare and recreate shapes and patterns in nature and the environment. Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats. Make prints based on surfaces taken from the environment. Make a simple paper stencil. Make a simple printing block.</p>	<p><b>Create and use shapes and patterns</b> in nature, the environment and different cultures and times. Talk about geometric, symmetrical and asymmetrical patterns. Create surface texture using rollers, sponges, engraving and by printing from an inked surface. Make a 2 part paper stencil. Make a 2 colour block print.</p>	<p>Talk about and evaluate a wide range of complex patterns, e.g. the work of Esher. Create complex surface textures by mixing and combining techniques. Make a multi-layered stencil. Make a multi-coloured block print.</p>
<u>Textiles</u>	<p>Use and talk about natural and man-made materials. Draw a simple picture to represent a plan. Use a range of materials to create pictures and collage. Create a simple repeating pattern, e.g. over, under, over, under. Use a card loom.</p>	<p>Apply one material to the surface of another a material (appliqué). Create a simple design and transfer the main shapes to a paper pattern. Use running stitch. Talk about the work of important crafts and design people. Make a simple loom and use different materials to produce a range of weft threads.</p>	<p>Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads etc. Create a simple paper pattern including a seam allowance. Use over stitch and cross stitch. Talk about and recreate the techniques of important crafts and design people throughout history. Create a range of weft patterns on a range of different sized looms.</p>	<p>Use quilting, wire, padding and appliqué to support 3D projects. Create a simple paper pattern including accurate measurements. Use blanket stitch, herringbone and embroidery. Recreate and use the techniques of important crafts people throughout history. Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</p>

<u>Painting</u>	Use a range of tools to apply paint, and create pattern. Combine paint and other materials effectively to create detail and texture. Mix shades of primary and secondary colours. Identify complementary colours.	Mix paint and other materials to create detailed patterns and textures. Use a wide range of painting techniques to create different effects. Use knowledge of colour families to create contrast. Create light and dark tones.	Mix paint and other materials to create detailed patterns and textures. Use a wide range of painting techniques to create different effects. Use knowledge of colour families to create contrast. Create light and dark tones.	Select and apply a wide range of appropriate painting techniques, giving reasons for choices. Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc. Use a range of brushstrokes to indicate changes in shape and form.
<u>3DModelling</u>	Talk about and explore a range of modelling materials. Shape and join clay to make a thumb pot using slip and impress prints. Recreate prints and patterns based on the surface of natural and man-made objects. Use tools to create linear patterns.	Create a 3D model using a range of modelling materials. Roll and shape clay to produce a coil pot and relief tiles. Recreate detailed prints and patterns based on the surface of natural and man-made objects. Use tools to create sliding patterns.	Create free-standing 3D models using different materials. Shape and form clay to produce a slab pot or container based on a basis 3D shape. Mix and combine a range of different materials and tools to create surface texture and impressions. Create effective relief and radiating patterns.	Create increasingly complex 3D forms using a wide range of materials. Use a wide range of techniques to join, combine and shape clay. Apply a range of techniques to the surface of clay, e.g. spraying, stippling and sponging. Mix and combine a range of materials to create effective 3D models and collage.
<u>Drawing</u>	Talk about the drawing tools and techniques used to share ideas. Use a wide range of different lines, e.g. thin, bold, faint, wavy, broken etc. Create simple drawings based on things observed in order to create designs. Use a viewfinder to select and record shapes and images.	Talk about the visual and tactile qualities of drawing and painting media. Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes. Use line drawings to show the size and relationship of shapes. Use a viewfinder to isolate and record parts of an image. Draw the outline of a simple figure.	Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional. Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer. Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.	Apply appropriate visual and tactile techniques to suit the intended purpose, Including the use of computer packages. Use a framing device to isolate areas of images including the foreground, background and focal point. Use a wide range of techniques to create a range of effects. Create a composition showing a moving figure Create a composition showing more than one figure.
<u>Investigating and Exploring</u>	Make drawings in a sketchbook of artefacts and images adding notes where appropriate. Explore and respond to direct sensory experiences, memory and imagination. Compare the differences and similarities between different practices and differences in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.	Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate. Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments. Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.	Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features. Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas. Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.	Use a wide range of visual techniques and secondary sources of information to support the development of projects. Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas. Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work.
<u>Sketch Book</u>	To create sketch books to record their observations and use them to review and revisit ideas. Use sketchbook as a drawing visual notebook for ideas.			
<u>Art History</u>	Learn about great artists, architects and designers in history.			
<u>Exploring and Developing ideas</u>	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.			

<u>Evaluating and Developing Work</u>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>			
<u>Art Resources</u>	To be ordered in advance (before term start) via coordinator.			
	Y3	Y4	Y5 Rainforest: Ancient Greece: Age of Change: Pastels, charcoal, sand, soil, clay	Y6 Crime & Punishment: Magazines/ newspapers, pastels, chalk Our Changing World: paint