

Art Summer 2 Overview

Art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	Craft and Design: Let's get crafty	Painting and mixed media: Colour splash	Sculpture and 3D: Clay houses	Sculpture and 3D: Abstract shape and space	Craft and design: Fabric of nature	Painting and mixed media: Portraits	Sculpture and 3D: Making memories
Outline	Developing cutting, threading, joining and folding skills through fun, creative craft projects.	Children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist.	This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.	This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.	Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation.	This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and encourages thoughtful decisions in their artwork composition.	This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.
Learning objectives	To develop scissor skills. To develop threading skills. To learn about the different ways	- Name the primary colours. - Explore coloured materials to mix secondary colours.	Flatten and smooth their clay, rolling shapes successfully and making a range of	Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or	Describe objects, images and sounds with relevant subject vocabulary.	Outline a portrait drawing with words, varying the size, shape and placement of words to	- Discuss the work of artists that appreciate different artistic styles. - Create a sculpture to express

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	in which we can join materials together and to practise these techniques. To learn how to fold, curl and cut paper to achieve a desired effect. To create a design for a tissue paper flower.	• Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates.	marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing	joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects.	• Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration	create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and	themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through image shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written
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			objects into the surface and by joining simple shapes.	• Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures.	from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs. •	compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. •	notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development. •
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				• Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.			
Key Skills	Physical development Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery.	• Generating ideas: • Explore their own ideas using a range of media. • Using sketchbooks: • Use sketchbooks to explore ideas. • Making skills: • Develop some control when using a wide range of tools to draw, paint and create	• Generating ideas: • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Using sketchbooks: • Experiment in sketchbooks, using drawing to record ideas.	• Generating ideas: • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Making skills: • Confidently use a range of materials and tools, selecting and	• Generating ideas: • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Using sketchbooks: • Use sketchbooks	• Generating ideas: • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. • Using sketchbooks: • Confidently use	• Generating ideas: • Draw upon the experience of creative work and their research to develop their own starting points for creative outcomes. • Using sketchbooks: • Using a systematic and independent approach, research, test

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	Expressive arts and design ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	crafts and sculptures. • Make choices about which materials to use to create an effect. • Evaluating and analysing: • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. •	• Use sketchbooks to help make decisions about what to try out next. • Making skills: • Further demonstrate increased control with a greater range of media. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Knowledge of artists: • Talk about art they have seen using some appropriate subject vocabulary. • Create and critique both	using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Knowledge of artists: • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. • Evaluating and analysing: • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding	for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. • Making skills: • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining	sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Making skills: • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects.	and develop ideas and plans using sketchbooks. • Making skills: • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating
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						intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	photography a sculpture continually develop over time as artists seek to break new boundaries
Key Vocab	down over pattern pinch pull push thread through under up fix flange glue join slot string sturdy tape tie wobbly	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick	casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot	abstract found objects negative space positive space sculptor Sculpture structure three-dimensional	ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait	assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation

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Key Questions							
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