

Art Autumn Overview

Art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	Drawing: Marvellous Marks	Drawing: Make your mark	Craft and Design: Map it out	Drawing: Growing artists	Drawing: Power prints	Sculpture and 3D: Interactive installation	Craft and Design: Photo Opportunity
Outline	Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus	Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They respond to a design brief to design a seasonal food tart using ingredients harvested in the UK in May and June.	Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.
Learning objectives	<ul style="list-style-type: none"> To explore making marks with wax crayons. To investigate the marks and patterns made by different textures. To explore making marks with felt tips. 	<ul style="list-style-type: none"> To know how to create different types of lines. To explore line and mark making to draw water. To develop an understanding of mark making. To apply an understanding of drawing materials and mark making 	<ul style="list-style-type: none"> To investigate maps as a stimulus for drawing. To experiment with a craft technique to develop an idea. To develop ideas and apply craft skills when printmaking. To present artwork and evaluate it 	<ul style="list-style-type: none"> To recognise how artists use shape in drawing. To understand how to create tone in drawing by shading. To understand how texture can be created and used to make art. To apply observational 	<ul style="list-style-type: none"> To draw using tone to create a 3D effect. To explore proportion and tone when drawing. To plan a composition for a mixed-media drawing. To use shading techniques to create pattern and contrast. 	<ul style="list-style-type: none"> To identify and compare features of art installations. To investigate the effect of space and scale when creating 3D art. To problem-solve when constructing 3D artworks. To plan an installation that 	<ul style="list-style-type: none"> To apply an understanding of composition to create an effective photomontage advertising poster. To apply an understanding of abstract art through photography. To demonstrate an understanding of design choices

Art Autumn Overview

	<ul style="list-style-type: none"> • To use a felt tip to make patterns. • To explore making marks with chalk. • To make controlled large and small movements. • To compare different ways of making marks and drawing. • To explore mark making using pencils. • To create a simple observational drawing. • To use a variety of colours and materials to create a self-portrait. • To express their own self-image through art. 	to draw from observation.	against a design brief.	<p>drawing skills to create detailed studies.</p> <ul style="list-style-type: none"> • To explore composition and scale to create abstract drawings. 	<ul style="list-style-type: none"> • To work collaboratively to develop drawings into prints. 	<p>communicates an idea.</p> <ul style="list-style-type: none"> • To apply their knowledge of installation art and develop ideas into a finished piece. 	<p>using digital photography techniques.</p> <ul style="list-style-type: none"> • To apply an understanding of photography to design and recreate a famous painting. • To demonstrate observation and proportion to create art in a photorealistic style.
--	---	---------------------------	-------------------------	---	--	--	---

Art Autumn Overview

Key Skills	<ul style="list-style-type: none"> Physical development Develops 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. ELG: Fine Motor Skills: Begin to show accuracy and care when drawing. Expressive arts and design Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making 	<ul style="list-style-type: none"> Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a 	<ul style="list-style-type: none"> Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to 	<ul style="list-style-type: none"> Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when 	<ul style="list-style-type: none"> Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation 	<ul style="list-style-type: none"> Explain how a new image can be created using a combination of other images. Understand what photomontage is and recognise how artists use photography. Select relevant images and cut them with confidence and a level of control. Demonstrate a competent knowledge of effective composition, discussing their ideas. Use recording devices and available software with confidence. Demonstrate a confident understanding of Edward Weston's style through their artistic choices. Discuss the features of a design, e.g. explaining what is effective about a composition.
------------	--	---	---	---	---	--	---

Art Autumn Overview

	<ul style="list-style-type: none"> • Characteristics of effective learning • Playing and exploring. 		<p>pleasing composition.</p> <ul style="list-style-type: none"> • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile. • Choose a favourite artwork, justifying their choice. • Annotate their favourite artwork with relevant evaluation points. • Take an active part in decisions around how to display their artworks in the class gallery. 	<p>compose an interesting frottage image.</p> <ul style="list-style-type: none"> • Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. 	<p>scratching into a painted surface.</p> <ul style="list-style-type: none"> • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting with their methods. 	<p>plan, model or space.</p> <ul style="list-style-type: none"> • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. 	<ul style="list-style-type: none"> • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed • Draw an accurately measured grid,
--	---	--	--	---	--	---	---

Art Autumn Overview

						<ul style="list-style-type: none"> Justify choices made, explaining how they improve the viewer experience or make it interactive. 	<p>with some support, understanding how it can support them with their drawing.</p> <ul style="list-style-type: none"> Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. Create a final painting or drawing with tonal differences that create a photo-realistic effect
Key Vocab	hard long rough short smooth soft straight thick thin wavy drawing mark making observational self-portrait pencils	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly	abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder	abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric	abstract block print contrast cross-hatching collaborate collaboratively collage combine composition figurative gradient hatching highlight mixed media	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive	album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro

Art Autumn Overview

Key Questions	<p>I wonder what type of line I'll make if I hold my crayon this way?</p> <p>How does it feel?</p> <p>What is the texture?</p> <p>What do you notice?</p> <p>What do you notice about the chalk? How does it feel?</p> <p>Tell me about the marks you are making.</p> <p>Do you prefer making large or small marks?</p> <p>Why?</p> <p>Which is your favourite drawing medium? Why?</p> <p>Can you explain why it is the same?</p> <p>Can you explain why it's different?</p> <p>What do you notice about your face?</p> <p>How does your face look when you are happy/sad/surprised?</p> <p>What do you notice about the portraits?</p> <p>Which style of portrait do you prefer?</p> <p>I wonder why the artist has chosen that colour for her hair?</p>	<p>Are lines always straight?</p> <p>What word is used when shapes partly cover each other?</p>	<p>When making felt how should the layers of wool fibre be laid down?</p> <p>What three things are needed to make felt?</p> <p>What does abstract mean?</p> <p>What is name of the room where artwork is displayed?</p>	<p>Which technique is being shown here?</p> <p>Max Ernst was known for using what technique in his artwork?</p> <p>What tools can be used to create abstract drawings?</p> <p>Which artist was famous for their artwork of close up flowers?</p>	<p>What does pencil grade tell you?</p> <p>Which pencil would make the darkest marks?</p> <p>What is the correct order to create a wax resist background?</p>	<p>What is the name of the Chinese artist who creates installations that often use explosions</p>	<p>What does phantomontage mean?</p> <p>What is the technical term for extreme close up photography?</p> <p>How is digital are made?</p>
---------------	--	---	---	--	---	---	--