



# Newberries Primary School – Art & Design Overview



## Early Years Foundation Stage

Year R	Autumn	Spring	Summer
	<p><b>ARTIST LINKS</b></p> <p><b>CL –</b></p> <ul style="list-style-type: none"> <li>Children use talk to organise, sequence and clarify thinking and ideas.</li> <li>Children listen to others' ideas.</li> </ul> <p><b>PD –</b></p> <ul style="list-style-type: none"> <li>Children use simple tools to effect changes to materials.</li> <li>Children handle tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p><b>PSED -</b></p> <ul style="list-style-type: none"> <li>Children are confident to speak to others about their own opinions.</li> </ul> <p><b>EAD –</b></p> <ul style="list-style-type: none"> <li>Children explore what happens when they mix colours.</li> <li>Children experiment to create different textures.</li> <li>Children understand that different media can be combined to create new effects.</li> <li>Children manipulate materials to achieve a planned effect.</li> <li>Children construct with a purpose in mind, using a variety of resources.</li> <li>Children use simple tools and techniques competently and appropriately.</li> <li>Children select appropriate resources and adapt work where necessary.</li> <li>Children select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>Children create simple representations of events, people and objects.</li> <li>Children choose particular colours for a purpose.</li> </ul>	<p><b>ARTIST LINKS</b></p> <p><b>CL –</b></p> <ul style="list-style-type: none"> <li>Children use talk to organise, sequence and clarify thinking and ideas.</li> <li>Children listen to others' ideas.</li> </ul> <p><b>PD –</b></p> <ul style="list-style-type: none"> <li>Children use simple tools to effect changes to materials.</li> <li>Children handle tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p><b>PSED -</b></p> <ul style="list-style-type: none"> <li>Children are confident to speak to others about their own opinions.</li> </ul> <p><b>EAD –</b></p> <ul style="list-style-type: none"> <li>Children explore what happens when they mix colours.</li> <li>Children experiment to create different textures.</li> <li>Children understand that different media can be combined to create new effects.</li> <li>Children manipulate materials to achieve a planned effect.</li> <li>Children construct with a purpose in mind, using a variety of resources.</li> <li>Children use simple tools and techniques competently and appropriately.</li> <li>Children select appropriate resources and adapt work where necessary.</li> <li>Children select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>Children create simple representations of events, people and objects.</li> <li>Children choose particular colours for a purpose.</li> </ul>	<p><b>ARTIST LINKS</b></p> <p><b>CL –</b></p> <ul style="list-style-type: none"> <li>Children develop their own explanations by connecting ideas.</li> </ul> <p><b>PD –</b></p> <ul style="list-style-type: none"> <li>Children handle equipment and tools effectively.</li> </ul> <p><b>PSED -</b></p> <ul style="list-style-type: none"> <li>Children are confident to try new activities.</li> <li>Children will talk about their ideas, and chose the resources they need for their chosen activity.</li> </ul> <p><b>EAD –</b></p> <ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>They represent their own ideas, thoughts and feelings through art.</li> </ul>

**Autumn**

**Spring**

**Summer**

**Year 1  
Cycle B**

Exploring and developing ideas

Evaluating and developing work

Record and explore ideas from first hand observations  
 Ask and answer questions about starting points for their work  
 Develop their ideas – try things out, change their minds  
 Explore the work of artists, crafts people and designers from different times and cultures and differences and similarities

Review what they and others have done and say what they think and feel about it  
 Identify what they might change in their current work or develop in future work

Drawing

Experiment with a variety of media, pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk, control the types of marks made with the range of media.

Lines and Marks  
 Name, match and draw lines/marks from observations  
 Invent new lines  
 Draw on different surfaces with a range of media

Shape  
 Observe and draw shapes from observations  
 Draw shapes in between objects  
 Invent new shapes

Tone  
 Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes

Texture  
 Investigate textures by describing, naming, rubbing, copying

Collage

Mixed Media Collage

3D Sculptures

**2D Sparks and Flames- Great Fire of London**  
**Skills:**

- Use a variety of tools including brushes of different sizes
- Mix secondary colours and match colours to artefacts and objects.
- Work on different scales
- Name different types of paint a
- Use a wide range of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.
- Work on a range of scales e.g. large brush on large paper etc.
- Mix and match colours using artefacts and objects.

**Artists**

- Various- Can we get a local artist in?

**2D: Collage buildings**  
**Skills:**

- Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
- Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.
- Understand the basic use of a sketchbook and work out ideas for drawings.

**Artists**

- LS Lowry

**Nature Sculptures.**  
**Skills:**

- Manipulate clay in a variety of ways; rolling, kneading and shaping
- Explore sculpture with a range of malleable media, especially clay.
- Experiment with, construct and join recycled, natural and man-made materials
- Explore shape and form.

**Artists**

- Andy Goldsworthy.

	Autumn	Spring	Summer	
Year 2 Cycle B	Exploring and developing ideas		Evaluating and developing work	
	Record and explore ideas from first hand observations Ask and answer questions about starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, crafts people and designers from different times and cultures and differences and similarities		Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in future work	
	Drawing			
	Experiment with a variety of media, pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk, control the types of marks made with the range of media.	<u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes
			<u>Texture</u> Investigate textures by describing, naming, rubbing, copying	
	<u>Collage</u>	<u>Mixed Media Collage</u>	<u>3D Sculptures</u>	
	<b>2D Sparks and Flames- Great Fire of London</b> <b>Skills:</b> <ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>Name different types of paint and their properties.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Mix and match colours using artefacts and objects.</li> <li>create textured collages from a variety of media.</li> </ul> <b>Artists</b> <ul style="list-style-type: none"> <li>Various- Can we get a local artist in?</li> </ul>	<b>2D: Collage buildings</b> <b>Skills:</b> <ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>create textured collages from a variety of media.</li> </ul> <b>Artists</b> <ul style="list-style-type: none"> <li>LS Lowry</li> </ul>	<b>Nature Sculptures.</b> <b>Skills:</b> <ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently</li> </ul> <b>Artists</b> <ul style="list-style-type: none"> <li>Andy Goldsworthy.</li> </ul>	

Lower KS2						
Year 3 Cycle B	Autumn		Spring		Summer	
	Exploring and developing ideas (before final product)			Evaluating and developing work (after final product)		
	<ul style="list-style-type: none"> <li>Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</li> </ul>			<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>		
	Drawing (throughout each unit selecting objectives relevant – (as provided in example sketchbook))					
	<ul style="list-style-type: none"> <li>Experiment with ways in which surface detail can be added to drawings.</li> <li>Use sketchbooks to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Plan, refine and alter their drawings as necessary.</li> </ul>		<p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> <li>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens, etc.</li> <li>Experiment with different grades of pencil and other implements to create lines and marks.</li> </ul>	<p><u>Form and shape</u></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to show and awareness of objects having a third dimension.</li> </ul>	<p><u>Tone</u></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to achieve variation in tone.</li> <li>Apply tone in a drawing in a simple way.</li> </ul>	<p><u>Texture</u></p> <ul style="list-style-type: none"> <li>Create textures with a wide range of drawing implements.</li> <li>Apply a simple use of pattern and texture in a drawing.</li> </ul>
	<p><b>SCULPTURE</b> Ice Age Sculptures Create Sketch books to record observations Ice Age Portable Art Sculptures Drawing/sketching</p>		<p><b>SCULPTURE</b> Iron Age Jewelry Create Sketch books to record observations Ice Age Jewellery Drawing/sketching</p>		<p><b>MOSAICS</b> Roman Mosaics Create Sketch books to record observations Drawing/sketching</p>	
<p><u>Ice Age Sculptures (portable art)</u></p> <ul style="list-style-type: none"> <li>Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Plan, design and make models from observation and imagination</li> <li>Create surface patterns and textures in a malleable material.</li> <li>Use paper mache to create a simple 3D object.</li> </ul>		<p><u>Iron age Jewellery</u></p> <ul style="list-style-type: none"> <li>Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Plan, design and make models from observation and imagination</li> <li>Create surface patterns and textures in a malleable material.</li> <li>Use paper mache to create a simple 3D object.</li> </ul>		<p><u>Roman Mosaic (local artist link)</u></p> <ul style="list-style-type: none"> <li>Name the materials and tools they have used.</li> <li>Make a simple Mosaic</li> </ul>		
<p><u>Breadth of Study</u></p> <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT</li> <li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>						

	Autumn	Spring	Summer		
<b>Year 4 Cycle B</b>	Exploring and developing ideas (before final product)		Evaluating and developing work (after final product)		
	<ul style="list-style-type: none"> <li>Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>		
	Drawing (throughout each unit selecting objectives relevant – (as provided in example sketchbook))				
	<ul style="list-style-type: none"> <li>Experiment with ways in which surface detail can be added to drawings.</li> <li>Use sketchbooks to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Plan, refine and alter their drawings as necessary.</li> </ul>	<u>Lines and Marks</u> <ul style="list-style-type: none"> <li>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens, etc.</li> <li>Experiment with different grades of pencil and other implements to create lines and marks.</li> </ul>	<u>Form and shape</u> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to show and awareness of objects having a third dimension.</li> </ul>	<u>Tone</u> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to achieve variation in tone.</li> <li>Apply tone in a drawing in a simple way.</li> </ul>	<u>Texture</u> <ul style="list-style-type: none"> <li>Create textures with a wide range of drawing implements.</li> <li>Apply a simple use of pattern and texture in a drawing.</li> </ul>
	<u>SCULPTURE</u> <b>Ice Age Sculptures</b> Create Sketch books to record observations Ice Age Portable Art Sculptures Drawing/sketching	<u>SCULPTURE</u> <b>Iron Age Jewelry</b> Create Sketch books to record observations Ice Age Jewellery Drawing/sketching	<u>MOSAICS</u> <b>Roman Mosaics</b> Create Sketch books to record observations Drawing/sketching		
	<ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials.</li> </ul>	<u>Roman Mosaic</u> <ul style="list-style-type: none"> <li>Match the tool to the material.</li> <li>Combine skills more readily.</li> <li>Refine and alter ideas and explain choices using art vocabulary.</li> <li>Collect visual information from a variety of sources.</li> <li>Make a simple Mosaic</li> </ul>		
<u>Breadth of Study</u> <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT</li> <li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>					

**Upper KS2**

**Year 5  
Cycle B**

**Autumn**

**Spring**

**Summer**

Exploring and developing ideas (before final product)

Evaluating and developing work (after final product)

- Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, crafts people and designers working in different times and cultures.

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

Drawing (throughout each unit selecting objectives relevant – (as provided in example sketchbook)

- Work from a variety of sources including observation, photographs and digital images.
- Work in a sustained and independent way from observations, experience and imagination.
- Use sketchbooks to collect and develop ideas.
- Identify artists who have worked in a similar way to their own work.

- Lines, Marks, Tone, Form and Texture
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
  - Experiment with wet media to make different marks, lines, pattern, textures and shapes.
  - Explore colour mixing and blending techniques for different purposes i.e. shading, thatching within their own work.
  - Start to develop their own style using tonal contrast and mixed media.

- Perspective and Composition
- Begin to use simple perspective in their work using a focal point and horizon.
  - Begin to develop and awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
  - Show and awareness of how paintings are created i.e. composition.

**PRINTING**

**Victoria Wallpaper – William Morris**  
Create Sketch books to record observations  
William Morris wallpaper Drawing/sketching

**SCULPTURE**

**Northern lights - creatures**  
Create Sketch books to record observations  
Turner Seascapes Sculptures Drawing/sketching

**SCULPTURE**

**Egyptian Dunes/Jewelry - creatures**  
Create Sketch books to record observations  
Egyptian runes/Jewellery Sculptures Drawing/sketching

William Morris Wallpaper

- Explain a few techniques including the use of poly-blocks, relief, mono and resist printing.
- Choose the printing method appropriate to the task.
- Build up layers and colours/textures.
- Organise their work in terms of pattern, repetition, symmetry or random printing styles.

Choose inks and overlay colours.

- 

Northern creatures

- Plan a sculpture through drawing and other preparatory work.
- Shape form and construct from observation or imagination.
- Use recycled, natural and man-made materials to create sculptures.
- Describe the different qualities involved in modelling, sculpture and construction.

Produce intricate patterns and textures in a malleable media.

Egyptian Dunes/Jewellery

- Plan a sculpture through drawing and other preparatory work.
- Shape form and construct from observation or imagination.
- Use recycled, natural and man-made materials to create sculptures.
- Describe the different qualities involved in modelling, sculpture and construction.
- Produce intricate patterns and textures in a malleable media.

Breadth of Study

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

<b>Year 6 Cycle B</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	Exploring and developing ideas (before final product)			Evaluating and developing work (after final product)		
	<ul style="list-style-type: none"> <li>• Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>• Explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</li> </ul>			<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> </ul>		
	Drawing (throughout each unit selecting objectives relevant – (as provided in example sketchbook))					
	<ul style="list-style-type: none"> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Develop ideas using different or mixed media, using a sketchbook.</li> <li>• Manipulate and experiment with elements of art.</li> <li>• Work from a variety of sources including observation, photographs and digital images.</li> </ul>		<u>Lines, Marks, Tone, Form and Texture</u> <ul style="list-style-type: none"> <li>• Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>• Experiment with wet media to make different marks, lines, pattern, textures and shapes.</li> <li>• Explore colour mixing and blending techniques for different purposes i.e. shading, thatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> </ul>		<u>Perspective and Composition</u> <ul style="list-style-type: none"> <li>• Begin to use simple perspective in their work using a focal point and horizon.</li> <li>• Begin to develop and awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Show and awareness of how paintings are created i.e. composition.</li> </ul>	
	<b>PRINTING</b> <b>Victoria Wallpaper – William Morris</b> Create Sketch books to record observations William Morris wallpaper Drawing/sketching		<b>SCULPTURE</b> <b>Northern lights - creatures</b> Create Sketch books to record observations Turner Seascapes Sculptures Drawing/sketching		<b>SCULPTURE</b> <b>Egyptian Dunes/Jewelry - creatures</b> Create Sketch books to record observations Egyptian runes/Jewellery Sculptures Drawing/sketching	
	<u>William Morris Wallpaper</u> <ul style="list-style-type: none"> <li>• Explain a few techniques including the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to the task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> </ul> Choose inks and overlay colours. <ul style="list-style-type: none"> <li>•</li> </ul>		<u>Northern creatures</u> <ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Shape form and construct from observation or imagination.</li> <li>• Use recycled, natural and man-made materials to create sculptures.</li> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> </ul> Produce intricate patterns and textures in a malleable media.		<u>Egyptian Dunes/Jewellery</u> <ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Shape form and construct from observation or imagination.</li> <li>• Use recycled, natural and man-made materials to create sculptures.</li> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Produce intricate patterns and textures in a malleable media.</li> </ul>	
	<u>Breadth of Study</u> <ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>					