



Lady Bay Primary School Subject Overview for Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p><u>Creating with Materials</u> Explore colour and how colours can be changed (primary colours/ mixing)</p> <p>Understand and Investigate the use of lines to enclose a space, and begin to use these shapes to represent objects.</p>	<p><u>Creating with Materials</u> Explore colour and how colours can be changed (use a range of tools to make coloured marks). Artist: Andy Warhol Understand the use of lines to enclose a space, and begin to use these shapes to represent objects (form- shape and model).</p>	<p><u>Creating with Materials</u> Show interest in and describe the texture of things (explore simple collages using different textures). Develop preferences for forms of expression e.g. painting, drawing, clay, movement and dance.</p>	<p><u>Creating with Materials</u> Explore colour and how colours can be changed-painting</p> <p>Understand and Investigate the use of lines to enclose a space, and begin to use these shapes to represent objects.</p>	<p><u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Imitate and create own simple repeating patterns) Artist- Kandinsky Create simple symmetry Share their creations, explaining the process they have used.</p>	<p><u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Under the Sea collage and paper plate jelly fish). Texture- Wax resistant paintings.</p>
Year 1	<p><u>Drawing</u> 1.What details can you draw? Explore applying colour with a range of tools for enjoyment (pencil crayons) Use a pencil to draw, shade and add details. 2.Can you draw a self-portrait and use pencil crayons to add colour? Explore applying colour with a range of tools for enjoyment (pencil crayons) Use a pencil to draw, shade and add details. How to colour and shade with colouring pencils and crayons -</p>	<p><u>Drawing/ Colour/ Pattern/ Printing</u> 1.How can I use printing to create a leaf picture? Create patterns and pictures by printing from objects using more than one colour. How to mix block paints with water to achieve the right consistency for painting and printing - How to print objects? 2.How can I use pencil crayons to add the detail of my leaf? Develop impressed images with some added pencil or decorative detail. Observe patterns in the natural and man-</p>				<p><u>Drawing/ Pattern/ Colour</u> 1.How can we use lines and shapes to create a picture like Paul Klee? Observe shapes and patterns in the natural and man-made world. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. 2. Can I experiment with techniques for using oil pastels? Explore applying colour with a range of tools for enjoyment. (Oil pastels) Use a wide range of tools to create different textures,</p>

	<p>Difference between draw (outline) and colour.</p> <p>3.How many different lines can you draw with charcoal?</p> <p>Explore different textures and experiment with mark. Extend the variety of drawing tools to extend to charcoal.</p> <p>4.How can we make new colours?</p> <p>Know the names of all the colours. Introduce mixing of colours to make new colours.</p> <p>5. Are all greens the same?</p> <p>Find collections of colours- different sorts of green, blue, purple ect. Use language to evaluate e.g light/dark.</p> <p>6. How can we use chalk pastels to blur and blend?</p> <p>Introduce mixing of colours to make new colours.</p> <p>Explore applying colour with a rage of tools for enjoyment (chalk pastels).</p>	<p>made world. - How to shade delicately with pencil crayons applying only gentle pressure - How to use pencil shading techniques to create patterns, blend colours and create various tones.</p> <p>3.How can we use different shades of colour to show the different seasons?</p> <p>Find collections of colours- different sorts of blue. - Pencil colour shading / colouring techniques to achieve different tones.</p> <p>4.How can we paint with our fingers to show how leaves change?</p> <p>Explore applying colour with a range of tools for enjoyment. (finger printing) Create patterns and pictures by printing from objects using more than one colour. - How to achieve bigger or smaller finger-painted dots / splodges</p> <p>5.What patterns can we spot in the natural and man-made world?</p> <p>Observe patterns in the natural and man-made world. Demonstrate awareness and discussion</p>				<p>lines, tones, shapes and colour.</p> <p>Use appropriate language to describe tools, process etc.</p> <p>3.How can we use oil pastels to add colour in the style of Paul Klee?</p> <p>Know how to use oil pastels to add colour and create depth. Explore applying colour with a range of tools for enjoyment. (Oil pastels) Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>4.How can we use colour like Okuda?</p> <p>Children find collections of colour – different sorts of green, blue, purple etc. Children use language to evaluate – light/dark</p> <p>5.Can you use paint to create a background in the style of Okuda?</p> <p>Children continue to explore applying colour with a range of tools for enjoyment. (paint) Use equipment and media correctly, to produce a clean image.</p> <p>6.How can we create a face in the style of Okuda?</p> <p>Extend the variety of drawing tools to include felt tips (sharpies).</p>
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		<p>of patterns around them- pattern hunt.</p> <p>6.How can we use paint and to create an optical illusion like Bridget Riley?</p> <p>Explore applying colour with a range of tools (paint). Know how to hold a paintbrush to paint accurately and with increased control.</p> <p>Observe patterns in the natural and man-made world. Show an awareness of and discuss patterns in the world around them.</p>				
Year 2		<p><u>Colour/ Drawing/ Pattern/ Printing</u></p> <p>1.What colour is fire?</p> <p>Create drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. Observe pictures of fire, note the shades and tones.</p> <p>2.How can I make a colour lighter or darker?</p> <p>Mixing of colours. Create as many tones of one colour as possible using primary colours and white.</p> <p>3. What would the skyline of London look like?</p> <p>Use two contrasting colours and a range of techniques for</p>	<p><u>Colour/Drawing/ Texture</u></p> <p>1.Who is Lowry?</p> <p>Comparing paintings of Lowry. Discuss his work.</p> <p>2.What colours did Lowry use?</p> <p>Describe colours by objects. Mix colours to match those of the natural world. Perspective to create extra elements to their picture.</p> <p>3. How do I use lines to make things look nearer or further away?</p> <p>Sketch ideas looking at perspective. Observe and draw landscapes some small discussion of proportion and where the sky is.</p> <p>Create drawings and comment thoughtfully, begin to discuss use of</p>			<p><u>Form/Colour/Texture</u></p> <p>1.How do I draw like Wayne Thiebaud?</p> <p>Observe, identify and sketch in the style of Wayne Thiebaud. Look at proportion using scaled paper.</p> <p>2. Can I use perspective to draw a cake?</p> <p>Draw using 3D perspective. Discuss the use of lines.</p> <p>3. Which is the best technique to mould clay?</p> <p>To shape and form from direct observation. Use a range of tools for shaping, mark making with clay. Paint using bright colours in the style of Wayne Thiebaud.</p> <p>4. Can I use felt tips to create dot art?</p>

		<p>overlapping (applied, impressed).</p> <p>4. What's the most unusual colour in the box?</p> <p>Describe colours by objects.</p> <p>Create as many tones of one colour as possible using primary colours and white.</p>	<p>shadows, use of light and dark.</p> <p>4. What do Lowry's buildings look like?</p> <p>Sketch objects –focus on buildings from Lowry industrial landscapes.</p> <p>Sketch to make records of something.</p> <p>5. How do I draw people like Lowry?</p> <p>Create drawings of matchstick people similarly to Lowry.</p> <p>6. Can I use what I've learnt to create a Lowry picture?</p> <p>Develop skills of overlapping and overlaying to create effects.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular pattering.</p> <p>Use the skills throughout this half term to create a collage in the style of Lowry.</p>			<p>Use dots to create an Aboriginal piece of art- using pattern and shapes.</p> <p>5. Can I use paint to create a dot painting?</p> <p>Pattern and colour to replicate an aboriginal piece of art.</p> <p>6. Can I use dot techniques to create an animal?</p> <p>Painting/ dot techniques to create a piece of artwork.</p>
Year 3		<p><u>Drawing/ Colour/ Printing</u></p> <p>1.What is a sketch book?</p> <p>Use your sketch books to express feelings about a subject and to describe likes and dislikes.</p> <p>2.How can we mix paint to make colours?</p> <p>Extend exploring colour mixing.</p>		<p><u>Drawing/ Texture/ Form/ Pattern</u></p> <p>1.How to use a pencil to draw a face?</p> <p>Observe and draw simple shapes and detail.</p> <p>Use sketchbooks.</p> <p>Experiment with 2B-HB pencils.</p> <p>Create accurate drawings of people, particularly faces looking closely at the</p>	<p><u>Drawing/ Painting/ Pattern/ Printing/ Texture</u></p> <p>1.How were cave paintings created?</p> <p>Encourage close observation of objects in both the natural and man-made world.</p> <p>2.How would painting on a cave wall be different from paper?</p>	

		<p>Introduce different types of brushes for specific purposes.</p> <p>3.How can we use dots of colour to mix colours?</p> <p>Begin to apply colour using dotting to imitate an artist.</p> <p>Control over coloured dots, so tone and shade is evident.</p> <p>4.Which artists come from the Mediterranean?</p> <p>Discuss own work and that of other artists.</p> <p>Explore colour mixing through overlapping colour prints.</p> <p>Make notes in your sketch books about techniques used by different artists, Matisse.</p> <p>5.How can we create art in the style of ..?</p> <p>Discuss own work and that of other artists.</p> <p>Explore colour mixing through overlapping colour prints.</p>		<p>features and detail they have.</p> <p>2.How can charcoal be used to draw faces?</p> <p>Experiment with the potential of charcoal to show tone, texture.</p> <p>Create initial sketches as a preparation for other work.</p> <p>Draw details carefully.</p> <p>Discuss ideas.</p> <p>3.How can pen be used to draw masks?</p> <p>Use sketchbook</p> <p>Create accurate drawings (in ink) looking closely at the features and detail of faces.</p> <p>Observe and draw simple shapes.</p> <p>Create initial sketches as preparation for painting and other work.</p> <p>4.How can I make a mask out of clay?</p> <p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation.</p> <p>Use the equipment with confidence.</p> <p>Use techniques to add pieces of clay together.</p> <p>Make Egyptian style designs in clay.</p>	<p>Create initial sketches as a preparation for painting and other work.</p> <p>3.What is the difference between a stencil and a template?</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Make patterns from drawing on a range of surfaces, in paper, chalk on playground. Draw both negative and positive shapes.</p> <p>4.How can I make art in the style of Stoneage people?</p> <p>Search for pattern around us in world pictures, objects.</p> <p>Use environment and other sources to make own patterns, printing, rubbing.</p> <p>5.What would Stoneage people have used to get different colours?</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p> <p>6.How can weaving skills be used to make things in the 2021 century?</p> <p>Build on all previous experiences.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p>	
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				<p>5.How can paint be used effectively to decorate a mask?</p> <p>Know the names of at least two pieces of Leger's artwork, and two interesting facts about Leger's life.</p> <p>Paint an Egyptian mask, using appropriate colour mixing and techniques</p> <p>Explore pattern in pictures and/or objects.</p>	Weaving to create a green mat.	
Year 4	<p><u>Drawing/ Pattern/ Texture</u></p> <p>1.Can I draw a range of different things?</p> <p>Drawing skills alongside the concepts of scale and proportion.</p> <p>2.Who was Gustav Klimt?</p> <p>Consider different types of mark making to make patterns.</p> <p>Look at Klimt and the creation of pattern. Discuss the effects. Use shape to create patterns.</p> <p>3.Can I recreate a Klimt picture?</p> <p>Consider different types of mark making to make patterns.</p> <p>Experience surface patterns/ textures. Introduce the concepts of scale and proportion.</p>		<p><u>Drawing/ Colour/ Form/ Texture</u></p> <p>1.Who was Amedeo Modigliani?</p> <p>Discuss the artwork of Modigliani and compare his work.</p> <p>2.Can I use pencil control to draw in the style of Modigliani?</p> <p>Scale and proportion. Create more accurate drawings of people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>3.Can I mix and choose appropriate colours to paint?</p> <p>Mix and match colours to those in a work of art. Advise and question suitable equipment for the task.</p> <p>4.Can I create a self-portrait in the style of Modigliani?</p>		<p><u>Drawing/ Texture/ Printing</u></p> <p>1.Who is David Hockney?</p> <p>Develop an understanding of the work of an artist. Observe, critique and analyse.</p> <p>2.Can I draw from different perspectives?</p> <p>Draw from different perspectives and angles. Introduce the concepts of scale and proportion. Create more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>3.Can I accurately draw Lady Bay Bridge?</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Draw from different perspectives and angles.</p>	

	<p>Explores images and recreates texture through a selection of materials.</p> <p>4.Can I use pattern to create a scratch picture in the style of Gustav Klimt?</p> <p>Use shape to create a pattern.</p> <p>Form different shapes to create a complex pattern.</p> <p>Create more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>5.Can I use string patterns to make a collage?</p> <p>Understand the concept of scale and proportions.</p> <p>Experience surface pattern/ textures.</p> <p>Use language appropriate to skill.</p> <p>6.What can I do to improve my collage?</p> <p>Use a different range of mediums to create patterns to further enhance and improve their artwork.</p>		<p>Observe colours on hands and faces - mix flesh colours.</p> <p>Add initial sketches to aid work.</p> <p>5.Can I make a 3D model using different media?</p> <p>Explore images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc.</p> <p>Use various collage materials to make a specific picture/ model.</p> <p>Shape, form, model and join with confidence- modroc or papier mâché.</p>		<p>Consider light and shadow, space and size.</p> <p>Add initial sketches to aid work.</p> <p>4.Can I make a background for my riverscape collage?</p> <p>Start to place more emphasis on observation and design of textual art.</p> <p>Experiment with creating mood, feeling, movement and areas of interest.</p> <p>Explore images and recreate texture through deliberate selection of materials.</p> <p>5.Can I create a riverscape collage?</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>6.Can I use different techniques to produce a landscape in the style of David Hockney?</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p>	
<i>Year 5</i>		<p><u>Drawing/ Colour/ Texture/ Form</u></p> <p>1.How can shading a 2D drawing give the impression of 3D shape?</p> <p>Produce accurate drawings of people.</p>	<p><u>Pattern/ Printing/ Colour</u></p> <p>1.What is a pattern?</p> <p>Create a pattern for a purpose.</p> <p>Consider use of pattern for purposes.</p>		<p><u>Pattern/ Print/Colour/Drawing/ Form</u></p> <p>1.What are the characteristics of ancient Greek pottery?</p>	

		<p>Use a variety of techniques to add interesting effects e.g. shadows, reflections. Look at the effect of light on an object from different directions.</p> <p>2.What are the proportions of a human figure?</p> <p>Produce accurate drawings of people. Look at the effect of light on an object from different directions. Sketch before painting to combine line and colour. Use a choice of techniques to depict movement, shadows and reflections.</p> <p>3.How can sketching ideas help to develop a complete picture?</p> <p>Produce increasingly accurate drawings of people. Look at the effect of light on an object from different directions. Sketch before painting to combine line and colour. Use a variety of techniques to add interesting effects.</p> <p>4.How did Henry Moore prepare designs for a sculpture?</p> <p>Produce accurate drawings of people.</p>	<p>2.Can I make a repeating pattern in different directions?</p> <p>Organise own patterns. Use shape to create patterns. Consider colour for purpose. Look at various artists creation of pattern and discuss effect.</p> <p>3.What method can I use to make my pattern?</p> <p>Use a range of printing techniques. Produce patterned prints. Use techniques to create texture. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. Consider colour for purpose.</p> <p>4.Why is William Morris important?</p> <p>Look at an artist's use of pattern and discuss the effect. Create pattern for a purpose. Organise own patterns. Discuss and evaluate the work of an artist and their own work.</p> <p>5.What is block printing?</p> <p>Produce pattern prints. Design prints for a wallpaper.</p>		<p>Produce increasingly detailed preparatory sketches for painting. Work directly from observation with confidence. Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>2.Where did Greek potters get inspiration from?</p> <p>Produce increasingly detailed preparatory sketches for painting. Use sketchbook to inform, plan and develop ideas. Look at other artists creation of pattern.</p> <p>3/4. How can papier mache be used to make a 3D pot?</p> <p>Shape, form, model and join with confidence. Select and use materials to achieve a specific outcome. Work collaboratively.</p> <p>5. How can we use paint to represent Greek black figure design?</p> <p>Consider colour for purpose. Create a colour palette. Identify suitable equipment for a particular purpose – size of brush, thickness of paint, type of paper.</p> <p>6. What is the purpose of pattern in vase design?</p> <p>Produce accurate drawings of people.</p>	
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		<p>Use a variety of techniques to add interesting effects. Discuss and evaluate own work and that of other sculptors in detail.</p> <p>5.What skills are needed to model with clay? Shape, form, model and join with confidence. Use techniques in detailed clay project. Discuss and evaluate own work and that of other sculptors in detail.</p> <p>6.How do I mould clay to make an abstract figure? Shape, form, model and join with confidence. Discuss and evaluate own work and that of others in the class. Work directly from observation or imagination with confidence.</p>	<p>Discuss and evaluate own work and that of others.</p> <p>6.How can I make a pictorial print? Plan a pictorial piece by making preparatory sketches. Experience another print-making technique. Design a print for a specific purpose. Discuss and evaluate own work and that of others.</p>		<p>Work on a variety of scales and collaboratively. Organise own patterns. Create pattern for purpose. Use shape to create pattern.</p> <p>7.How well does my vase compare with Greek design? Discuss and evaluate the work of others.</p>	
<i>Year 6</i>		<p><u>Drawing/ Colour/ Printing/ Texture</u></p> <p>1.Who is Banksy and what are his graffiti tags like? Produce increasingly detailed preparatory sketches for painting and other work. Independently select materials and techniques to use to create a specific outcome.</p>		<p><u>Drawing/ Colour/ Texture/ Pattern/ Printing</u></p> <p>1.How can I draw a realistic person? Produce increasingly accurate drawing of people. Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>2.How can ovals be used to draw a realistic person?</p>		<p><u>Colour/ Drawing/ Pattern</u></p> <p>1.How do artists use perspective in their work? Introduce the concept of perspective. Produce increasingly detailed preparatory sketches for painting and other work. Considering colour for purpose. Look at the effect of light on an object from different directions.</p>

		<p>2. Who is Banksy and what are his graffiti tags like? Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Makes imaginative use of the knowledge they have gained to express own ideas and feelings. Work on a variety of scales.</p> <p>3. How do graffiti artists use stencils? Independently select materials and techniques to use to create a specific outcome. Develops experience in texture to complete a piece - drawing, cutting and layering. Builds up drawings and images of whole or parts of items using various techniques.</p> <p>4. How can paint add interest to a graffiti stencil? Produce increasingly detailed preparatory sketches for painting and other work. Controlling and experimenting particular quantities of tone, shade and mood.</p>		<p>Produce increasingly accurate drawing of people. Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>3. What techniques do artists use to show movement? Builds up drawings and images of whole or parts of items using various techniques. Produce increasingly detailed preparatory sketches for painting and other work. Independently selects materials and techniques to use to create a specific outcome.</p> <p>4. How can a montage show movement? Independently selects materials and techniques to use to create a specific outcome. Considers colour for purpose. Develops experience in texture to complete a piece – drawing, sticking, cutting, paint, layering etc. Builds up drawings and images of whole or parts of items using various techniques. Use shape to create patterns.</p>		<p>Experiment with tone and shade.</p> <p>2. How can perspective be used to create realistic interiors? Introduce the concept of perspective. Produce increasingly detailed preparatory sketches for painting and other work. Considering colour for purpose. Look at the effect of light on an object from different directions.</p> <p>3. How can I create a 3D checkerboard optical art? Use shape to create pattern. Look at various artists creation of pattern and discuss its effect. Create own abstract pattern. Consider colour for purpose.</p> <p>4. How can I create a 3D hand optical art? Use shape to create pattern. Look at various artists creation of pattern and discuss its effect. Create own abstract pattern. Consider colour for purpose.</p>
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		<p>Considering colour for purposes. Develops experience in texture to complete a piece - drawing, cutting, painting and layering. Combine colours and tones to enhance the mood.</p> <p>5.What is the best texture to add to paint when creating a brick background?</p> <p>Use a variety of techniques to interpret the texture of a surface. Independently selects materials and techniques to use to create a specific outcome.</p> <p>Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Explore the texture of paint – very wet and thin or thick and heavy.</p> <p>6.What graffiti tag would Ade create on his tower?</p> <p>Work on a variety of scales and collaboratively.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. different textured paint.</p> <p>Independently selects materials and techniques</p>		<p>5.How can printing be used to create movement art?</p> <p>Produce increasingly accurate drawings of people.</p> <p>Explore printing techniques used by various artists.</p> <p>Builds up drawings and images of whole or parts using various techniques.</p> <p>Use shape to create patterns.</p> <p>Recreates a scene through collage printing.</p> <p>Work on a variety of scales and collaboratively.</p> <p>6.How can I combine techniques to create a piece of movement art?</p> <p>Produce increasingly accurate drawings of people.</p> <p>Explore printing techniques used by various artists.</p> <p>Builds up drawings and images of whole or parts using various techniques.</p> <p>Use shape to create patterns. Recreates a scene through collage printing.</p> <p>Work on a variety of scales and collaboratively.</p> <p>Consider colour for purpose.</p> <p>Use colour to express mood or feeling.</p>		<p>5.How can I apply optical art techniques to create a postcard?</p> <p>Use shape to create pattern.</p> <p>Look at various artists creation of pattern and discuss its effect.</p> <p>Create own abstract pattern.</p> <p>Consider colour for purpose.</p> <p>Creates pattern for a purpose.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Work on a variety of scales.</p> <p>Independently select materials and techniques to create a specific outcome.</p>
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		<p>to use to create a specific outcome.</p> <p>Explore the use of texture in colour.</p> <p>Consider colour for purposes.</p> <p>Explore the texture of paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. paintbrush or paper needed.</p> <p>Work collaboratively on a larger scale.</p>				
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