



Rise Park Primary and Nursery School Art Overview



Y1

Autumn

Spring

Summer

Drawing - Self portraits

N/C objectives

Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Skills

Can they draw using **pencil and crayons** to show different qualities including **simple shading**?
Can they draw **thick** and **thin** lines?
Can they look closely at an object and **draw what they see** not what they imagine?

Painting and Printing - Pattern Making and colour mixing

N/C objectives:

Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Skills

Can they print with sponges, vegetables, fruit, natural and manmade objects?
Can they print onto paper?
Can they design and use a simple printing block with foam?
Can they create a basic repeating pattern?

3D sculpture - abstract clay sculptures

N/C objectives

Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Skills

Can they make different kinds of simple shapes in clay?

Can they **cut**, **roll**, and coil soft materials such as clay, dough, or plasticine?

Can they add **texture** to their work by using **tools**?



Rise Park Primary and Nursery School Art Overview



Y2

Autumn	Spring	Summer
<p>3D Art with recycled materials - Paradise Pavements Artist: Michelle Reader</p> <p>N/C objectives Pupils should be taught:</p> <ul style="list-style-type: none">to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas,experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills</p> <p>Can they experiment with constructing and joining recycled, natural, and manmade materials?</p> <p>Can they demonstrate joining materials using attachments such as tabs, flaps, flange, hinge.</p> <p>Can they add line, pattern, and simple shape decoration to their work?</p>	<p>Collage and Drawing - Great Fire of London Artist: Eric Carle & Karl Schwitter</p> <p>N/C objectives: Pupils should be taught:</p> <ul style="list-style-type: none">to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas,experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills</p> <p>Can they use different kinds of materials on their collage and explain why they've chosen them?</p> <p>Can they develop skills for overlapping and overlaying materials?</p> <p>Can they develop the skills of scrunching, twisting, tearing to create their collage?</p>	<p>Painting - Colour mixing and geometric patterns Artist: Esther Malenghu</p> <p>N/C objectives: Pupils should be taught:</p> <ul style="list-style-type: none">to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas,experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Skills</p> <p>Can they mix paint to create all the secondary colours?</p> <p>Can they mix and match colours and predict the outcomes?</p> <p>Can they work with different size brushes and different types of paint to apply colour effectively?</p>



Rise Park Primary and Nursery School Art Overview



Y3

Autumn	Spring	Summer
<p>Painting landscapes - Derbyshire Artist: Sarah Morley</p> <p>N/C objectives Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Skills</p> <p>Can they predict with accuracy the colours they mix for their paintings?</p>	<p>Collage - Caribbean Street life Artist: Romare Bearden</p> <p>N/C objectives Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p> <p>Skills</p> <p>Can they cut materials very accurately to fit their design?</p> <p>Can they overlap materials with purpose, creating more complex compositions?</p>	<p>Drawing - Roman buildings and Nottingham buildings Artist: Canaletto</p> <p>N/C objectives Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p> <p>Skills</p> <p>Can they use a range of pencils (B-6B) to explore different tones?</p> <p>Can they identify and draw simple objects, using marks and lines to suggest basic textures?</p> <p>Can they experiment with line, tone, shape, and colour to begin representing figures and forms?</p>

<p>Do they know where each primary and secondary colour sits on the colour wheel?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes and brush techniques to create different effects, such as texture and tone?</p>	<p>Can they experiment with different colours and textures to enhance their work?</p> <p>Can they use mosaic techniques (small pieces arranged to make patterns or images)?</p>	
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Rise Park Primary and Nursery School Art Overview



Y4

Autumn 1	Spring 1	Summer 1
<p>3D - Anglo Saxon papier mache bowls</p> <p>N/C objectives</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p>	<p>Drawing - Street Art</p> <p>N/C objectives</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p>	<p>Printing - Natural designs in string/tile</p> <p>N/C objectives</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p>

<p>Skills</p> <p>Can they build and learn techniques with different materials such as papier mache to create structures?</p> <p>Can they refine sculpture techniques, experimenting with surface texture and detail?</p>	<p>Skills</p> <p>Can they select and use B-6B pencils with control to create light, mid, and dark tones?</p> <p>Can they use marks and lines more deliberately to show surface textures and finer details in their drawings?</p> <p>Can they organise line, tone, shape, and colour effectively to represent figures and forms in movement?</p>	<p>Skills</p> <p>Can they create more detailed printing blocks (e.g. string, carved foam, press print)?</p> <p>Can they organise their print layout carefully to cover an area (e.g. wallpaper effect)?</p> <p>Can they combine two colours in a print to add depth or variation?</p>
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Rise Park Primary and Nursery School Art Overview



Y5		
Autumn	Spring 1	Summer 1
<p>3D Art: Greek pots in clay Artist: Eleni Vernadaki</p> <p>N/C objectives Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Printing - Tie dye Artist: Sarkasi Said</p> <p>N/C objectives Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Painting - Rainforests Artist: Elizabeth Blachie Blackwell</p> <p>N/C objectives Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

<p>about great artists, architects and designers in history.</p> <p>Skills:</p> <p>Can they make a simple clay pot using basic methods (pinch, coil)?</p> <p>Can they add detail to their 3D work by applying paint, considering colour, pattern, and shading to enhance form?</p>	<p>about great artists, architects and designers in history.</p> <p>Skills:</p> <p>Can they experiment with tie-dye and other resist methods (wax, stencils, batik-style)?</p> <p>Can they design and produce an accurate print that meets a given design brief or criteria?</p> <p>Can they choose appropriate materials and techniques for their intended outcome?</p>	<p>about great artists, architects and designers in history.</p> <p>Skills:</p> <p>Can they create all the colours they need independently for their painting?</p> <p>Can they begin to experiment with watercolour techniques such as layering?</p> <p>Can they experiment with a variety of tools and techniques (dots, scratches, splashes) to achieve different effects?</p> <p>Can they express their emotions and ideas accurately through painting and sketches?</p>
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Rise Park Primary and Nursery School Art Overview



Y6		
Autumn	Spring 1	Summer 1
<p>Painting – Self Portraits Artist: Frida Khalo</p> <p>N/C objectives</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>3D Art: Mayan masks in clay Artist:</p> <p>N/C objectives</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Drawing and pastels: Volcanoes and landscapes Artist: David Hockney</p> <p>N/C objectives</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

<p>about great artists, architects and designers in history.</p> <p>Skills</p> <p>Can they use a wide range of watercolour techniques (washes, layering, wet-on-wet, dry brush) in their portraits?</p> <p>Can they investigate shade and tone by adding black, grey, tints, and highlights to achieve realistic or expressive effects?</p> <p>Can they blend colour and texture to create skin tones, facial features, and clothing with depth and realism?</p> <p>Can they convey personality, emotion, or mood in their portrait through expression, colour, and technique?</p>	<p>about great artists, architects and designers in history.</p> <p>Skills</p> <p>Can they include both visual (what it looks like) and tactile (what it feels like) elements in their work</p> <p>Can they add detail to their 3D work by using texture and embellishments (e.g. carving, impressing, collage, or mixed media) to enrich the surface?</p>	<p>about great artists, architects and designers in history.</p> <p>Skills</p> <p>Can they draw objects using marks and lines effectively to produce texture, and shading to create mood and feeling?</p> <p>Can they explain why they have chosen specific drawing techniques (perspective, depth and distance)</p>
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Skills ladders – Linked to our topics

	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	<p><u>Van Gogh- Portraits</u></p> <p>Can they draw using pencil and crayons to show different qualities including simple shading?</p>		<p><u>Caneletto- buildings</u></p> <p>Can they use a range of pencils (B-6B) to explore different tones?</p> <p>Can they identify and draw simple objects,</p>	<p><u>Street Art</u></p> <p>Can they select and use B-6B pencils with control to create</p>		<p><u>Volcanoes</u></p> <p>Can they draw objects using marks and lines effectively to produce texture, and shading to create mood and feeling?</p>

	<p>Can they draw thick and thin lines?</p> <p>Can they look closely at an object and draw what they see not what they imagine?</p>		<p>using marks and lines to suggest basic textures?</p> <p>Can they experiment with line, tone, shape, and colour to begin representing figures and forms?</p>	<p>light, mid, and dark tones?</p> <p>Can they use marks and lines more deliberately to show surface textures and finer details in their drawings?</p> <p>Can they organise line, tone, shape, and colour effectively to represent figures and forms in movement?</p>		<p>Can they explain why they have chosen specific drawing techniques (perspective, depth and distance)?</p>
Painting		<p><u>Geometric painting</u></p> <p>Can they mix paint to create all the secondary colours?</p> <p>Can they experiment with mixing and matching colours and predict the outcomes?</p> <p>Can they work with different size brushes and different types of paint to apply colour effectively?</p>	<p><u>Landscapes - watercolours</u></p> <p>Do they know where each primary and secondary colour sits on the colour wheel?</p> <p>Can they predict with accuracy the colours they mix for their paintings?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes and brush techniques to create different effects,</p>		<p><u>Rainforest watercolours</u></p> <p>Can they create all the colours they need independently for their painting?</p> <p>Can they begin to experiment with watercolour techniques such as layering?</p> <p>Can they experiment with a variety of tools and techniques (dots, scratches, splashes) to achieve different effects?</p> <p>Can they express their emotions and ideas</p>	<p><u>Portraits - watercolours</u></p> <p>Can they use a wide range of watercolour techniques (washes, layering, wet-on-wet, dry brush) in their portraits?</p> <p>Can they investigate shade and tone by adding black, grey, tints, and highlights to achieve realistic or expressive effects?</p> <p>Can they blend colour and texture to create skin tones, facial features, and clothing</p>

			such as texture and tone?		accurately through painting and sketches?	with depth and realism? Can they convey personality, emotion, or mood in their portrait through expression, colour, and technique?
Printing	<u>Orla Kiely designs on paper</u> Can they print with sponges, vegetables, fruit, natural and manmade objects? Can they print onto paper? Can they design and use a simple printing block with foam ? Can they create a basic repeating pattern?			<u>Printing block</u> Can they create more detailed printing blocks (e.g. string, carved foam, press print)? Can they organise their print layout carefully to cover an area (e.g. wallpaper effect, repeating a pattern accurately)?	<u>Tie dye</u> Can they experiment with tie-dye and other resist methods (wax, stencils, batik-style)? Can they design and produce an accurate print that meets a given design brief or criteria? Can they choose appropriate materials and techniques for their intended outcome?	
Collage		<u>Great fire of London collage</u> Can they use different kinds of materials on their collage and explain why they've chosen them?	<u>Caribbean scene</u> Can they cut materials very accurately to fit their design? Can they overlap materials with			

		<p>Can they develop skills for overlapping and overlaying materials?</p> <p>Can they develop the skills of scrunching, twisting, tearing to create their collage?</p>	<p>purpose, creating more complex compositions?</p> <p>Can they experiment with different colours and textures to enhance their work?</p> <p>Can they use mosaic techniques (small pieces arranged to make patterns or images)?</p>			
3D	<p><u>Clay sculptures</u></p> <p>Can they make different kinds of simple shapes in clay?</p> <p>Can they cut, roll, and coil soft materials such as clay, dough, or plasticine?</p> <p>Can they add texture to their work by using tools?</p>	<p><u>Minibeast from recycled materials</u></p> <p>Can they experiment with constructing and joining recycled, natural, and manmade materials?</p> <p>Can they demonstrate joining materials using attachments such as tabs, flaps, flange, hinge?</p> <p>Can they add line, pattern, and simple shape decoration to their work?</p>		<p><u>Anglo Saxon jewellery</u></p> <p>Can they join clay securely by using slip and other techniques to build more complex structures?</p> <p>Can they refine clay techniques, experimenting with surface texture and detail?</p>	<p><u>Greek Pots</u></p> <p>Can they make a simple clay pot using basic methods (pinch, coil)?</p> <p>Can they add detail to their 3D work by applying paint, considering colour, pattern, and shading to enhance form?</p>	<p><u>Mayan masks</u></p> <p>Can they include both visual (what it looks like) and tactile (what it feels like) elements in their work</p> <p>Can they add detail to their 3D work by using texture and embellishments (e.g. carving, impressing, collage, or mixed media) to enrich the surface?</p>