



# Rise Park Primary and Nursery School

## Art Overview



Y1

| Autumn   | Spring  | Summer  |
|--|---|---|
| <p><b>Drawing - Self portraits</b></p> <p><b>N/C objectives</b></p> <p>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.</p> <p><b>Skills</b></p> <p>Can they draw using <b>pencil and crayons</b> to show different qualities including <b>simple shading</b>?<br/>Can they draw <b>thick and thin lines</b>?<br/>Can they look closely at an object and <b>draw what they see</b> not what they imagine?</p> | <p><b>Painting and Printing - Pattern Making and colour mixing</b></p> <p><b>N/C objectives:</b></p> <p>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.</p> <p><b>Skills</b></p> <p>Can they print with sponges, vegetables, fruit, natural and manmade objects?<br/>Can they print onto paper?<br/>Can they design and use a simple printing block with foam?<br/>Can they create a basic repeating pattern?</p> | <p><b>3D sculpture - abstract clay sculptures</b></p> <p><b>N/C objectives</b></p> <p>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.</p> <p><b>Skills</b></p> <p>Can they make different kinds of simple shapes in clay?<br/>Can they <b>cut, roll, and coil</b> soft materials such as clay, dough, or plasticine?<br/>Can they add <b>texture</b> to their work by using <b>tools</b>?</p> |

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**Art Overview**



Y2

| Autumn   | Spring  | Summer   |
|--|---|--|
| <p><b>3D Art with recycled materials - Paradise Pavements</b><br/><b>Artist: Michelle Reader</b></p> <p><b>N/C objectives:</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas,</li> <li>• experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul> <p><b>Skills</b></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><b>Collage and Drawing - Great Fire of London</b><br/><b>Artist: Eric Carle &amp; Karl Schwitter</b></p> <p><b>N/C objectives:</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas,</li> <li>• experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul> <p><b>Skills</b></p> <p>Can they use <b>different kinds of materials</b> on their collage and explain why they've chosen them?</p> <p>Can they develop skills for <b>overlapping and overlaying</b> materials?</p> <p>Can they develop the skills of scrunching, twisting, tearing to create their collage?</p> | <p><b>Painting - Colour mixing and geometric patterns</b><br/><b>Artist: Esther Malenghu</b></p> <p><b>N/C objectives:</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas,</li> <li>• experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul> <p><b>Skills</b></p> <p>Can they mix paint to create all the <b>secondary colours</b>?</p> <p>Can they <b>mix and match colours</b> and predict the outcomes?</p> <p>Can they <b>work with different size brushes and different types of paint</b> to apply colour effectively?</p> |



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Y3

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

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| <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<br>Art Overview   |  |   |
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| Y4  |  |   |
| Autumn 1  | Spring 1   | Summer 1  |
| <b>3D - Anglo Saxon papier mache bowls</b><br><b>N/C objectives</b><br>Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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.</li> </ul> | <b>Drawing - Street Art</b><br><b>N/C objectives</b><br>Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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.</li> </ul> | <b>Printing - Natural designs in string/tile</b><br><b>N/C objectives</b><br>Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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.</li> </ul> |

| Skills  | Skills   | Skills  |
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| <p>Can they build and learn techniques with different materials such as papier mache to create structures?</p> <p>Can they <b>refine</b> sculpture techniques, experimenting with <b>surface texture</b> and <b>detail</b>?</p> | <p>Can they select and use B-6B pencils with <b>control to create light, mid, and dark tones</b>?</p> <p>Can they use marks and lines <b>more deliberately</b> to show <b>surface textures</b> and <b>finer details</b> in their drawings?</p> <p>Can they <b>organise line, tone, shape, and colour</b> effectively to represent figures and forms in movement?</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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| Y5   |   |  |
| Autumn   | Spring 1  | Summer 1   |
| <p><b>3D Art: Greek pots in clay</b><br/>Artist: Eleni Vernadaki</p> <p><b>N/C objectives</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> </ul> | <p><b>Printing - Tie dye</b><br/>Artist: Sarkasi Said</p> <p><b>N/C objectives</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> </ul> | <p><b>Painting - Rainforests</b><br/>Artist: Elizabeth Blachie Blackwell</p> <p><b>N/C objectives</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> </ul> |

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| <p>about great artists, architects and designers in history.</p> <p><b>Skills:</b><br/>Can they make a simple clay pot using basic methods (pinch, coil)?<br/><br/>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><b>Skills:</b><br/>Can they experiment with tie-dye and other resist methods (wax, stencils, batik-style)?<br/>Can they design and produce an accurate print that meets a given design brief or criteria?<br/>Can they choose appropriate materials and techniques for their intended outcome?</p> | <p>about great artists, architects and designers in history.</p> <p><b>Skills:</b><br/>Can they create all the colours they need independently for their painting?<br/><br/>Can they begin to experiment with watercolour techniques such as layering?<br/><br/>Can they experiment with a variety of tools and techniques (dots, scratches, splashes) to achieve different effects?<br/><br/>Can they express their emotions and ideas accurately through painting and sketches?</p> |
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|  <b>Rise Park Primary and Nursery School</b><br>Art Overview    |   |   |
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| Autumn  | Spring 1  | Summer 1  |
| <p><b>Painting - Self Portraits</b><br/>Artist: Frida Khalo</p> <p><b>N/C objectives</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> </ul> | <p><b>3D Art: Mayan masks in clay</b><br/>Artist:</p> <p><b>N/C objectives</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> </ul> | <p><b>Drawing and pastels: Volcanoes and landscapes</b><br/>Artist: David Hockney</p> <p><b>N/C objectives</b><br/>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> </ul> |

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| about great artists, architects and designers in history.  | about great artists, architects and designers in history.  | about great artists, architects and designers in history.  |
| <p><b>Skills</b></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><b>Skills</b></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><b>Skills</b></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> |

### Skills ladders – Linked to our topics

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

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

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|          |   |  | such as texture and tone?  |  | accurately through painting and sketches? | with depth and realism?   |
|          |   |  |  |  |   | Can they <b>convey personality, emotion, or mood</b> in their portrait through expression, colour, and technique? |
| Printing | <p><u>Orla Kiely designs on paper</u></p> <p>Can they print with sponges, vegetables, fruit, natural and manmade objects?</p> <p>Can they print onto paper?</p> <p>Can they design and use a <b>simple printing block with foam</b>?</p> <p>Can they create a <b>basic</b> repeating pattern?</p> |  | <p><u>Printing block</u></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, repeating a pattern accurately)?</p> | <p><u>Tie dye</u></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> |   |   |
| Collage  |   | <p><u>Great fire of London collage</u></p> <p>Can they use <b>different kinds of materials</b> on their collage and explain why they've chosen them?</p> | <p><u>Caribbean scene</u></p> <p>Can they <b>cut materials very accurately</b> to fit their design?</p> <p>Can they <b>overlap materials with</b></p>  |  |   |   |

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