



Art Long Term Overview

Coverage			
Year 3	Year 4	Year 5	Year 6
Sketching and Painting Landscape (impressionism)	Painting and Printing Body Portraits Relief Printing	Sketching Seascapes and Relief collage painting (Mixed media)	Sketching and painting Perspectives in Sketching and life
Sketching/ painting and 3D Clay Flowers (joining)	Sketching and Painting Landscape Pointillism	Sketching Collage- Mixed media self portraits (modern)	3D Layering Papier Machie (Tissue paper designs/ landscapes)
Sketching Abstract Textiles Weaving	3D Sketching/ painting and creating 3D sculpture- clay	Printing Textiles Fabric Designers	Freemans Gallery Art project?

Artists to be studied			
Year 3	Year 4	Year 5	Year 6
Van Gogh (Netherlands) (cottage Garden, starry night)	Jack Vetriano Degas	William Turner	Caneletto (Italian) (Venice, The Grand Canal) Banksy (different perspectives on life)
Georgia O'Keefe (American) Gaudi (Spanish) Cathedral Barcelona	Seurat (French) vs Monet (French) (Compare paint application?)	Portrait Artists: Francis Bacon Picasso (Spanish) Leonardo Da Vinci (Italian)	Henri Rousseau (French) (Exotic landscape and Tiger)

Kandinsky (Russian)	Henry Moor and Barbara Hepworth Rachel Gadsden (disabled British artist- draws movement) Bridget Riley (Fall by)	William Morris Orla Keily Charles Rennie Mackintosh Various Batik artists	
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Drawing			
Year 3	Year 4	Year 5	Year 6
Vary the hold of pencil to vary the intensity of the mark (further back, held lightly = rough sketch) https://www.teachhandwriting.co.uk/pencil-grip-difficulties.html	The transition between light and dark is gradual	Use a range of dry media (pencil / charcoal and pastels) experimenting for which approach creates a desired effect	Know how to create perspective by using knowledge of Vanishing point, horizontal, vertical and diagonal straight lines https://www.youtube.com/watch?v=UhI5KXNrX38 https://www.artistsnetwork.com/art-mediums/drawing/learn-to-draw-perspective/
Make marks with dry media that show the direction of movement or growth (grass grows vertically upwards, sky is left to right, leaves are circular)	Shade from dark to light to dark to create curved surfaces for a 3D effect https://www.math.brown.edu/~banchoff/DrawingTutorial/3dshading.html	To create a sense of movement through sweeping mark making To exaggerate features of a face to portray character / emotion	To sketch by mapping out directional lines and identifiable shapes before adding detail.
Use smudge 'b' pencils / charcoal / pastels to create shade or curves	Shade from light to dark to light to create a 3D peak effect (e.g. clothing pleats)	To use mark making to create different tones. https://www.youtube.com/watch?v=4zIIU8tMwdM	To sketch with wet ink, varying marks to create tone.
Draw several diagonal lines in one direction with a second layer of diagonal lines in the opposing	To use the size of the head to determine the portion of the body	https://www.youtube.com/watch?v=TD53Vm0u03s	



direction – Know this is called cross hatching https://www.youtube.com/watch?v=17AN3MQuVs			
Use cross hatching for shaded areas, darker areas and areas with movement	To sketch by using circular movements to create different shades. https://www.youtube.com/watch?v=TeVjwQd_kkE		

Painting			
Year 3	Year 4	Year 5	Year 6
Use water pencils and paint to blend from one colour to another https://www.youtube.com/watch?v=kzpnN5UZmlng	Know that by adding different amounts of grey to a colour, creates different tones	Know that each primary colour can be 'warm' and 'cold' depending on the mixing/tint/tone or shade used	Know how to use a colour wheel to select harmonizing colours https://www.incolororder.com/2011/11/art-of-choosing-harmonizing-color.html#:~:text=Harmonizing%20color%20schemes%20are%20super,photo%20by%20jenib320%20on%20Flickr. https://www.tate.org.uk/art/art-terms/c/complementary-colours
Know how to shade by pressing harder / lighter on a water colour pencil/paintbrush	Mix accurate skin tones using a base colour and different amounts of grey Know monochrome means – one colour represented in different intensities. Apply this knowledge	Create a colour pallet to reflect a cold atmosphere Create a colour pallet to reflect a warm atmosphere	Use dry painting techniques to highlight brush strokes in painting https://www.cansonstudio.com/water-color-dry-brush-painting https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4 Use dry medium (kitchen towel) to absorb paint to add texture https://www.youtube.com/watch?v=Kvur7flKofw



		<p>Know how to use a colour wheel to locate complementary colours e.g. Green / Red, Blue / orange, purple / Yellow.</p> <p>https://www.colormatters.com/color-and-design/basic-color-theory#:~:text=Complementary%20colors%20are%20any%20two,%2Dpurple%20and%20yellow%2Dgreen.</p>	
Know how to shade by increasing shade (black) or tint (white)	<p>To name and make the tertiary colours</p> <p>To know how to change all primary, secondary and tertiary colours into tint, tones and shade</p> <p>https://www.thepaintplacenyc.com/single-post/intro-color-theory-primary-secondary-tertiary-colors#:~:text=The%20tertiary%20colors%20are%20made,green%2C%20and%20yellow%2Dgreen</p>	<p>To know that by adding water to water based paints or directly on the paper, the paint will bleed / blend / run for effect</p> <p>To know that by adding ink directly on to fabric, the paint will bleed / blend / run for effect</p>	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
Know how to use cloth or paper to absorb excess water from a brush	Select a paint brush width for an intended purpose (including alternative tools to paint)	Select a paint brush width for an intended purpose and verbally explain why they have chosen this brush.	
Know that thick brushes are good for large areas and small brushes are good for outlines and detail – uses as directed	Ensure layers of paint dry before painting adjacent colours to ensure 'paint bleed' is avoided	To add texture to paint (sand / shavings etc)	Use layer of paint and add texture using sand and shavings for a desired effect.

Collage Year 5

Place materials to create a sense of movement / shape

Vary the tones / shades of colour within a blocked area (face)

To layer different materials for a desired effect (fabric / paper / cardboard / tissue paper / cellophane)

Printing Year 4

Create a relief print block

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw>

<https://www.twinkl.co.uk/resource/t3-ad-5-print-making-block-printing-lesson-pack>

Create different textures by varying the depth of the relief

Use a roller to spread paint evenly on the relief stamp

Create a series of relief prints to build up depth in the print (Layer on layer)

Textiles

Year 3

To systematically weave above and below to create a simple weave

To alternate each strand of weave – above and below / below and above

To vary the materials used to create textures

Know how to dye cloth

Wrap string around sections of cloth that they want to stay white – know that the dye cannot be absorbed in these areas

Year 5

Know what batik is and how the cooled wax repels ink

Use melted wax on areas that will remain untouched

Create a running stitch

Create a cross stitch

Use different stitches to embellish their art work

3D		
Year 3	Year 4	Year 6
Roll clay to a 5mm depth (not too thin)	Use rub hands together to create long sausage shapes – apply consistent pressure to create evenly sized sausages	Know how to layer papier mache to create textures
Use clay tools to cut / stamp and make marks	Layer clay to create a 3D structure (coil pot)	Use rolled paper / cardboard to create depth (securing effectively)
Use slip to join pieces of clay together	Blend layers to create smooth sides	Know how to use paper mache to smooth areas from 3d to flat
To use hands to mould a 'thumb pot'	Experiment with a wide range of tools (sponges/ bristles/ different thicknesses of sharp tools / rope)	Use modrock - know how to use water to hydrate the modrock and apply to a flat surface

Evaluation			
Year 3	Year 4	Year 5	Year 6
Describe how a piece of art makes you feel or reminds you of something	Evaluate artists work by commenting on techniques used to make marks / colour and textures	Use precise language when evaluating techniques used by others (artists and peers) e.g. transparent, layered, blended, tint, tones, etc	Review different artists / designers work, making comments about similarities and differences between the techniques used / effect achieved and own work.
Make factual comments about the resources / media been used in own and artists work	Make annotations about decisions or thoughts (during discovery stage)	Make precise annotations about decisions on the use of techniques using subject specific language	Make suggestions about changes needed to make improvements – Subject specific language