

**Lawns Park Primary School**  
**Art Overview September 2024- July 2025**

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
<b>EYFS</b>	<b>See separate Foundation Stage EAD (Expressive Arts and Design) planning</b>					
<b>Skill</b>	<b>Drawing</b>	<b>Painting</b>	<b>Digital/Textiles</b>	<b>Sculpture</b>	<b>Printing</b>	<b>Collage</b>
<b>Year 1</b>	<p><b>Keith Haring</b> <b>Medium:</b> Marker Pens /Pencils <b>Key Elements:</b> Line /shape/Colour <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Explore a range of drawing tools to make marks</li> <li>▪ Draw from imagination</li> <li>▪ Explore drawing from observation</li> <li>▪ Explore different textures</li> <li>▪ Produce a range of patterns and textures</li> </ul>	<p><b>Wassily Kandinski</b> Abstract <b>Medium:</b> Marker pens/poster paint <b>Key Elements:</b> Colour, shape <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Name primary colours</li> <li>▪ Mix primary colours to create secondary colours</li> <li>▪ Describe collections of colours</li> <li>▪ Discuss and use warm and cold colours</li> <li>▪ Choose and use appropriate painting tools</li> </ul>	<p><b>Sean Charmatz</b> <b>Medium:</b> Camera/iPad/Drawing Program e.g. PowerPoint <b>Key Elements:</b> Space, line, shape <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Use iPad/digital camera to capture an image</li> <li>▪ Explore digital drawing tools (e.g. Pens/paintbrush/pencils - PowerPoint or drawing program)</li> </ul>	<p><b>Andy Goldsworthy</b> <b>Medium:</b> Land Art/Site specific Sculptures <b>Key Elements:</b> Form, shape, space <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Manipulate, shape and form natural and human made materials to create a sculpture</li> <li>▪ Plan and construct with purpose</li> <li>▪ Consider choice and site of installation</li> <li>▪ Select objects for properties</li> </ul>	<p><b>India Flint</b> <b>Medium:</b> Printing Found objects – Natural materials/ Cloth (material) <b>Movement:</b> Hapazome <b>Key Elements:</b> Shape, space, Texture (colour) <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Forage for natural material print using hammers.</li> <li>▪ Using found objects as printing tools</li> <li>▪ Using natural dye to transfer image onto cloth</li> <li>▪ Applying pressure using bricks/hammers - Hapazome</li> </ul>	<p><b>Eric Carl</b> <b>Medium:</b> Coloured paper/glue <b>Key Element:</b> Colour, texture <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Use collage to create the colours required.</li> <li>▪ Use scissors, tearing and layering paper to create a range of colours/shapes</li> <li>▪ Use glue to attach</li> <li>▪ Arrange and glue materials to different backgrounds</li> </ul>
<b>Skill</b>	<b>Drawing</b>	<b>Painting</b>	<b>Digital/Textiles</b>	<b>Sculpture</b>	<b>Printing</b>	<b>Collage</b>
<b>Year 2</b>	<p><b>Andy Goldsworthy</b> Observational Drawing <b>Medium:</b> Charcoal <b>Key Elements:</b> Line /shape/texture <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to control marks made with different media</li> <li>▪ Investigate tone by drawing light/dark lines using pencil</li> <li>▪ Investigate textures</li> </ul>	<p><b>Frank Bowling</b> Abstract/Colour Mixing <b>Medium:</b> Powder paint/Acrylic paints <b>Key Elements:</b> Colour/Value <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Describe a range of colours</li> <li>▪ Mix a range of secondary colours</li> <li>▪ Talk about why they have selected colours for their artwork</li> <li>▪ Begin use a range of paint</li> </ul>	<p><b>Anni Albers</b> Weaving <b>Medium:</b> Fabric/ribbon/cardboard loom <b>Key Elements:</b> Line /texture/Colour <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and discuss different forms of textiles and their uses</li> <li>▪ Show an awareness and name a range of different fabric</li> <li>▪ weave pieces of fabric together</li> <li>▪ Design and follow a pattern</li> </ul>	<p><b>Yayoi Kusama</b> <b>Medium:</b> Plasticine/Clay <b>Key Elements:</b> Form /shape <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Create models from imagination and direct observation</li> <li>▪ Join materials together</li> <li>▪ Apply decorative techniques</li> <li>▪ Discuss the work of other sculptors and relate these to their own ideas and designs</li> </ul>	<p><b>Andy Warhol</b> Relief Printing <b>Medium:</b> Plasticine/Paint with PVA <b>Key Elements:</b> Space/shape/(pattern) <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Use plasticine to create a printing block (additive/subtractive)</li> <li>▪ Experiment with repeated pattern</li> <li>▪ Use print to create a repeated pattern</li> <li>▪ Start to overlay prints with other media</li> </ul>	<p><b>Henri Matisse</b> <b>Medium:</b> Paper/scissors/poster paint <b>Key Elements:</b> Shape/Colour/Space (pattern) <b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Plan and design</li> <li>▪ Use paint to create coloured sheets of paper</li> <li>▪ Use scissors to cut in a controlled way with accuracy</li> <li>▪ Use glue to attach cut-outs – considering space and positioning</li> </ul>

Skill	Drawing	Painting	Digital/Textiles	Sculpture	Printing	Collage
Year 3	<b>Georgia O’Keeffe</b> Observational Drawing <b>Medium:</b> Charcoal pencils/Charcoal sticks/Compressed Charcoal <b>Key Elements:</b> Line /shape/Value <b>Skills:</b> <ul style="list-style-type: none"> <li>Experiment with charcoal - line/vale/texture</li> <li>Draw from observation</li> <li>Sketch</li> <li>Begin to draw with accuracy</li> <li>Use charcoal to create values (shadows-light/dark)</li> <li>Use lines/patterns to create texture</li> </ul>	<b>Vincent van Gogh</b> <b>Post Impressionism</b> <b>Medium:</b> Poster paint/sand etc <b>Key Elements:</b> Line /colour/texture <b>Skills:</b> <ul style="list-style-type: none"> <li>Lighten/darken a colour by adding white/black</li> <li>Darken/lighten colour without using black/white (e.g.: Dilute with water)</li> <li>Create texture by combining paint with other materials</li> <li>Use lines/marks to create texture</li> <li>Select colour to reflect mood</li> </ul>	<b>David Hockney</b> Digital <b>Medium:</b> iPad/PowerPoint <b>Key Elements:</b> Line /shape/Value <b>Skills:</b> <ul style="list-style-type: none"> <li>Create a folder to collect your photos</li> <li>Take photos using an iPad</li> <li>Drag and drop your photos onto a PowerPoint slide</li> <li>Add shadows/crop and position</li> <li>Repeat until your image is complete</li> </ul>	<b>Chris Gilmore</b> Collaborative/ Large Scale art <b>Medium:</b> Cardboard <b>Key Elements:</b> Shape/Form <b>Skills:</b> <ul style="list-style-type: none"> <li>Draw a collaborative design considering scale/space/form</li> <li>Cut out the required cardboard shapes</li> <li>Construct using appropriate fixing and joining techniques</li> </ul>	<b>Alan Kitching</b> Typographic Design- Additive Printing <b>Medium:</b> Foam Board/ Paint with PVA for practise. /Printing ink/Rollers/Trays for final piece. <b>Key Elements:</b> Space/shape/Texture <b>Skills:</b> <ul style="list-style-type: none"> <li>Draw a design</li> <li>Use a foam board to create a printing block for the design.</li> <li>Roll the paint to cover the block.</li> <li>Print onto paper/fabric (considering the background)</li> <li>Experiment with how letterpress can be used to create artwork.</li> <li>Consider and make choices about the use of space/position of the marks on the paper/cloth. (Consider the message/word)</li> <li>Understand the relationship between typography and printing</li> </ul>	<b>Lauren Child</b> <b>Medium:</b> Pencil/Fabric/Paper <b>Key Elements:</b> Space/shape/texture <b>Skills:</b> <ul style="list-style-type: none"> <li>Sketch a design/character</li> <li>Select fabric/paper</li> <li>Cut paper/fabric to size</li> <li>Layer and position cutouts to create perspective</li> </ul>
Year 4	<b>Wayne Thiebaud</b> Observational Drawing <b>Medium:</b> Pastels <b>Key Elements:</b> Line/Form/Value <b>Skills:</b> <ul style="list-style-type: none"> <li>Experiment with scale and proportion</li> <li>Draw accurate observational drawings</li> <li>Use pastels to create the required colour effects - smudging etc</li> <li>Identify and draw the effect of light (including shadows)</li> </ul>	<b>Claude Monet</b> Impressionism <b>Medium:</b> Poster/Acrylic paints <b>Key Elements:</b> Colour/Texture/Value <b>Skills:</b> <ul style="list-style-type: none"> <li>Alter paint colour using white, grey and black</li> <li>Select colour to reflect mood.</li> <li>Use different brush strokes and consider why/when they might be used</li> <li>Begin to discuss how artists influence others/own art.</li> </ul>	<b>Textiles – Covered in DT</b> <b>Skills:</b> <ul style="list-style-type: none"> <li>Become confident with a range of stitches to join a range of fabrics together</li> <li>Try out own ideas and record explorations and experimentations</li> <li>Change and modify threads and fabrics</li> </ul>	<b>Greek Pots</b> Magdalene Odundo or Grayson Perry - Links <b>Medium:</b> Clay <b>Key Elements:</b> Form /shape/Texture <b>Skills:</b> <ul style="list-style-type: none"> <li>Design a pot</li> <li>Shape and mould the clay</li> <li>Show an awareness of how texture, form and shape can be transferred from 2D to 3D</li> <li>Make a slip to join and secure pieces of clay together</li> <li>Produce surface patterns using a range of processes and tools.</li> </ul>	<b>William Morris</b> Relief Printing <b>Medium:</b> Foam board/Paint/Rollers <b>Key Elements:</b> Line/Space /(pattern) <b>Skills:</b> <ul style="list-style-type: none"> <li>Design a repeated pattern considering how line is used.</li> <li>Draw the design onto the foam board - first with pencil then with pen.</li> <li>Roll the paint to cover the block.</li> <li>Print onto paper/fabric- creating a repeated pattern design.</li> </ul>	<b>Hannah Hoch</b> <b>Medium:</b> Photo Montage/Drawing/Fabric/Paper <b>Key Elements:</b> Line/Form/Shape <b>Skills:</b> <ul style="list-style-type: none"> <li>Plan and design composition</li> <li>Draw with control</li> <li>Cut with control</li> <li>Cut to the required scale</li> <li>Create perspective through accurate positioning.</li> </ul>
Skill	Drawing	Painting	Digital/Textiles	Sculpture	Printing	Collage
	Lizzie Presst	David Hockney	Pupil Choice -Digital/Textile	Barbara Hepworth	Anthony Burrill	Beatriz Milhazes

<b>Year 5</b>	<p>Observational/representative drawings.</p> <p><b>Medium:</b> Marker Pens</p> <p><b>Key Elements:</b> Line/Shape/Form</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Create an accurate detailed drawing developing the key elements of line, pattern, space and shape)</li> <li>▪ Work from a variety of sources including observation and photographs to develop own work</li> </ul>	<p>Pop Art. (Digital art link)</p> <p><b>Medium:</b> Poster/Acrylic Paints</p> <p><b>Key Elements:</b> Form/Colour/texture/Value</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Select colour for purpose. - Explaining choices</li> <li>▪ Mix colours with confidence.</li> <li>▪ Use colours to express ideas, feelings and mood</li> <li>▪ Use marks to create different effects and textures.</li> <li>▪ Begin to consider perspective.</li> </ul>	<p><b>Digital Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Confidently use a graphic package or app to create and manipulate images using a wider range of digital tools</li> <li>▪ Understand that a digital image can be made up of different layers</li> <li>▪ Create layered images from original ideas</li> </ul>	<p><b>Textile Skills</b></p> <ul style="list-style-type: none"> <li>▪ Show experience in painting, printing and dyeing fabric</li> <li>▪ Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye</li> <li>▪ Show an awareness of natural dyes and how these are sustainable in the fashion industry</li> </ul>	<p><b>Medium:</b> Clay</p> <p><b>Key Elements:</b> Shape/Form</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Recognise sculptural forms in the environment and use these as inspiration for own work</li> <li>▪ Plan, shape and manipulate the clay to create detailed representations</li> <li>▪ Make a slip to join and secure more complex pieces of clay together</li> <li>▪ Use tools to create planned surface texture</li> </ul>	<p><b>Medium:</b> Additive Printing - Letter messages (touching on graphic design)</p> <p><b>Key Elements:</b> Space (scale) / Texture /Shape</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Design and create a poster with a simple message</li> <li>▪ Use cardboard to create a printing block</li> <li>▪ Use the roller to cover the block appropriately.</li> <li>▪ Consider and make choices about the use of space and position of marks considering the message/word</li> <li>▪ Experiment with how letterpress can be used to create messages, picture and artwork</li> </ul>	<p><b>Medium:</b> Coloured/patterned paper</p> <p><b>Key Elements:</b> Space/ Colour/Shape</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Design the piece considering shape colour and composition</li> <li>▪ Use scissors to cut with control</li> <li>▪ Consider and make choices about the use of space and position of cut-outs</li> <li>▪ Layer cut outs to create desired effect</li> </ul>	
<b>Skill</b>	<b>Drawing</b>	<b>Painting</b>	<b>Digital/Textiles</b>		<b>Sculpture</b>	<b>Printing</b>	<b>Collage</b>	
<b>Year 6</b>	<p><b>Curtis Holder</b> Portraiture</p> <p><b>Medium:</b> Colouring Pencils</p> <p><b>Key Elements:</b> Line/Colour/Form/Texture</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Select appropriate media and techniques to achieve a specific outcome</li> <li>▪ Sketch composition of portrait</li> <li>▪ Draw detailed accurate portraits from observation</li> <li>▪ Use tone in drawings to achieve depth</li> <li>▪ Develop own style</li> </ul>	<p><b>Frida Kahlo</b> Surrealism</p> <p><b>Medium:</b> Poster/Acrylic paints</p> <p><b>Key Elements:</b> Colour/Texture/Value</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Select colour to express feelings</li> <li>▪ Purposefully control the types of mark, brushstrokes used to create the desired texture/effect</li> <li>▪ Use colours and brushstrokes to create atmosphere and light effect.</li> <li>▪ Work to develop own style</li> </ul>	<p><b>Pupil Choice -Animation/Textile</b></p> <p><b>Digital Skills</b></p> <ul style="list-style-type: none"> <li>▪ Use digital media as a means of extending work from initial ideas</li> <li>▪ Use digital media in order to self evaluate the creative learning journey</li> <li>▪ Present personal ideas and choices using a range of digital media</li> </ul>		<p><b>Textile Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Experiment in a range of techniques, exploring ideas in sketchbooks</li> <li>▪ Use different stitches creatively to produce different patterns and textures</li> <li>▪ Design and create a textile piece using a range of techniques</li> </ul>	<p><b>Yinka Shonibare</b></p> <p><b>Medium:</b> Mod Roc</p> <p><b>Key Elements:</b> Shape/Form</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Use line, colour and shape to create a design</li> <li>▪ Use other people’s artwork as a creative stimulus.</li> <li>▪ Experiment with different media (Paper, pen, paint, modelling materials and fabric)</li> <li>▪ Mould, Shape and manipulate chosen materials to create the desired effect</li> </ul>	<p><b>Lucien Day</b> Festival of Britain fabric designer</p> <p><b>Medium:</b> Relief Printing - Lino/ink</p> <p>Could include other forms of print in final piece messages</p> <p><b>Key Elements:</b> Space / Pattern /Shape</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Draw a more complex/detailed repeated pattern</li> <li>▪ Understand how shapes from the natural world can become abstract</li> <li>▪ Combine different printing techniques within the same</li> </ul>	<p><b>Peter Kennard</b></p> <p><b>Medium:</b> iPad(photography) / Digital program</p> <p><b>Key Elements:</b> Space/shape</p> <p><b>Skills: - Link to computing skills</b></p> <ul style="list-style-type: none"> <li>▪ Create a design with a message</li> <li>▪ Use an iPad to capture images</li> <li>▪ Combine photographs with digital drawing /text to create a message</li> <li>▪ Express ideas through messages, graphics, text and images</li> </ul>

## Termly Planning

Lessons are planned to enable children to develop their Practical, Theoretical and Disciplinary Knowledge. Pupils will have opportunities to learn about and explore new methods, techniques, media/materials, vocabulary and the 7 elements/ principals of art. They will find out about the purpose and meaning of art and be exposed to different artists, genres, movements and their historical importance. Our children will be able to discuss, share opinions, express themselves, debate and develop their own creativity. Every art lesson will include a period of reflection and celebration. Here is an example of the structure of our planning.

<b>Art Year 6</b>					
<b>Autumn 1 (7 lessons)</b>					
<b>Lesson</b>	<b>Lesson 1 - Artist Study</b>	<b>Lesson 2 - Investigate tone and texture</b>	<b>Lesson 3 &amp; 4 - Drawing Facial Features</b>	<b>Lesson 5, 6 Creating the final piece</b>	<b>Lesson 7 - Reflection and Celebration</b>
<b>Learning Objectives</b>	<b>Study an artist</b> (Disciplinary/ Theoretical Knowledge)	<b>Explore pencil (H &amp; B) tones, colour combinations and shading techniques.</b> (Practical Knowledge)	<b>To sketch a face using perspective and showing expression.</b> (Practical Knowledge)	<b>To use composition, perspective and proportion in drawing and painting self-portraits.</b> (Practical Knowledge)	<b>To evaluate my final piece of art, discussing successes, difficulties, and reflections</b> (Disciplinary Knowledge)
<b>Intended Outcomes</b>	<p><b>In sketchbooks.</b></p> <p>Investigate Curtis Holder portraits.</p> <p>Study both line works and multilayered line works.</p> <p>I discuss and record my observations.</p> <p>I discuss and record my own likes/dislikes.</p> <p>One group of children, with an adult, can write their ideas on whiteboards. TA to gather ideas to create sentences to add to our display.</p>	<p><b>In sketchbooks.</b></p> <p>Create a table to show shades of H and B pencils.</p> <p>Practise shading and smudging techniques.</p> <p>Investigate colour combinations in the style of Curtis Holder.</p> <p>Look at colour combinations to create mood.</p>	<p><b>In sketchbooks.</b></p> <p>I practise drawing facial features/expressions.</p> <p>I know where to position facial features.</p> <p>Recap work done in previous years on different drawing tools, tone and texture to add details to my drawing.</p> <p>I study composition.</p>	<p><b>I draw my self-portrait. Firstly in a sketchbook then the final piece on paper.</b></p> <p>I will choose the resources I need: cartridge paper/ pencil.</p> <p><b>control and experiment with tone, hue, shades, and mood.</b></p> <p>In drawing a Curtis Holder style portrait, I will:</p> <ul style="list-style-type: none"> <li>● use practised sketching skills.</li> <li>● think about the composition.</li> <li>● consider proportion.</li> <li>● add details/ expressions.</li> <li>● use the colours and/or graphite for the lines/ shading, considering the mood of the piece.</li> </ul>	<p><b>I evaluate my final piece of art, discussing:</b></p> <ul style="list-style-type: none"> <li>● Successes (what went well),</li> <li>● Difficulties (What didn't/why?)</li> <li>● Reflections (What I might do differently next time)</li> <li>● I will compare my artwork with my peers/the original.</li> </ul>