CBS Art Overview

Year Group	Block 1	Block 2	Block 3	Across all blocks	Across all blocks
1	**Painting** • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • Explore techniques such as lightening and darkening paint without the use of black or white. • Begin to show control over the types of marks made. • Paint on different surfaces with a range of media. • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.	**Drawing** • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media. • Draw on different surfaces with a range of media. • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	**Printing** • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Experience impressed printing: e.g. printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Explore printing in relief: e.g. String and card. • Begin to identify forms of printing: Books, posters pictures, fabrics. • Use printmaking to create a repeating pattern **Texture and pattern** • Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns and textures. • Begin to understand how colours can link to moods and feelings in art. • Use printmaking to create a repeating pattern.	**Developing Ideas** • Start to record simple media explorations in a sketchbook **Responding to Art** • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explore 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	**Art through technology** • Take a self-portrait or a photograph. • Use a simple computer paint program to create a picture
Possible	Klimt, Marc, Klee,	Van Goph, Seurat	Warhol, Hokusai		

CBS Art Overview

Artists	Hockney				
2	**<u>Painting</u>** • Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. • Understand how to make tints using white and tones by adding black to make darker and lighter shades. • Build confidence in mixing colour shades and tones. • Understand the colour wheel and colour spectrums. • Be able to mix all the secondary colours using primary colours confidently. • Continue to control the types of marks made with the range of media. • Use a suitable brush to produce marks appropriate to work.	**<u>Drawing</u>** • Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Draw lines/marks from observations. • Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Understand tone through the use of different grades of pencils (HB, 2B, 4B) Possible artists: Du	**<u>3D</u>** Use equipment and media with increasing confidence. • Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc… • Explore carving as a form of 3D art **<u>Texture and Pattern</u>** • Demonstrate experience in surface patterns/ textures and use them when appropriate. • Investigate textures and produce an expanding range of patterns. • Use line and tone in different media to consider shape, shade, pattern and texture. • Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) • Express links between colour and emotion.	**<u>Developing Ideas</u>** • Use a sketchbook to plan and develop simple ideas. • Build information on colour mixing, the colour wheel and colour spectrums. • Collect textures and patterns to inform other work. **<u>Responding to Art</u>** • Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. • Express thoughts and feelings about a piece of art. • Reflect and explain the successes and challenges in a piece of art created.	**<u>Art through technology</u>** Understand how to use ‘zoom’ to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it

	E.g. small brush for small marks.			• Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.	
Artists/Movements	Pollock, Riley, Monet, Aboriginal	Durer, Da Vinci, Cezanne	Hepworth, Arp, Nevelson, Gabo		
3	**Painting** • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.	**Drawing** • Develop intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Begin to indicate facial expressions in drawings • Begin to show consideration in the choice of pencil grade they use **Texture and pattern** • Create textures and patterns with a wide range of drawing implements. • Create textures and patterns with a wide range of drawing	**Printing** • Increase awareness of mono and relief printing. • Demonstrate experience in fabric printing. • Expand experience in 3 colour printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns	**Developing Ideas** • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Identify interesting aspets of objects as a starting point for work. • Use sketch book to express feelings about subject. • Make notes in a sketchbook about techniques used by artists. • Annotate ideas	**Art through technology** • Use printed images taken with a digital camera and combine them with other media to produce art work • Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) • Take

	• Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Understand how to create a background using a wash	implements. • Create art works from natural materials to show an awareness of different viewpoints of the same object.		for improving their work through keeping notes in a sketchbook. **<u>Responding to Art</u>** • Continue to explore 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 • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Respond to art from other cultures and other periods of time.	photographs and explain their creative vision
Artists/Movements	Rothko, Rivera, Indian miniatures, O'Keefe,	Picasso, Hopper, Surrealism	Morris, Labelling		

CBS Art Overview

	Abstract, Expressionism				
4	**Painting** • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence. • Work in the style of a selected artist (not copying).	**Drawing** • Develop intricate patterns/marks with a variety of media • Demonstrate experience in different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • Have opportunities to develop further drawings featuring the third dimension and perspective.	**3D** Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Make a slip to join to pieces of clay. • Decorate, coil, and produce marquettes confidently when necessarily. • Model over an armature: newspaper frame for modroc. • Use recycled, natural and man-made materials to create sculptures. • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique. • Demonstrate awareness in environmental sculpture and found object art. • Show awareness of the effect of time upon sculptures.	**Developing Ideas** • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future weeks. • Express likes and dislikes through annotations • Use a sketchbook to adapt and improve original ideas • Keep notes to indicate their intentions/ purpose of a piece of work **Responding to Art** Discuss and review own and others work, expressing thoughts and feelings, and identify	**Art through technology** • Create a piece of art which includes integrating a digital image they have taken. • Take a photo from an unusual or thought-provoking viewpoint

		• Further develop drawing a range of tones, lines using a pencil. • Include in their drawing a range of technique and begin to understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made. • Attempt to show reflections in a drawing. Begin to use media and techniques (line, tone, colour) to show representations of movement in figures and forms. **<u>Texture and Pattern</u>** • Experiment with different grades of pencil and other implements to achieve variations in tone.		modifications/ changes and see how they can be developed further. • Begin to explore a range of great artists, architects and designers in history.	

CBS Art Overview

		• Use complimentary and contrasting colours for effect			
Artists/Movements	Hopper, Rembrandt	Goya, Sargent, Holbein	Egyptian artefacts, Christo		
Year 5	**Painting** • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media.	**Drawing** Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques	**<u>Printing</u>** Use tools in a safe way. Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery. • Show experience in a range of mono print techniques.	**<u>Developing Ideas</u>** • Use sketchbooks to plan a sculture through drawing and other preparatory work. • Use the sketchbook to plan how to join parts of a sculpture. • Keep notes which consider how a piece of work may be developed further. • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source	**<u>Art through technology</u>** • Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. • Compose a photo with thought for textural qualities, light and shade.

		to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. **Texture and pattern** • Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.		material for future works. • Adapt work as and when necessary and explain why. **Responding to Art** • Recognise the art of key artists and begin to place them in key movements or historical events. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Compare the style of different styles and approaches.	
Artists/Movements	Lowry, Matisse, Magritte	Moore sketchbooks, Rosesetti, Klee, Calder, Cassat	Advertising, Bawden		

CBS Art Overview

Year 6	**Painting** • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why. **Texture and pattern** • Consider the use of colour for mood and atmosphere	**Drawing** • Work in a sustained and independent way to develop their own style of drawing. • • This style may be through the development of: line, tone, pattern, texture. • • Draw for a sustained period of time over a number of sessions working on one piece. • • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • • Develop their own style using tonal contrast and mixed media.	**3D** • Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • Model and develop work through a combination of pinch, slab, and coil. • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media. • Recognise sculptural forms in the environment: Furniture, buildings. • Confidently carve a simple form. • Solve problems as they occur. • Use language appropriate to skill and technique.	**Developing Ideas** • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. • Annotate work in sketchbooks • Use the sketchbook to plan how to join parts of the sculpture. • Annotate work in sketchbook. **Responding to Art** • Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work.	**Art through technology** • Have opportunity to explore modern and traditional artists using ICT and other resources. • Combine a selection of images using digital technology considering colour, size and rotation.

		• Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in their paintings.		• Explore a range of great Artists, architects and designers in history	
Artists/Movements	Modern and traditional artists using ICT and other resources	Modern and traditional artists using ICT and other resources	Modern and traditional artists using ICT and other resources		