



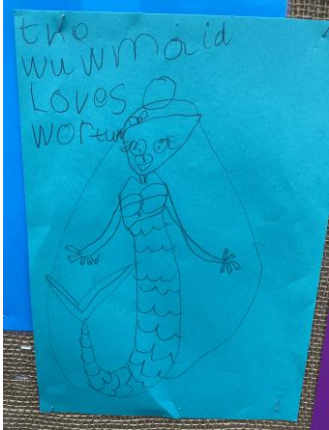






# ANNUAL ART TIMETABLE LONG TERM OVERVIEW ROTATION A

	EY/FS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	<p><b>Marvellous Me</b> Drawing/Painting: Ourselves/Families</p>  <p>Assessment focus: Drawing / Painting</p> <p>Key Skill: The child can make drawings and paintings, from observation, experience and imagination.</p>	<p><b>The Magic Faraway Tree</b> Drawing: different types of trees Assessment focus - Painting</p> <p>Year 1 Key skill: The child can 'colour in' accurately with paint and mix, and match basic colours and make them lighter or darker.</p> <p>Year 2 Key skill: The child can explore colour mixing and matching shades and tones name primary, secondary and some tertiary colours.</p> <p>Painting: <b>Colour mixing - primary and secondary colours - to create a "Land of Colour" to visit the top of the Faraway Tree</b></p> 	<p><b>Stone Age</b> Created stone age cave paintings. Assessment focus - Drawing</p> <p>Year 3 Key Skill – The child can explore the effects made by HB and 2B pencils and charcoal pencils and explain why they have used them.</p> <p>Year 4 – Key skill: The child can work on a range of surfaces and scales and beginning to choose the scale and surface appropriate to the work.</p> <p>Drawing- <b>sketching techniques including use of charcoal</b></p> 	<p><b>Secret Garden</b></p> <p>Assessment focus: Painting Year 5 Key skill: The child can use the primary colours, black and white, to mix a full range of hues and tones. Year 6 Key Skill: The child can work with a wider range of more specialist media and mix media to achieve desired effects in colour, purposely controlling the types of marks made and experiment with different effects and textures.</p> <p>Drawing: <b>observational drawing of plants, flowers and trees</b> Painting: <b>Water colour flowers (tulip, crocus, lavender, roses)</b></p> 

		<p>Artist, Craftsperson Designer - <b>Piet Mondrien</b></p> 		
<p><b>Autumn</b> <b>2</b></p>	<p><b><u>Imagination Land</u></b> <b><u>Seasons</u></b></p>  <p><b>Assessment focus: Collage</b></p> <p>Key Skill: The child can classify materials into textures and colours.</p>	<p><b><u>Winter sketches - see Spring 1</u></b> <b>Assessment focus – Textiles</b></p> <p><b>Year 1 Key Skill</b> - The child can sew individual straight stitches as decoration on suitable open-weave fabrics.</p> <p><b>Year 2 Key Skill</b> – The child can sew individual straight stitches as decoration on suitable open-weave fabrics and gain confidence in stitching two pieces of fabric.</p> <p><b>Textiles</b> - Bonfire Night commemorative bookmarks - decorating strips of Binka.</p>	<p><b><u>Harvest - for festival</u></b> <b>Collage - Tom's Midnight Garden</b> <b>Assessment focus –</b></p> <p><b>Year 3 Key skill:</b> The child can cut complex shapes from a range of materials with some accuracy.</p> <p><b>Year 4 Key Skill:</b> The child can change the surface of materials by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying.</p>	<p><b><u>See Summer 2 for double art</u></b></p>
<p><b>Spring</b> <b>1</b></p>	<p><b><u>All Creatures Great and Small</u></b></p> <p>Collage: <b>Animal habitats</b></p>	<p><b><u>Toys</u></b> Drawing: <b>sketching toys from now and then to show different pencils give different tones: hard medium and soft, drawing texture with pencil.</b></p>	<p><b><u>Dragons</u></b> Drawing: <b>Sketching</b> Art and ICT <b>Youtube</b> <b>artist/tutorials/ Dragonology</b> <b>Assessment focus – Drawing</b> <b>Year 3 Key skill:</b> The child can use media in a variety of ways involving changes in pressure, speed and a range of different hand/arm</p>	<p><b><u>Ancient Greeks</u></b> <b>Sculpture Coil pots</b> <b>Year 5 Key Skill:</b> The child can design and create planned sculptures from single and combined media.</p> <p><b>Year 6 Key Skill:</b> The child can use a wide range of simple tools to cut, shape and impress patterns and textures.</p> <p>Artist, Craftsperson</p>



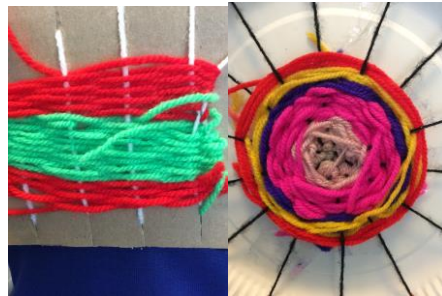
**Assessment focus: College**  
**Key Skills:** The child can hold scissors and cut a range of materials, and tear paper into strips and simple shapes.



**Textiles: Weaving**  
**Assessment focus – Textiles**

**Year 1 Key Skill:** The child can weave with paper and card.

**Year 2 Key Skill:** The child can weave with paper and card on a warp made from smooth threads.



movements.

**Year 4 Key Skill:** The child explores the effects made by graphite sticks, pencil crayons, HB and 2B pencils and can talk about their properties.



**Designer** *Greek Atifax History*  
**Books**  
**Artist:** *Compare with Grayson Perry*



Spring  
2

### Come Outside

Sculpture:

**Assessment focus: Sculpture**

**Key Skills:** The child can mould and create simple shapes with malleable materials, e.g. clay or dough.



### Easter/New life



**Assessment focus: Painting**

**Key skill -** The child can name, choose and match primary colours using power paints.

### Starry night sky scenes

**Sculpture - bottle rockets**

**Assessment focus – Sculpture**

**Year 1 Key Skill:** The child can build junk models and prepare them for painting and decorating by covering them with layers of paper.

**Year 2 Key Skill:** The child can use a sketchbook to plan and develop simple ideas and making simple informed choices in media.



### Volcanoes

Artist, Craftsperson

Designer: **Margaret Godfrey or Andy Goldworthy**



**Sculpture - paper and paste - 3D model & perspective, quality smooth finish - created volcano sculpture - linked to DT& scienc - made it erupt.**



**Assessment focus – Sculpture**

**Year 3 Key Skill:** The child can create papier-mache and use it to create 3D shapes.

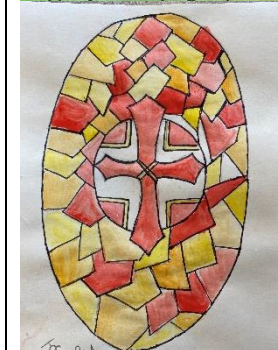
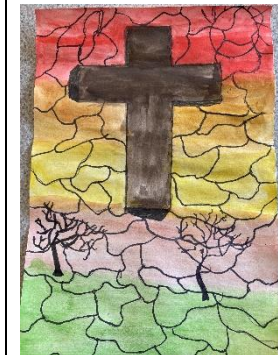
**Year 4 Key Skill:** The child can talk about sculptures and relate work to the work of other sculptors.

**The Empty Cross Children have a chance to design their own stain glass window design that shows their understanding of the concept of resurrection.**

**Assessment focus: Painting**

**Year 5 Key skill:** The child can use the primary colours, black and white, to mix a full range of hues and tones.

**Year 6 Key Skill:** The child can work with a wider range of more specialist media and mix media to achieve desired effects in colour, purposely controlling the types of marks made and experiment with different effects and textures





**Assessment focus: Drawing**

**Key Skill:** The child uses lines to create shapes, patterns and textures make drawings from observation, experience and imagination of a wide range of subjects.

Summer  
1

**Fossils and Footprints**  
**Transport**



**Assessment focus: Printing**

**Key Skill:** The child can choose objects from a limited range to print with, making pictures, patterns or textures.

**Buckingham Palace**

**Drawing:** Buckingham palace using coloured pens /pencils

**Assessment focus – Drawing**

**Year 1 Key skill:** The child can use lines and marks to explore a range of shapes and media, recording in a sketchbook.

**Year 2 Key Skill:** The child can make drawings to show increasing detail, context, and use of the visual elements e.g: using hatching, scribbling, stippling and blending to create light/dark lines.



**Stitch Head**

**Textiles:** Children make a monster from textiles (using a range of textiles, tools and equipment).

**Year 3 Key Skill:** Weave using a wide range of fabric strips and threads and create collages using appropriately selected fabrics and threads.

To weave to create textures and patterns. Weave using a wide range of fabric strips and threads and create collages using appropriately selected fabrics and threads.

**Year 4 Key Skill:** Use sewing to apply one fabric to another and sew objects such as beads, buttons, feathers and threads. To weave to create textures and patterns

**Artist: Jose Romussi. (1979) is a**

**Pattern in nature**

**Printing – looking at William Morris fabric prints**

**Assessment focus – Printing**

**Year 5 Key Skill:** The child can use tools in a safe way gain experience in overlaying colours build a complex printing block cutting it to apply more than one colour.

**Year 6 Key skill:** The child can experiment with and combining a growing range of printing techniques, choosing methods of printing to achieve specific results.

**Artist, William Morris Designer Look at examples who use WM**



**Key Skill:** The child can make drawings and paintings, from observation, experience and imagination.



**Assessment focus: Collage**  
**Key Skills:** The child can hold scissors and cut a range of materials, and tear paper into strips and simple shapes.



**Sunflowers**

**Sculpture: Clay**

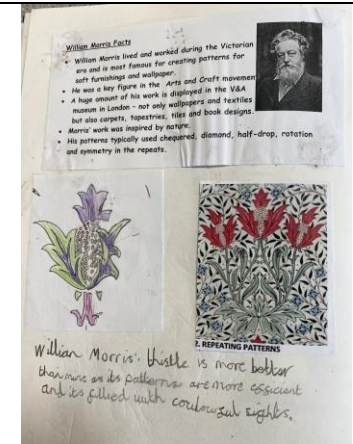
**Key Assessment focus:**

**Year 1:** The child can mould malleable materials eg: dough or clay to create shapes

**Year 2:** The child can mould malleable materials clay to create shapes that can be combined to make objects and use a sketchbook to plan and develop simple ideas and making simple informed choices in media. They talk about their sculptures and relate them to the work of other sculptors.



Chilean born mixed-media artist who uses hand embroidery to embellish photographs.



Summer  
2

**Wonderful World Holidays**

**Assessment focus: Sculpture**

**Key Skill:** combine boxes and other found materials to create junk models

**Georges Marvellous Medicine**

**Collage:** Create a recipe for a marvellous medicine using cut outs from magazines

**Artist, Craftsperson Designer** Quentin Blake / Gordon Bruce

**Assessment focus: Collage**

**Ivory Coast**

**Textiles:** Making an item of clothing / dyeing

**Assessment focus – Textiles**

**Year 3 –** The child can tie-dye fabrics to achieve patterns and textures

**Habitats**

**Assessment focus – Textiles**  
**Year 5 –** The child can plan and create 2D collage and 3D structures using fabrics and threads and combining previously learnt techniques appropriate to the work.

use simple tools to cut, shape and impress patterns and textures in a range of materials



Elsa's dress



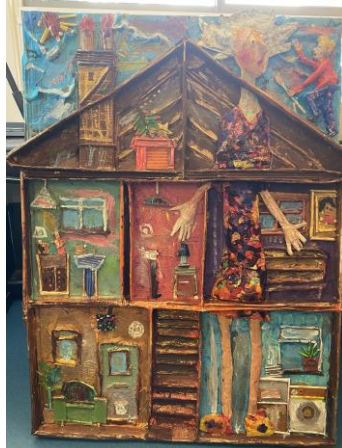
Summer flowers

Assessment focus: Drawing

**Key Skill:** The child uses lines to create shapes, patterns and textures make drawings from observation, experience and imagination of a wide range of subjects.

**Year 1: Key skill:** The child cut straight and curved lines from a range of materials with some accuracy and tear paper into strips and shapes with some accuracy and work as part of a group producing a single collage.

**Year 2 Key Skill:** The child can make their own collage choosing and applying various coloured textured and patterned materials and work as part of a group producing a single collage



**Year 4 –** The child can appreciate tie-dyeing can be used to achieve regular as well as irregular patterns



**Textiles - batik pillow M**  
**Sewing skills**



**Vanishing Points**

Drawing: **Technical drawing with perspective**

Assessment focus - Drawing

**Year 5 Key Skill:** The child can develop simple perspective (one point perspective), use a vanishing point and horizon line to develop scale and proportion.

**Year 6 Key Skill:** The child can adapt own work according to view and describe how they might develop it further.

