Linton Mead Subject Curriculum Overview for Art and Design.

Year group	Autumn 1	Spring 1	Summer 1
	Introduction to drawing	Introduction to colour and painting	Pop Art
1	Introduction to marking making using different media. -**Mark-making:** Experiment with pencils, crayons, charcoal, and pastels to make various marks and lines (thick, thin, straight, curved, and zigzag). - **Control and pressure:** Learn how to hold a pencil or tool correctly and change hand pressure to make light or dark marks. -**Shape and space:** Connect lines to form basic 2D geometric and organic shapes on paper. -**Vocabulary:** Talk about artwork using simple art words like *line, shape, dark, light, and texture*. - **Observational skills:** Children to use learnt mark making techniques to begin drawing simple everyday objects or natural items (like leaves or fruit) by looking closely at their shapes and outlines.	Introduction on using painting to develop and share ideas, personal experiences, and imagination. **-Key Painting & Brush Skills:** Learn how to hold a paintbrush properly (moving toward a steady grip) and use basic small motor skills to apply paint cleanly. Experiment with making different types of marks, such as dabbing, thick and thin brushstrokes, and blocking in color. Understand how to keep colors bright and clean by washing the brush thoroughly between different paints. [1] Experience working with different types of paint, typically starting with **ready-mixed poster paints**, **block watercolours**, or powder paints. **-Color Theory & Exploration:** Identify, name, and collect the primary colors: **red, yellow, and blue**. Experiment with mixing primary colors together to discover and identify secondary colors (**orange, green, and purple**). Explore basic light and dark values by experimenting with adding white or black to change a colour's shade and tone. **-Critique:** Look at famous artworks (such as the colourful abstract works of Alma Thomas or the vibrant paintings of Vincent van Gogh) and describe what they see or feel.	Suggested Artist study- **Andy Warhol** Learn who **Andy Warhol** was and discuss how he used bold, bright, contrasting colours and everyday imagery. - **Colour Theory:** Identify primary colours (red, yellow, blue) and mix primary colours to make secondary colours (green, orange, purple). -**Pattern and Repetition:** Understand how **Andy Warhol** used repeated images (like screen-printing) to create patterns. -**Drawing and Painting Skills:** Make simple observational line drawings of faces and use paint or pastels to apply unrealistic, vibrant colour schemes. -**Expressing Ideas:** Share experiences and imagination by choosing personal colour combinations to make a striking, multi-panel self-portrait.
	Mixed Media Collage - Landscapes	Still life/3D drawing	Painting with Watercolours
2	**Understand the concept of a landscape:** Identify what a landscape is (e.g., countryside, beach, local area) and recognise basic structural components like the sky, horizon, foreground, and background. **Combine and layer materials:** Learn how to apply mixed media (such as tissue paper, magazines, fabric, natural objects, or pastels) over a painted or printed background. **Manipulate paper and textures:** Practice fine motor skills by tearing, cutting, folding, and overlapping shapes to build depth and physical texture. **Experiment with colour mixing:** Mix primary colours to create realistic landscape tones (such as various shades of green for fields or muted blues for the sky).	This unit aims to move children from simple mark-making to more deliberate observational skills. **-Observational Skills:** Look closely at an arrangement of physical objects to notice shapes and proportions. Draw what is actually seen, rather than what is imagined. **-Shape & Spatial Awareness:** Identify basic geometric shapes (circles, ovals, triangles) within complex objects. Learn to overlap shapes to show that one object is sitting in front of another. **-Varying Pencil Pressure:** Experiment with pushing down hard to create heavy, dark lines and pressing lightly to create faint, soft lines. **-Introducing Shading & Tone:** Begin using basic shading techniques (such as simple directional lines or cross-hatching) to show where light hits an object and where the shadows fall.	Suggested Artist study – **Georgia O'Keeffe and Modernism** In this unit children will focus on building brush control, exploring colour theory, and making simple links between a master artist's style and the children's own expressive work. **-Artist Knowledge & Interpretation:** Describe and analyse the work of a notable artist: Children learn to talk about what they see in chosen artist artwork using core vocabulary like *shape, line, colour,* and *mood*. **-Designing & Creating:** Draw from observation using real items e.g. flowers to sketch large, sweeping shapes and intersecting lines before applying paint. Share and develop original ideas to produce a finished, large-scale watercolour piece inspired by focus artist techniques.

	Painting: Artwork from the stone age comparing to modern day wall art.	Sculpture: Natural and Land Art	Collage using TEXTILES
3	**-Analyze the Purpose of Wall Art:** Understand that both cave art and graffiti are forms of public expression made directly onto architectural or natural surfaces, often carrying social or storytelling significance. **-Compare Materials and Context:** Contrast the natural pigments of the Stone Age (charcoal, mud, ground spices, berries) with modern materials. **-Drawing and Mark-Making (Line, Texture, and Scale):** Use line and texture to sketch animal or human forms, experimenting with scale. Use charcoal to draw hunting scenes or animals in their sketchbooks, practising smudging and blending techniques to mirror the textured cave surfaces. **-Painting and Pigment Exploration (Colour, Form):** Experiment with how different tools and natural resources produce colour intensities and practise tactile painting using their fingers, moss, or twigs.	**-Artists in history:** Learn about artists who work with nature and landscape, such as Andy Goldsworthy. **-Exploring texture and form:** Investigate the natural textures, shapes, and colours of leaves, bark, twigs, stones, and mud. **-Ephemeral/Temporary art:** Understand how to build temporary, site-specific land art sculptures out of found objects outdoors. **-Formal elements:** Build on substantive concepts like symmetry, layering, positive/negative space, and repeating geometric or organic patterns.	Suggested Artist study – **Abdoulaye Konate** In this unit children to create collages with depth, pattern and form. **-3D Collage & Layering:** Understand how to create a 3D effect and add depth by layering shapes. Children learn precise cutting, tearing, and folding edges to make elements stand out from the page. **-Paper Manipulation vocabulary:** pleating & concertina, crimping, quilling and overlapping. **-Texture & composition:** develop an awareness of scale, contrast, and proportion, using mixed media to alter the literal "feel" of their canvas.
	Collage: Roman mosaics	Mono and Block printing	Architectural Sculpture
4	Children will learn the history of Roman mosaics, understand key vocabulary- **Mosaic, Tesserae, Grout/ Adhesive, *tessellation* and *geometric*.** **Collage and Placement:** Develop greater control, patience, and precision when arranging small materials (tesserae) like card, clay, or glass tiles into patterns. • **Pattern and Tessellation:** Understand and replicate geometric, repeating patterns and tile boundaries without overlapping. **Cutting and Shaping:** Improve mastery over tools by cutting mosaic squares accurately and safely. **Colour and Texture:** Experiment with colour wheels, hot/cold tones, and shade placement to generate texture and depth within a pattern **Using Sketchbooks:** Use sketchbooks to research Roman mosaics, collect ideas, draw initial pattern inspirations and design and plan a clear layout with borders and central focal points (such as animals, gladiators, or gods) before starting the physical mosaic artwork that can be individual or collaborative.	**Conceptual Understanding & Knowledge**: Pupils will move past accidental mark-making to understand the mechanics of printmaking. Children should be introduced to Block printing and mono printing. They will understand that a print is a reproducible image, but that a **mono print** yields a unique, one-off image. Explore the difference between relief printing (printing from a raised surface) and subtractive or line-drawn mono printing. Understand how cutting away a material or leaving it untouched changes what takes on the ink. View and analyze the works of artist like Margaret Taylor Burroughs, Elizabeth Catlett and Henri Matisse who have used the different types of printing techniques. **Technical Mastery & Skill: Mono printing:** experiment with additive and subtractive methods. **Block printing:** design and build a block print.	Suggested Artist study-**Dame Zaha Hadid** Children to Study notable historical or modern architects, sculptors, and structures to see how art connects to the built environment and use it to inspire own design ideas. **Key Architectural Concepts & Vocabulary** Understand how buildings reflect purpose. Perspective and Scale: Explore basic 3D proportions, height, width, and depth from different viewing angles. Learn terms like structure, construct, composition, blueprint, perspective, and vanishing point. Children to manipulate materials (e.g. wire, Modroc, clay) to create sculptural 3D architectural models.
	Ceramic Art: Greek pottery and geometric motifs	Painting: Exploring colour using acrylics	Drawing with water colour pencils

5	**Art History & Context:** Identify key periods of Greek pottery, specifically recognizing the *Geometric Period* (characterized by abstract patterns) vs. later *Black-figure* and *Red-figure* narrative styles. Understand that ancient pottery was used for storytelling (myths, daily life, battles) and functional usage (storing wine, water, oil).Identify traditional vessel silhouettes such as the *Amphora* (storage jar), *Krater* (mixing bowl), or *Hydria* (water jar). **Drawing & Design (Pattern and Motif):** Replicate complex, precise repeating patterns using mathematical concepts like symmetry, horizontal/vertical sequencing, and tessellation. **Technique & Scale:** Use sketchbooks to test composition layout, planning decorative bands or sections where motifs will sit proportionately on a curved 2D outline or 3D pot. **Sculpture or Surface Design (Making):** If working in **3D (Clay)**, master the **coil technique** to build up a uniform, hollow pot shape. Control clay processes like rolling, scoring, slipping, and smoothing pieces securely together. Use carving tools safely to scratch incised patterns directly into the surface.	Children should transition from basic colour mixing to intentional, technical manipulation of paint. They should develop greater control over the medium to express mood, depth, and texture. **Colour Theory & Mixing:** Understand how to mix primary and secondary colours together to create advanced tertiary shades. Know how to systematically alter a hue and recognise how complementary colours (opposite each other on the colour wheel) interact to create contrast or neutralise tones. Understand how to use warm, cool, or abstract colour palettes intentionally to evoke a specific mood or emotion. **Working with Acrylics:** Understand that acrylic paint is fast-drying, opaque, and highly versatile, making it distinct from watercolours or ready-mix poster paint. Use acrylics to create physical texture, practicing techniques like impasto (thick paint application), stippling, or using sponges and palette knives. For brush control, select and justify the use of different brush sizes and shapes (e.g., flat brushes for broad background strokes, fine round brushes for foreground details).	Suggested Artist study- **Rene Magritte** **Technical Skills:** Children should move beyond treating watercolour pencils like ordinary colouring pencils. They need to learn how to manipulate the medium using water to create painterly effects. Techniques to try-**Dry-on-Dry vs. Wet-on-Dry, Gradient & Blending, Controlling Water and Detail Preservation.** **Contextual Study: Surrealism & Artist** Students should explore the historical context of Surrealism and analyse focus artist's specific style, which relies on high-contrast realism to make the impossible look real. Defining Surrealism: Understanding that Surrealism is art inspired by dreams, subverting reality, and placing ordinary objects in strange, unexpected contexts. Key Concepts: Learning terms like *juxtaposition* (placing two unrelated things together) and *scale distortion* (making tiny things huge, or vice versa). **Application & Composition** The final artwork should challenge students to apply their technical pencil skills to a Surrealist composition inspired by the focus artist study.
6	Autumn 2 Mixed Media/Printing Propaganda through art – Climate Change.	Photography: Photo montage using digital devices	Drawing with ink
	Conceptual Understanding & Contextual Art History Pupils will learn that art can be used as a political or social tool to convey a biased, highly emotional, or persuasive message. Analyze historical or modern propaganda posters (e.g., the wartime artwork of Paul Nash or local historical archives). Discuss how artists use specific layouts, bold symbols, restricted color palettes, and memorable typography to target specific audiences and manipulate tone. **Sketchbooks:** Pupils use their sketchbooks as a creative testing ground to experiment for example with scale, proportions, foreground/background dynamics, practice drawing large, bold bubble lettering and refine their concepts before executing a final piece. **Mastery of Mixed Media Techniques:** Pupils demonstrate control, proficiency, and deliberate intent when combining multiple artistic disciplines. Confidently combine contrasting media—such as combining a graphite/charcoal sketch, an acrylic or watercolor paint wash, and paper collage (like newspaper clippings or tissue)—to build rich, textured backgrounds.	**Conceptual Understanding & Context (Knowing Art):** Researching historical and contemporary artists who used photomontage to express ideas, such as Dada artist **Hannah Höch**, or modern practitioners like **Chris Plowman** and **Graham Holland**. **Technical Skills & Digital Manipulation (Making Art):** Record and collect high-quality visual data using digital cameras or tablets (e.g., iPads), Experiment with digital image-manipulation software to create own photomontage artwork. **Creative Response to a Brief (Developing Ideas): Respond to a Design Intent by d**eveloping an imaginative, personal response to a designated brief. **Use** sketchbooks to plan out composition, select starting components, and map out the layout before executing it digitally. **Reflecting on Art:** Explaining how chosen imagery and digital effects successfully fulfil the original design brief.	Suggested Artist study-**Ben Hwok** **-Master Tonal Contrast & Textures:** Use ink to create variations in light, shadow, and depth. Practice specific line techniques including **hatching, cross-hatching, stippling (dot-work), and scribbling** to build tone. **-Experiment with Varied Tools:** Move beyond standard fiber-tip pens. Experiment with **fine liners, dip pens, calligraphy nibs, and Chinese brushes** to understand how pressure impacts line thickness. Artist Study focus: **-Deconstruct Style and Context:** Research an artist's background, their cultural placement. **-**Use sketchbooks to visually dissect an artist's technique. -Compare how different artists approach the exact same subject matter or medium. **-**Take inspiration from the studied artist's methods to produce an *original* piece of work
