

Dobwalls Art Long Term Overview 2023 - 2024

CONCEPTS: <ul style="list-style-type: none"> • Colour – light reflected by an object • Drawing - a visual depiction made using tools such as pen or pencil • 3D – the three spatial dimensions of width, height and depth • Perspective – the representation of three dimensional objects or spaces in two dimensional artwork 						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Colour and tint Primary and secondary colours Famous artist Paul Klee (faces)			Sculpture using wire and Modroc	Plants – Famous Artist William Morris	
Topic	Once upon a time	Bears, Bears, Bears	Where do I live?	Amazing Animals	School ,School, School	Saving Lives at Sea
Concept	Colour			3D form and perspective	Draw	
Skills	Colour Drawing			Form Drawing	Drawing Colour Printing – clay flowers ?	
Flashback 4	Name primary colours What colours do you use to make orange / purple / green? What happens when you add white? Link back to units of work in EYFS			This will be the first time that 3D has been taught Link back to EYFS units of work	Link colour questions back to unit of work from autumn 1 Name primary and secondary colours Name colours used to make secondary colours. Explain what happens when you add white to a colour. What do we call this.	

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					Link printing back to EYFS	
Objectives (this year/ previous year) As on insight	Intentional choice and use of specific colours to express meaning or feelings Year 1			Understands that 3D objects are drawn differently depending on the direction you are looking at them. Year 1	Expressing reasons for varying the thickness, consistency and or direction of lines in their work and the placing of shapes and objects on the page. Year 1	
Y2	Colour and pattern.		Sculpture Andy Goldsworthy			Printing –famous artist Andy Warhol Screen printing
Topic	Going on Safari	Caring for one and all	Out and About	The Great Fire of London	Lovely Liskeard	Castles
Concepts	Colour		3D form and perspective			Draw
Skills	Colour Drawing		Form			Drawing Colour Printing
Objectives (last year/ this year)	Intentional choice and use of specific colours to express meaning or feelings – Year 1 Understands the concept of colour mixing and can use primary colours, black and white to create colour tones Year 2		Understands that 3D objects are drawn differently depending on the direction you are looking at them. Year 1 Intentional use of tone and contrast to highlight or show distance, 3D curve or where a light source is. Year 2			Expressing reasons for varying the thickness, consistency and or direction of lines in their work and the placing of shapes and objects on the page. Year 1 Expressing reasons for choice of different grades of pencil, contrast, textures – using composition. Year 2

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SECRET Skills	-	Connections	Get involved			Connections Share your learning
Flashback 4	Link back to year 1 autumn 1 and summer 1 Name primary and secondary colours Name colours used to make secondary colours. Explain what happens when you add white to a colour.		Link back to year 1 3D Polar Bears Questions linked to the vocabulary on the planning sheet and KO			Link back to Year 1 work on plants summer 1 What type of pencil would I use to draw dark lines? How can I make a line thicker / thinner? Questions linked to composition – which objects seem closer? Further away? How can I shade in different ways? Ask questions linked to different forms of printing. Ask questions linked to vocabulary on KO and planning sheet.
Y3		Drawing with Matisse Collage based on rivers (needs to be adjusted)	Stone Age Art Cave paintings, drawing with charcoal, Other artists work.	Printing and patterns collagraph and mono printing.		
Topic	Land of the Pharaohs	River of Life	Stone Age	Settlements	Our Cornwall	Cousin Jack
Concepts		3D form and perspective	Colour	Draw		
Skills		Colour Drawing Collage	Drawing Colour	Drawing Colour Printing		

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Objectives (last year / this year)		<p>Intentional use of tone and contrast to highlight or show distance, 3D curve or where a light source is. Year 2</p> <p>Understands layering on a computer and can represent things as being further away or closer. Year 3</p>	<p>Understands the concept of colour mixing and can use primary colours, black and white to create colour tones – Year 2</p> <p>Understands how colours work together to create mood and emotion and can apply this understanding. Year 3</p>	<p>Expressing reasons for choice of different grades of pencil, contrast, textures – using composition. Year 2</p> <p>Can convey meaning or a story by representing facial expressions, using lines for movement and figures. Year 3</p>		
SECRET Skills		Get Involved	Ask and explore questions	Be organised		
		<p>Link back to units of work in year 1 and year 2</p> <p>Going on Safari - 2</p> <p>Plants -1</p> <p>Once Upon a time -1</p> <p>Name primary and secondary colours</p> <p>Name colours used to make secondary colours.</p> <p>Explain what happens when you add white to a colour. What do we call this? Tint</p>	<p>Link back to unit of work from previous term – river of life.</p> <p>Link back to units of work in year 1 and year 2</p> <p>Going on Safari - 2</p> <p>Plants -1</p> <p>Once Upon a time -1</p> <p>Name primary and secondary colours</p> <p>Name colours used to make secondary colours.</p> <p>Explain what happens when you add white</p>	<p>Link back to previous units of work in year 1 and year 2.</p> <p>Plants Year 1</p> <p>Castle Year 2</p> <p>What was the name of the printing in year 2 – screen printing.</p> <p>Explain how to do screen printing.</p> <p>Explain other types of printing from year 1</p> <p>EYFS</p> <p>Include questions linked to colour.</p> <p>Drawing</p>		

		Explain what happens to a colour when you add black. What does tone mean – how dark or light something is. What is collage?	to a colour. What do we call this? Tint Explain what happens to a colour when you add black. What does tone mean – how dark or light something is.	What type of pencil would I use to draw dark lines? How can I make a line thicker / thinner? Questions linked to composition – which objects seem closer? Further away? How can I shade in different ways? Hatching, cross hatching, contour, smudging, stippling, scumble.		
Y4	Clay tiles based on drawings of lighthouses using the work of artist Brian Pollard			Rain forest plants and animals interpreting the art work of Nick Gustafson and Ruth Daniels.	Anglo Saxon drawings and sculptures	
Topic	Plymouth	Disaster	Roman Invasion	Rainforest	Anglo-Saxon	European Neighbours
Concept	Colour			Draw	3D form and perspective	
Skills	Colour Form			Drawing Colour	Drawing Form	
Objectives (last year / this year)	Understands how colours work together to create mood and emotion			Can convey meaning or a story by representing facial expressions, using	Understands layering on a computer and can represent things as	

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	<p>and can apply this understanding. Year 3</p> <p>Can make reasoned arguments for either changing the hue, tone or saturation of a colour in their work even if they don't yet have the technical skill to achieve it. Year 4</p>			<p>lines for movement and figures. Year 3</p> <p>Use of marks and lines to show texture. Has developed a method of experimentation that allows them to make independent decisions in computer art, sketches etc. This may include them keeping a visual sketchbook. Year 4</p>	<p>being further away or closer. Year 3</p> <p>Understands and can apply the concept of implied lines and shapes where a line goes behind other objects including the horizon and vanishing points. Year 4</p>	
SECRET Skills	Get involved				Audience	
Flashback 4	<p>Link back to units of work in year 1, year 2 Going on Safari - 2 Plants -1 and year 3 Rivers, Stone Age. Once Upon a time -1 Name primary and secondary colours Name colours used to make secondary colours. Explain what happens when you add white to a colour. What do we call this? Tint Explain what happens to a colour when you add black.</p>			<p>Link back to units of work in year 1 and year 2 Going on Safari - 2 Plants -1 Year 3 Rivers, Stone Age Once Upon a time -1 Name primary and secondary colours Name colours used to make secondary colours. Explain what happens when you add white to a colour. What do we call this? Tint Explain what happens to a colour when you add black.</p>	<p>Link back to year 1 3D Polar Bears Year 2 Andy Goldsworthy Questions linked to the vocabulary on the planning sheet and KO</p>	

	<p>What does tone mean – how dark or light something is. Link back to when the children have previously worked with clay – what do they remember – name of the clay, (air drying clay – not fired in a kiln) how to pinch out shapes, join different pieces.</p>			<p>What does tone mean – how dark or light something is. Link to artists – what other artists have you studied in other year groups. What type of pencil would I use to draw dark lines? How can I make a line thicker / thinner? Questions linked to composition – which objects seem closer? Further away? How can I shade in different ways? Hatching, cross hatching, contour, smudging, stippling, scumble. How can I create movement?</p>		
Y5	Banksy – graffiti and typography		Paper Mache puppets How will colour impact on the character of the puppet?			Scandinavian Art Peder Balke Landscapes with oil paints.
Topic	North America	Ancient Greece	Cruising the Mediterranean	Earth and Space	Anglo-Saxons and Vikings	Backpackers
Concept	Colour		3D form and perspective			Draw
Skills	Drawing		Drawing			Drawing

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	Colour		Form			Colour
Objective (last year / this year)	<p>Can make reasoned arguments for either changing the hue, tone or saturation of a colour in their work even if they don't yet have the technical skill to achieve it. Year 4</p> <p>Understands the concept of colour temperature and can apply this digital manipulation and other work. Year 5</p>		<p>Understands and can apply the concept of implied lines and shapes where a line goes behind other objects including the horizon and vanishing points. Year 4</p> <p>Can rotate objects in their head and so apply light and shade from any angle to make an object appear 3D or plan the sculpting of a 3D object before making it. Year 5</p>			<p>Use of marks and lines to show texture. Has developed a method of experimentation that allows them to make independent decisions in computer art, sketches etc. This may include them keeping a visual sketchbook. Year 4</p> <p>Understands how to create mood and feeling through use of shade and tone or media. Experiments with how art work makes them feel knowing the link to emotion. Year 5</p>
Flashback 4	<p>Link back to units of work in year 1, year 2 Going on Safari - 2 Plants -1 and year 3 Rivers, Stone Age. Year 4 Plymouth Once Upon a time -1 Name primary and secondary colours Name colours used to make secondary colours. Explain what happens when you add white</p>		<p>Link back to year 1 3D Polar Bears Year 2 Andy Goldsworthy Year 4 Anglo Saxons</p> <p>Questions linked to the vocabulary on the planning sheet and KO</p>			<p>Link back to units of work in year 1 and year 2 Going on Safari - 2 Plants -1 Year 3 Rivers, Stone Age Year 4 Rainforest. What type of pencil would I use to draw dark lines? How can I make a line thicker / thinner? Questions linked to composition – which</p>

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	to a colour. What do we call this? Tint Explain what happens to a colour when you add black. What does tone mean – how dark or light something is. Link to other artists work – Brian Pollard					objects seem closer? Further away? How can I shade in different ways? Hatching, cross hatching, contour, smudging, stippling, scumble. How can I create movement?
SECRET Skills	Get Involved		Audience			Making connections
Y6	Propaganda Posters (paint/sketching) Study of artists Scherenschnitte Why were certain colours used and how does this effect the impact of the poster?			Self-portraits through different media Vincent Van Gogh and Rembrandt.		Perspective
Topic	Armistice and the First World War	Dobwalls	Mystic Maya	Wonderful World	Healthy Body, Healthy Mind	Goodbye my Friend
Concept	Colour			Draw		Perspective
Skills	Drawing Colour			Drawing Form		Drawing
Objectives (last year / this year)	Understands the concept of colour temperature and can apply this digital manipulation and other work. Year 5 Understands the use of colour by other artists and can apply			Understands how to create mood and feeling through use of shade and tone or media. Experiments with how art work makes them feel knowing the link to emotion. Year 5		Can rotate objects in their head and so apply light and shade from any angle to make an object appear 3D or plan the sculpting of a 3D object before making it. Year 5

	ideas to their own work from interpreting. Year 6			Can analyse the use of lines in an artist's work and make reasoned choices about the use of features in their own work including line, tone and movement. Year 6		Understands how to control where the viewer's eye is drawn to using converging lines and lines of sight and is able to draw out these features from other artists. Year 6
Flashback 4	<p>Link back to units of work in year 1, year 2 Going on Safari - 2 Plants -1 and year 3 Rivers, Stone Age. Year 4 Plymouth Year 5 Graffiti Once Upon a time -1 Name primary and secondary colours Name colours used to make secondary colours. Explain what happens when you add white to a colour. What do we call this? Tint Explain what happens to a colour when you add black. What does tone mean – how dark or light something is. Focus on contrasting / complimentary colour and how this creates mood.</p>			<p>Link back to units of work in year 1 and year 2 Going on Safari - 2 Plants -1 Year 3 Rivers, Stone Age Year 4 Rainforest. Year 5 Scandinavian art. What type of pencil would I use to draw dark lines? How can I make a line thicker / thinner? Questions linked to composition – which objects seem closer? Further away? How can I shade in different ways? Hatching, cross hatching, contour, smudging, stippling, scumble. How can I create movement?</p>		<p>Link back to year 1 3D Polar Bears Year 2 Andy Goldsworthy Year 4 Anglo Saxons Year 5 Puppets</p> <p>Questions linked to composition</p> <p>Questions linked to the vocabulary on the planning sheet and KO</p>

	Link to other artists work – Brian Pollard / Banksy					
SECRET Skills	Explore and ask questions			Connections		Explore and ask questions

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