



Art Curriculum Overview

<u>Art and Design</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Foundation Stage</u>	<p><u>Be the Artist!</u> Henry Matisse Georgia O'Keefe</p> <p><u>My Masterpieces</u> Own work Me!</p> <p><u>Colour</u> Primary colours Mixing primary colours</p> <p><u>Skills</u> Gluing – round edge Sticking -on material Explore different materials Lines – wavy & curved</p> <p><u>Painting skills</u> Know paintbrushes, sponges, sticks etc. Can make marks on a surface combined with point, by making marks a given shape/concept can be represented.</p>	<p><u>Self portrait</u></p> <p><u>Painting skills</u> Know that different brushes make different marks with paint (wet/dry)</p> <p>Know that some paint moves diff to others (acrylic, watercolour, powder paint)</p> <p>Know the names of the primary, secondary and tertiary colours and how they are made.</p> <p><u>Drawing skills</u> Know that different types of pencils or media make different marks</p> <p>This is me!</p> <p><u>Sculpture skills</u> Know that natural materials to create a different things (forest school)</p>	<p><u>Be the Artist!</u> Claude Monet Andy Warhol</p> <p><u>My Masterpieces</u> My picture ME! My Family My face (self-portrait)</p> <p><u>Colour</u> Cold colours/shades The best colour to use</p> <p><u>Skills</u> Collage (materials and texture) Selecting materials Enclosed shape</p> <p><u>Techniques</u> Sponge Splat Observational drawing Self-portrait</p> <p><u>Construction</u></p>	<p><u>Self portrait</u></p> <p><u>Painting skills</u> Choose colours to create the background and objects Know some colours are light/bright/dark Paint leaves, branches and buds</p> <p><u>Drawing skills</u> Identify and draw the components of plants and trees</p> <p><u>This is ME!</u></p> <p><u>Sculpture skills</u> Build on what they know about model making to create models of trees and flowers</p> <p><u>Be the Artist!</u> Andy Goldsworthy</p> <p><u>Music Mrs Hill – tempo</u></p>	<p><u>Be the Artist!</u> James Bizzi Joan Miro</p> <p><u>My masterpiece</u> I'm an artist! ME! My friends Faces (portrait) My house</p> <p><u>Colour</u> Warm colours/shades Skin tones</p> <p><u>Skills</u> Threading Sewing – large scale Show emotions in work</p> <p><u>Technique</u> Marble Finish the picture Portrait</p> <p><u>Construction</u> Joining and fixing</p> <p><u>Painting skills</u> Select resources for purpose. Identify different components</p>	<p><u>Self portrait</u></p> <p><u>Painting skills</u> Use paint to create pictures with a desired effect</p> <p><u>Drawing skills</u> Know how to draw parts of humans – know that some drawing utensils feel different and make different marks than others when drawing</p> <p><u>This is ME!</u></p> <p><u>Sculpture skills</u> Know how to shape playdough or clay to make a thumb pot. Know how to make an animal sculpture. Know now to use tools to make holes and indents.</p> <p><u>Baking skills</u> Baking Freezing</p>

	<p>Express ideas from a source.</p> <p>Know different brushes have different effects (thick, thin, long, short, bristle)</p> <p>Know names of primary and secondary colours.</p> <p>Develop hold of tools. Move multi-directional brush strokes.</p> <p><u>This is ME!</u></p> <p><u>Sculpture skills</u> Roll playdough and other stuff materials into known and shapes and to depict known items.</p> <p>Know how to use fingers to create shapes and larger thinner, thicker</p> <p>Know what happens when you press harder with a roller.</p>	<p>Know that natural materials can be laid out to make patterns</p> <p>Using props for roleplay for characters and <u>Baking skills</u> Chopping Heating</p>	<p>Blocks and kits</p> <p><u>Painting skills</u> Know paint can be moved on a surface, experiment with different paints.</p> <p>Identify colour to be used in work.</p> <p>Hold tools with increasing control/full grip.</p> <p>Close lines, with increasing control to create a shape. Know what happens when paint over another colour.</p> <p><u>Drawing skills</u> Learn to make different marks. Know closing lines will make a shape. Depicit emotions, using simple shapes.</p> <p>Make marks of different surfaces. Draw around hand.</p>	<p>Music from around the world</p> <p><u>Baking skills</u> Slicing Stirring</p>	<p>of what they see to paint</p> <p>Represent natural forms and feature.</p> <p>Paint landscape and portraits, using and knowing terms. Use hatching brush strokes.</p> <p><u>Drawing skills</u> Know appropriate equipment for drawing Draw around hands, toes, feet with increasing accuracy Draw outline bodies as lie on paper – add features Know how to depict different poses.</p> <p><u>Baking skills</u> Rolling Cooling</p>	
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	<p>Use wetter sand to make sand castles. Trace fingers in wet sand to make patterns/shapes.</p> <p><u>Toys</u> How does this work?</p> <p><u>Baking skills</u> Spreading Warming</p>		<p>Know how to depict a person sing stick men</p> <p>This is ME!</p> <p><u>Sculpture skills</u> Know how to cut the material to the right shape. Use wetter sand to make sculptures. Know different tools can make different imprints and impressions in sand.</p> <p><u>Baking skills</u> Cutting Mixing</p>			
<p><u>Year 1</u></p> <p>Skill Knowledge</p>	<p><u>Drawing</u> <u>SPIRALS</u></p> <p>Artist- Molly Haslund Tracey Mc Guinness Kelly</p> <p>Use techniques such as, and continuous mark making and large scale drawings using different tools. (<i>pencils, chalks, pastels</i>)</p>	<p><u>EXPLORING</u> <u>WATERCOLOUR</u></p> <p>Artist study: Paul Klee</p> <p>Explore and practise watercolour skills and understand the different effects I can achieve, such as wash, wet on dry, wet on wet</p>	<p>Printing</p> <p>Artist: The curious printer, plasticine print blocks, Liz Welby, Paul Klee</p> <p>Use my sketchbook to generate ideas, test ideas.</p> <p>Use plasticine, different materials</p>		<p>Sculpture Natural Materials –</p> <p>Artist study: Andy Goldsworthy</p> <p>Make transient art and pattern work using a range or combination of man -made and natural materials.</p> <p>Transient art is moveable,</p>	

	<p>Draw from observation for a few minutes at a time.</p> <p>Experiment with different materials – graphite sticks, soft B pencils, handwriting pens, chalks.</p> <p>Explore different qualities of line, colour blending, mark making.</p>	<p>Identify and use paints in the primary and secondary colours.</p> <p>The primary colours are red, yellow and blue. The secondary colours are orange, green and purple.</p> <p>How Paul Klee used blocks of different watercolours in his paintings.</p>	<p>to make prints thinking about different compositions and colour.</p> <p>I can cut shapes out of foam board and stick them on a block to make a plate to print from.</p> <p>Talk about how I made my print and what I liked.</p> <p>Make a “plate” from which to “print”</p> <p>Know the relationship between plate and print: e.g. negative / positive.</p> <p>That we can use print to create a repeating pattern</p> <p>Explore line, shape, colour and texture to explore pattern, sequence, symmetry.</p> <p>Press objects into a malleable material</p>		<p>nonpermanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p>	
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			to make textures, patterns.			
<u>Year 2</u>	<p><u>DRAWING</u> Observational Drawing</p> <p>Artists: Da Vinci, Dure</p>	<p><u>PAINTING</u> Expressive</p> <p>Artists- Brushwork of Van Gogh, Cezanne, Charlie French,</p>	<p><u>SCULPTURE</u> Figurative Abstract</p> <p>Sculpture Artists: Barbara Hepworth, Arp, Gabo</p>	<p><u>DRAWING</u> Portraits</p> <p>Artists – Michelangelo, Da Vinci, Modigliani</p>		<p><u>PRINTING</u> Explore the World through Monoprint Artists: Xgaoc’o X’are, Hiroshiga and Escher</p>
<u>Year 3</u>	<p><u>DRAWING</u> Charcoal Acc Pathway and Bury. Artists</p> <p>Artists: Laura McKendry and Edgar Degas, Stone Age art.</p> <p>Explore different types of charcoal as a drawing material.</p> <p>Understand what Chiaroscuro is and how I can use it. Use light and dark tonal values to create a sense of drama</p> <p>Study and respond to contemporary artists Smudging, erasing and mark making can be used to create movement, emotion,</p>		<p><u>PAINTING</u> Yr 3 Plan Bury</p> <p>Artist Study - Monet, Alfred Sisley, Berthe Morrisot</p> <p>Work in the style of a significant artist. Pupils explore the work of artists using a variety of marks and paints by deconstructing their work and recording the different marks that they can see.</p> <p>Explore the impressionist movement. Short, quick brushstrokes and unblended colours are used to create</p>	<p><u>SCULPTURE</u> Gods and Mortals Greek Clay Pots Bury</p> <p>Artists – Getty Museum, Greek Artists. Michael Cardew, Andrea Moon</p> <p>Explore the work of Greek potters and the use of the coiling method.</p> <p>Explore different features used in a design such as handles and rims. Learn how to shape, mould coils.</p> <p>Know how to score and make a slip to attach pieces of clay.</p>	<p><u>ARCHITECTS</u> Bury Architects - The ancient architects Iktinos and Callicrates</p> <p>Sketch buildings in the city that use the columns.</p> <p>Design their own Classical influenced building</p> <p>The work of significant architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p>	<p><u>PRINTING</u> Yr3 Plan Artists: William Morris</p> <p>Know how to create tone and tints within colour. Know the relief printing technique.</p> <p>Create a block print board.</p> <p>Use block printing and inks to complete a wallpaper design in the style of William Morris.</p> <p>Use sketch books to record observations and use them to revisit and review ideas.</p> <p>Learn about the work of the artist William Morris from the Victorian time period.</p>

	<p>tonal gradients and texture.</p> <p>Stone Age drawings record the world around.</p> <p>Influence of cave drawings throughout history.</p>		<p>Impressionist Paintings</p> <p>Know how to create texture by layering and thickening paint.</p> <p>Use different colours to create shades of light and dark in skies and water reflections.</p> <p>Use a grid method to scale objects in a picture.</p>	<p>Use different tools and paints to create a pattern on them inspired by Greek and other artists.</p>	<p>Study building that use the different types of column.</p> <p>Identify types of column on modern buildings that are influenced by classical architecture</p> <p>Know the terms: column; pediment, cornice, frieze, architrave, colonnade.</p>	<p>Select from and use a wide range of materials, tools and equipment to perform practical tasks accurately.</p>
<u>Year 4</u>	<p>Food technology</p> <p>Clay sculpture</p> <p>Roman crafts and design</p> <p>Technical knowledge – Roman catapults</p>	<p>Textiles – Design and create a tshirt</p>	<p>Sculpture –totem poles and dream catchers</p>	<p>Drawing and design using pastels – mountain landscape</p> <p>Artist study – Van Gogh</p> <p>Technical knowledge – use electrical systems in an electrical game</p>	<p>Observational drawing</p> <p>Art Gallery – sketch books</p>	<p>Weaving – natural materials</p>
<u>Year 5</u>	<p><u>Drawing</u> <u>City Scapes 3D</u> <u>Perspective</u></p> <p>Artist Studies- Paul Kenton Lowry, Vanessa Gardener, Kitty Jones.</p>		<p><u>Architecture</u> <u>Bury</u></p> <p>Architect: Alfred Waterhouse</p>	<p><u>Sculpture</u></p> <p>Artists – Shoreditch Sketcher, Ben Cunliffe, passivehaus and various architects</p>		<p><u>Neo Expressionism and Street Art</u></p> <p>Artists: Jean – Michel Basquiat, Anselm Kiefer Banksy</p>

	<p>Use sketchbooks to collect source material. Use different combinations and media to capture the energy and spirit of a land or city scape.</p> <p>3D perspective is created by lines mapped to meet a vanishing point. Artists can be inspired by the land and city where they live (Lowry/ Gardener) Create perspective drawings using sketch lines to diminish at a vanishing point.</p>		<p>Know what gothic architecture is and identify gothic influences around the city. Know the features of gothic architecture</p> <p>Research and find out about gothic architecture in Europe.</p>	<p>Discuss beauty versus environment. Design through sketching, a labelled house. Build a house using foam board, ink, card, Balsa other materials in construction.</p> <p>The purpose of architecture. Explore different designs using eco materials. Use sketches by Shoreditch Sketcher and other architects to collect ideas for building structures. Make scaling accurate.</p>		<p>Use pointillism and block printing and mono prints to create a background. Use a range of colours and strokes to convey mood.</p> <p>What is Neo – Expressionist Art? Study the artist Jean Michel Basquiat</p>
<u>Year 6</u>	<p><u>Drawing</u> Exploring identity portraits</p> <p>Artist study - Mike Barratt, Françoise Nielly, Frida Kahlo, Leonardo De Vinci</p>	<p><u>Painting</u> Artist Studies - Picasso, Salvador Dali</p> <p>Brushes (rounded, pointed tip, flat square end) can be used to create different effects.</p>	<p><u>Sculpture</u> Create an outdoor sculpture or a chair for function based upon different designs.</p> <p>Know how to connect and</p>		<p><u>Architecture</u> Study modern architects who have distorted the 'usual' buildings. Zaha Hadid, Daniel Libeskind,</p>	<p><u>Collage</u> Artist Study: Mask makers throughout history</p> <p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p>

	<p>Use sketchbooks to explore focus, test and reflect using different techniques.</p> <p>Create a series of portraits, drawings of their peers using a variety of drawing materials.</p> <p>The concept of negative space used in drawings.</p> <p>Use a range of techniques to create texture, depth and tone.</p>	<p>Explore the Art Movements Surrealism and Cubism. Know how to use composition to create different foci.</p>	<p>combine different materials to make a functional design with my own personality.</p> <p>The work of craftsmen and designers. The visual elements and forms of chairs, choice of materials and structure.</p>		<p>Know how architects distort features of buildings to create different effects such as more light, more space, or the idea of natural forms.</p> <p>Antonio Gaudi Frank Ghery.</p> <p>Appraise different modern architecture using technical terminology. Study the work and ideas of Hundertwasser.</p>	<p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p>