



Art Whole School Curriculum Overview

| Art curriculum Y1-6 | | |
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| <p>Rationale</p> <p>We provide a high-quality art and design curriculum to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, we encourage them to think critically and develop a more rigorous understanding of art and design. A wide range of opportunities and experiences are provided to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences in their sketchbooks or for display around school. • reach their potential in drawing, painting, sculpture and other art, craft and design techniques. • evaluate and analyse creative works using the language of art, craft and design. • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • replicate some of the techniques used by artists and to create their own pieces working in a similar style. | | |
| Learning | | |
| <p>Early Years Prior Knowledge</p> <p>The children will have experienced a wide range of opportunities in EYFS providing them with a foundation to build upon over subsequent years. Observations and experiences will have been recorded in sketch books. A variety of tools including pencils, rubbers, crayons, pastels, felt-tip, charcoal, ballpoint pens, chalk etc. will have been used to represent objects in lines. Children will have been encouraged to explain what they like about the work of others. They</p> | <p>In Year 1 pupils are taught to:</p> <p>Use artwork to record ideas, observations and experiences in a variety of ways. Experiment with different materials to make products in two and three dimensions. Know the names of tools, techniques and elements that they use. Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Explore mark-making using a variety of tools. Make structures by joining simple objects together. Cut, glue and trim material to create images from a variety of media including photocopies, fabric, crepe and tissue paper, wallpaper and magazines.</p> | <p>In Year 4 pupils will be taught to:</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Draw familiar objects with correct proportions. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Plan a sculpture through drawing and other preparatory work. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt</p> |

will have experimented with different materials to design and make products in two and three dimensions. The children will have been taught the names of the tools, techniques and elements they have used. They will have made marks in print using found objects and basic tools and used these to create basic patterns. Opportunities will have been provided to sort, cut and shape fabric and experiment with ways of joining them. Material will also have been cut, glued and trimmed to create images from a variety of media.

Make marks in print using found objects and basic tools and use these to create repeating patterns. Sort, cut and shape fabrics and experiment with ways of joining them.



In connection with their work on *George Stephenson*, children consider the basic shapes and how to draw a simple steam engine from the side and front view. Drawings are developed into collage, using different materials and textured papers in fun and creative ways. Children also enjoy developing printing techniques from simple printing with blocks to making train tracks and using rollers. Children are encouraged to explain what they like about the work of others. We talk about different artists, the work they do and how they link to own work.



We talk about colours and how colour makes us feel. We then match colours to different moods. The work of Bob Dylan is introduced and how he has used the same train track image to represent different seasons/ moods/ weather or feelings.



Children look at the work of different artists who painted during different weather conditions, including 'Snow' by Claude Monet.

techniques. Use a variety of techniques e.g. marbling, silkscreen and cold-water paste. Print on fabrics using tie-dyes or batik.



In the Autumn term, activities are linked to their history and the Romans. The children practice drawing from observation and the skills associated with still-life arrangements. They learn how to shade and cast shadows using graded pencils.



Roman mosaics and large scenes from Roman times are undertaken as collaborative projects.



Colour and feelings are central to our work in the Spring term. Colour mixing and relative emotive language are explored. Picasso and his colour periods are studied.



The children enjoy abstract art based on emotions using thick paint and glue. They explore mood journeys, using music as the stimulus and develop into batik.





In the Spring term as part of the theme, 'The Enchanted Wood,' we focus largely on textures and the children use materials to create animal collages.



Children consider Steven Brown as an artist and begin to evaluate his pictures of animals.



Children then look at examples of 3D artwork and sculptures by famous artists to help them design their own 3-D textured mini shoebox garden. This work focusses largely on looking from different angles and texture.



Children experiment with clay and practise basic techniques of mark-making in clay and joining clay to clay before making clay owls.



In the summer term, our focus is the seaside. Children discuss the colours of stormy sea and sky by Turner and compare these with sunnier ones.



We also consider the work of Seurat and pointillism, the method of using dots to create pictures. The children enjoy creating seaside pictures using the technique.

In Year 2 pupils are taught to:

Try out different activities and make sensible choices about what to do next.



The children enjoy working in the style of Hundertwasser, paying attention to his use of colour and mood.



In the Summer term, artwork is inspired by nature. Children work in the style of Louise Mead,



This work is developed into collage and 3D sculptures using natural and found materials.

In Year 5 Pupils will be taught to:

Develop different ideas which can be used and explain his/her choices for the materials and techniques used.

Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.

Evaluate his/her work against their intended outcome.

Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.

Mix colours to express mood, divide foreground from background or demonstrate tones.

Develop skills in using clay including slabs, coils and slips.

Select particular techniques to create a chosen product and develop some care and control over materials and their use.

Give reasons for preferences when looking at art/craft or design work.

Know that different artistic works are made by craftspeople from different cultures and times.

Experiment with tones using pencils, chalk or charcoal.

Represent things observed, remembered or imagined using colour/tools in three dimensions.

Experiment with basic tools on rigid and flexible materials.

Make textured collages from a variety of media and by folding, crumpling and tearing.

Use a variety of techniques including printing and rubbings.

Develop techniques to join fabric and apply decorations such as running stitch or over stitch.



Children

consider a variety of leaves and abstract trees as part of their work on 'Mother Nature.' They make rubbings and explore oil pastels.



They look

at how patterns are repeated in the work of *William Morris.*



They explore *Andy*

Goldsworthy and artists who like to draw things from nature and make pictures of items found in nature.

Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.

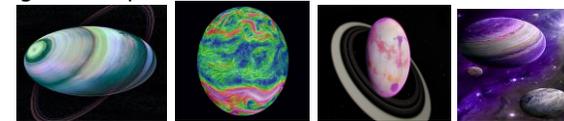
Experiment with using layers and overlays to create new colours/textures.

Return to work over longer periods of time and use a wider range of materials.



In the

Autumn term, pupils are taught to evaluate some famous artworks of the rainforest and jungle by artists such as *Henri Rousseau* and *Linda Jackson*. They use digital images to learn how colours can change the effect of something quite significantly.



Work by

Stefano Bove and *Julie Perrot* are considered in connection with work on 'Space' in science in the Spring. The children create sound stories based on the classical music '*The Planets*' by *Gustav Holst*.



Children also research

Greek urns, in connection with their history topic, considering shapes of the bowls and handles. They design and making one of their own using plasticine, papier mache or clay.

In the Summer term, work is linked to Anglo-Saxon Vikings. This involves drawing people in proportions and developing using mannequins and position.



In the Spring term, children work in the style of *Andy Warhol* and other pop artists in connection to work on 'Willy Wonker and the chocolate factory.' They have fun developing printing techniques and creating edible wallpaper.



In the Summer term, children look at and discuss pictures of boats from the time of Captain Cook in connection with their history. They sketch pictures of the Endeavour and develop into simple collages and silhouettes on a marbled backgrounds.



They also examine the aboriginal art that Captain Cook discovered and use this as a starting point for printing and work on fabric.



Finally, the children to use the template of a ships wheel to learn how to stitch,

In Year 3 pupils are taught to:

Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas
 Experiment with different materials to create a range of effects and use these effects in the finished piece of work
 Explain what he/she likes or dislikes about their work
 Know about some of the great artists, architects and designers in history and describe their work
 Explore shading using different media.



The artist *Chuck Close* is introduced and we look at some of his works and talk about his style. Each grid or square incorporates different patterns and colours and this can be used as desired to build up the finished composition.



Continuing with Viking theme but moving onto work with texture we look at the 'Box of Auzun' and talk about the textures created in the carvings on the box, as well as on other examples of Viking art.

In Year 6 pupils will be taught to:

Begin to develop an awareness of composition, scale and proportion in their work.

Use simple perspective in their work using a single focal point and horizon.

Use techniques, colours, tones and effects in an appropriate way to represent things seen brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.

Produce intricate patterns and textures in a malleable media.

Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.

Compare and recreate form of natural and manmade objects.



Children consider images of real cave paintings in Argentina and discuss their stories and why they exist as part of their work on 'The Stone Age' in the Autumn term.



They recreate colour wheels in the form of **Kandinsky** who makes coloured circles using different colours, discussing tints and shades that the children will need.



They look at the work of *Vincent Van Gogh*, who regularly uses cold colours in the background and warm colours in the foreground to stand out.



Children compare with the work of *Pablo Picasso* who often painted cold pictures during his 'blue period'. They discuss the use of warm colours and examine *Georgia O'Keefe* whose paintings are often lively and happy.



Children consider photography of the Transporter Bridge and Saltburn Pier as part of our work on perspective and

Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.

Create intricate printing patterns by simplifying and modifying sketchbook designs.

Follow a design brief to achieve an effect for a particular function.



As part of their work on the Victorians in the Autumn term, the children discuss the industrial themed artist Lawrence Stephen Lowry. Children to draw in style o stick people effect to show motion.



In complete contrast, the colourful and vibrant work of *Georgina Houghton* and *Hilma af Klint* are considered, two very spiritual Victorian female artists.



proportion. They are encouraged to explore preferences and to explain what they like about the work of others.



The children choose the artistic style they wish to develop into the form of a clay tile.



In the Spring, work is linked to the Ancient Mayans. This involves sketching artefacts, printing repetitive patterns and abstract work using music as the stimulus. Line drawings are developed into 3D work where the children make masks and pots using coloured clay, beads and feathers.



In the Summer term, we focus on our topic 'Landscapes' and much of this work is done outside, weather permitted. We consider landscape vs portrait, vanishing point and horizon, using the views from our school field and the work of David Hockney as our stimulus.



Shades, tones, hints and hues of one colour are mixed. The children learn how to build layers of colours for effect, using sponges and printing with blocks.



Finally, they enjoy working in style of *Heather Galler* where they can include many of these skills and techniques.



Key Vocabulary

line - straight, thick, short, scribble, wavy, thin, soft, flowing

tone - dark, light, soft, smooth

colour - bright, mixed

shape - pointed, square, figure, rounded, size,

texture - rough, smooth, hard, soft, wet, shiny

pattern - natural, simple, repeated, zigzag,

form - painting, print, drawing