



Curriculum Overview Art and Design

Autumn		Spring	Summer
<p>EYFS Objectives:</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 		<p>KS1 Objectives:</p> <ul style="list-style-type: none"> Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers 	<p>KS2 Objectives:</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers
Reception	<p>Explore mark making and how colours can be changed. Experiment to make different textures through rubbings. Observe autumnal trees in the environment and create tree paintings choosing appropriate colours for effect. Look at landscape paintings by David Hockney and explore how he uses bold colours to show seasons.</p> <p>Focus artist: David Hockney End of unit outcome: Seasonal tree paintings</p>	<p>Begin to use a variety of drawing tools. Use drawings to tell a story. Explore different lines for different effects.</p>	<p>Describe the texture of things. Experiment to create new textures. Capture experiences and responses with a range of media, combining to create new effects.</p> <p>Focus artist: TBC</p>
Year 1	Drawing	Painting	<p>Print making</p> <p>Explore simple print making e.g. using plasticine.</p>

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	<p>Explore mark making to start to build mark making vocabulary, e.g. drawing soft toys and drawing feathers using simple line drawings with charcoal and pencils using stroke marks.</p> <p>Explore Andy Warhol's artwork looking at how he used colour and lines to create pop art paintings. Experiment with different lines (thick and thin) and block colours to draw different objects in a similar style.</p> <p>Focus artist: Andy Warhol End of unit outcome: An observational drawing (drawing what they see) of their favourite toy from home using pencils.</p>	<p>Recognise primary colours and use an experimental approach to simple colour mixing to discover secondary colours.</p> <p>Apply skills learnt through drawing and apply these skills to painting and collage, e.g. mark making with acrylic paints.</p> <p>Explore drawing and painting spirals in nature: whirlpools, flowers, shells etc using paints that have been mixed. Explore using chalk and oil pastels to create spirals.</p> <p>Create a spiral on a large square of black sugar paper using chalk and oil pastels.</p> <p>End of unit outcome: Spiral snails Focus Artist: Kadinsky</p>	<p>Find objects in the environment to be used as tools to press into plasticine to create texture. Use rollers or other tools to create pressure to make a print. Explore pattern, line, shape and texture from printing found objects.</p> <p>Print object (rope/shells/leaves) into plasticine then press plasticine onto an ink pad. Place the plasticine onto paper and use a roller to apply pressure, then reveal the prints.</p> <p>End of unit outcome: TBC</p>
Year 2	<p>Drawing and painting</p> <p>Develop mark making skills through experimentation with various drawing media: pencil, graphite, chalk, wax and charcoal. Explore a variety of drawing starting points (stimuli) including observation from primary and secondary source materials, e.g. looking at photos or artefacts from the Great Fire of London.</p> <p>Look at the work of Kara Walker who creates silhouettes and explore drawing their own silhouettes to layer over paintings.</p>	<p>3D, Architecture and Sculpture</p> <p>Manipulate clay for a variety of purposes. Look at and recreate Louise Bourgeois's giant spider sculpture 'Maman'.</p> <p>Explore how 2D can become 3D. Cut simple shapes from card and construct them to make architectural forms. Use drawn, collaged and printed elements for decoration.</p> <p>Look at houses from across the world including 'walk through' photos or videos online of the inside of architectural spaces.</p> <p>Develop creative response skills through drawing and collage. Build on their skills to design through</p>	<p>Printmaking</p> <p>Explore aboriginal art and discuss how it is centred around storytelling.</p> <p>Look at some traditional aboriginal artwork and explore further by using thinned acrylic paints rolled onto a 'plate' (cardboard covered with tinfoil) and use small wooden sticks to draw image by 'scratching' paint. Explore marks by making dots, lines, curves and so on to recreate some aboriginal art patterns.</p> <p>Look at the work of Minnie Pwerle. Discuss colour and patterns that appear in her artwork. Use drawing to explore some of the patterns seen in her work; lines, circles, dots,</p>



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	<p>Painting Introduce children to the colour wheel. Understand the relationships between primary and secondary colours. Explore mixing colours to make new colours, e.g orange. Explore drawing silhouettes and layering over paintings.</p> <p>Focus Artist: Kara Walker End of unit outcome: Silhouette paintings of houses; The Great Fire of London.</p>	<p>creating 3D architectural models using natural and recycled materials. Explore work of Zara Hadid.</p> <p>End of unit outcome: Making 3D buildings.</p>	<p>swirls. Recreate patterns by scoring into foam squares, dipping into paint and printing.</p> <p>Focus Artist: Minnie Pwerle End of unit outcome: An individual piece of aboriginal artwork using printing onto black paper.</p>
Year 3	<p>Painting and Collage</p> <p>Make larger scale drawings and collages from observation and imagination. Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges and combinations affect the outcome. Explore painting on new surfaces such as fabric. Look the Bayeux Tapestry, an embroidered fabric that depicts the Battle of Hastings. Pick one small image from the tapestry and recreate using collage and painting. Explore mixing the twos medias together.</p> <p>End of unit outcome: A collaborative collage and painting of the Bayeux Tapestry (combine each piece of artwork to create one large collaborative piece)</p>	<p>Drawing and Sketch Books</p> <p>Practise observational drawing from the figure, exploring careful looking, intention, seeing big shapes and drawing with gesture and quick sketching.</p> <p>Look at the work of Quentin Blake who used exaggerated gestures in his illustrations to convey the intention of the drawing. Encourage children to really look at the figures and its personality/activity in order to make drawings that communicate intention.</p> <p>Focus Artist: Quentin Blake End of unit outcome: Illustration</p>	<p>3D</p> <p>Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture. Explore how combinations and materials such as wire, paper, fabric, string, card etc can be transformed into a sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). Draw flowers looking at their anatomy then give children the opportunity to develop their observations and ideas in 3 dimensions by making flowers from paper and wire.</p> <p>Digital and Animation Building on mark making and drawing skills, make drawings of animals or people. Use scissors to dissect (cut off arms and/or legs of drawing) then reconstruct them into drawings that move (split pins)</p>



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<p>Year 4</p>	<p>Drawing, sketch books and painting</p> <p>Look at portraits by artist Frida Kahlo. Answer questions about what they see and feel about them. Discuss how the portraits were created and look at the proportions of the face, Practise sketching proportional portraits in sketchbooks – quick sketch. Explore how Kahlo expressed important moments in her life through her paintings. Pick one animal or objects from one of Kahlo’s paintings and recreate by sketching then painting.</p> <p>Focus artist: Frida Kahlo End of unit outcome: Recreate a photo from home of an important moment in your life in the style of Frida Kahlo.</p>	<p>Collage, print making and sketchbooks</p> <p>Combine art forms such as collage, painting and print making in mixed media projects. Look at the painting Penelope with the Suitors by Pintoricchio and create a modern interpretation of an old master through the medium of collage and drawing. With marker pens on large newsprint paper, draw objects that they identify as key features in the painting. Explore how this could be recreated using mixed media. Look at ‘Drawing with Scissors’ by Henri Matisse and explore how props found around school (instruments, tools etc) can be recreated in a similar style.</p> <p>Focus Artist: Matisse End of unit outcome: Mixed media piece in the style of Matisse.</p>	<p>Sculpture and design</p> <p>Roman Mosaics</p> <p>Work with a modelling material such a clay to create 3D figurative sketches from life or imagination. Construct with a variety of materials exploring how to bring different media together, both technically and visually e.g. building nests from books.</p>
<p>Year 5</p>	<p>Architecture and painting</p> <p>Explore architecture of another time, e.g. ancient Greece and make individual work in response to what is seen, e.g sketching. Enable evolution of ideas through a combination of design through making and drawn inspiration. Compare local buildings to ancient Greek buildings. Cut up images of local buildings to collage together to make</p>	<p>Drawing, making, colour</p> <p>Explore the relationship of line, form and colour. Work with a variety of materials inspired by the work of artist Joan Miro.</p> <p>Focus artist: Joan Miro End of unit outcome: create a communal piece of artwork</p>	<p>Design and making</p> <p>Explore the relationship between sculpture and design through a sketchbook project. Practise silhouette drawings in sketch books. And explore how to recreate them on a larger scale so that they stand up as a sculpture (flat yet sculptural drawing)</p>



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	<p>new buildings, e.g a Greek amphitheater. Look at the work of Paul Klee (Three Houses, Red Bridge, Cold City). Explore colours and shapes within his work. Recreate his style by painting parts of local buildings in a similar style.</p> <p>Focus Artist: Paul Klee End of unit outcome: Paul Klee Amphitheater</p>		
<p>Year 6</p>	<p>Drawing, painting and making</p> <p>Revisit still life. Develop drawing skills using observational drawings in sketch books Take an image of an everyday object, cut it up and rearrange on paper to make a cubist style image. Look at the work of Juan Gris and Picasso. Recreate a still life drawing in a similar style and explore painting using similar hues to that of Gris and Picasso.</p> <p>Focus Artist/s: Juan Gris, Pablo Picasso End of unit outcome: Still life painting in cubist style.</p>	<p>Drawing & Narrative</p> <p>Build upon the notion of storytelling and narrative by introducing character. Design and create shadow puppets and use the classroom white board as a stage. Use tools to practise cutting intricate shapes. Use fastenings to create moving parts. Work collaboratively to perform and use digital media to record. Explore Manga drawing taking inspiration from literature and storytelling to create Manga style graphic drawings on story boards.</p>	<p>Design and Making</p> <p>Explore set design using mixed media and linking literature, drama, music and design. Explore transformation of materials following own journey to produce an object which conveys personality of maker.</p>