

## Curriculum Overview



### Art and Design

<p><b>EYFS Objectives</b></p> <p><b>(Expressive Arts and Design ELGS):</b></p> <ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>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.</li> </ul>		<p><b>KS1 Objectives:</b></p> <ul style="list-style-type: none"> <li>Use a range of materials.</li> <li>Use drawing, painting and sculpture. Develop techniques of colour, pattern, texture, line, shape, form and space.</li> <li>Learn about range of artists, craftsmen and designers.</li> </ul>	<p><b>KS2 Objectives:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record and evaluate ideas.</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</li> <li>Learn about great artists, architects &amp; designers.</li> </ul>
<b>Autumn</b>		<b>Spring</b>	<b>Summer</b>
<p>Reception</p> <p><u>Colour</u></p> <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><b>Focus artist: David Hockney.</b></p>	<p><u>Painting</u></p> <p>Look at the primary colours and learn what they are. Introduce how to make the colour orange mixing red and yellow. Look at Johns' painting 'Painting by Numbers'. What can you see? What numbers can you see in his work? Give each child a number to decorate in a similar style to Johns – thick paint 'impasto'. Using number templates, children pick 3 numbers and draw round the template so the numbers overlap. Paint their drawing using the primary colours and by mixing orange in the style of Jasper Johns.</p> <p><b>Focus artist: Jasper Johns.</b></p>	<p><u>Shape and Printing</u></p> <p>Look at a picture of a castle and pick out different shapes we can see. Compare to the artist Paul Klee's 'Castle and Sun' and discuss the shapes used. Look at the colours. Go on an outdoor shape walk and identify 2D shapes in the environment. Explore using 3D shapes to print to make 2D prints. Design a picture we would like to recreate using this method of printing, e.g. a house and a sun, a boat and a moon. Select shapes to create this and print in the style of Paul Klee.</p> <p><b>Focus artist: Paul Klee.</b></p>	

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	<b>End of unit outcome: Seasonal tree paintings.</b>	<b>End of unit outcome: Painting by Numbers piece of art.</b>	<b>End of unit outcome: A printed piece of art work in the style of Paul Klee.</b>
Year 1	<p><u>Drawing</u></p> <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><b>Focus artist: Andy Warhol.</b>  <b>End of unit outcome: An observational drawing (drawing what they see) of their favourite toy from home using pencils.</b></p>	<p><u>Painting &amp; Shape</u></p> <p>Look at Kadinsky's 'Squares with Concentric Circles' and compare to 'Composition VIII'  <b>Key questions:</b>  <i>What colours has the artist used? / What shapes can you see? How do you think the piece of art was made? What does the piece of art remind you of? How are the paintings the same? Different?</i></p> <p>Look at a selection of 2D shapes – recap shape names.            Model different shape compositions by gluing 2D shapes, ensuring the shapes have no gaps between them i.e create a single mass. Create individual shape compositions.            Recognise primary colours and use an experimental approach to simple colour mixing to discover new colours.            Explore drawing and painting shapes in nature: whirlpools, flowers, shells etc using paints that have been mixed.            Create a spiral snail in the style of Kadinsky on a large square of black sugar paper using mixed paints.  <b>Focus Artist: Kadinsky.</b>  <b>End of unit outcome: Spiral snails.</b></p>	<p><u>Texture &amp; Collage</u></p> <p>Play a piece of water/river/sea-themed music, such as Debussy's 'La Mer' and ask pupils what colours they are imagining while listening to the music and what kind of lines would best represent water.            Look at the painting 'Fishing Boats on the Beach at the Saintes-Maries-de-la-Mer' by Vincent Van Gogh identifying different elements of the painting.            Explore the different senses when looking at the painting; what can you see? What would you be able to hear? Smell? Feel? Taste?            Pick one part of the painting and explore using different materials to recreate, e.g. sand, lentils for the pebbled beach, scrunched cellophane for the sea. Consider how to use PVA glue to apply these materials.            Recreate the painting using mixed media, applying them accurately and carefully.</p> <p><b>Focus artist: Vincent Van Gogh.</b>  <b>End of unit outcome: A collage using different textures to recreate the painting 'Fishing Boats on the Beach'.</b></p>

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<p>Year 2</p>	<p><u>Drawing and painting</u></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. Look at the work of Kara Walker who creates silhouettes and explore drawing their own silhouettes to layer over paintings.</p> <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><b>Focus Artist: Kara Walker.</b> <b>End of unit outcome: Silhouette paintings of houses; The Great Fire of London.</b></p>	<p><u>Collage and Mixed Media: Birds of Paradise</u></p> <p><b>Focus Artist: Hunt Slonem</b> Introduce the website <a href="https://www.birdsofparadise.org">https://www.birdsofparadise.org</a> and look at images of different birds (you could use school laptops and explore the website working in pairs). Use Blooms Taxonomy questions to challenge thinking. Ask children to create interesting sketches and drawings of some of their findings – this could be bold, brightly coloured drawings or simple line drawings. Introduce the work of artist Hunt Slonem. Look at his painting ‘Lemurs’ and give each child a hand out of the painting. Ask them to find as many birds as possible in the painting. Draw on similarities and differences between this painting and real birds on the BOP website. Look at some other pieces of Slonem’s work and hand out some outlines of birds on a larger scale and ask the children to invent colours using acrylic paints they think will make the birds amazing to look at, using Hunt Slonem’s work as inspiration. The final piece will be to design an original bird of paradise. Model the making process first and show the end result so the children understand the process (see notes attached for a step by step guide on how to make a bird of paradise) Once the bird of paradise is dry the children may choose to paint their birds with acrylic paint.</p>	<p><u>Line, Pattern &amp; Drawing</u></p> <p>Look at the work of American artist Nancy McCrowskey ‘Suite in Black and White’. Look at the design and discuss what objects and patterns they recognise. Explore the variety of tones of grey in her artwork. Using squares of paper, explore ‘taking your pencil for a walk’, making a line that starts at the edge of the square and finishes at the edge (not necessarily at the same point) to create a straight or curved line. The lines within the square may cross or they may not. Experiment shading their line drawing to create different tones – pressing lightly and heavier. Look around the environment for patterns they can recreate in the same style, e.g. bricks, slabs, leaves etc. Create a 2x3 grid and fill each square with a different line pattern adding shade and tone.</p> <p><b>Focus Artist: Nancy McCrowskey.</b> <b>End of unit outcome: A drawing of everyday patterns in the style of Nancy McCrowskey’s ‘Suite in Black and White’.</b></p>
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Year 3	<p><u>Painting and Collage</u></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.</p> <p>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><b>End of unit outcome: A collaborative collage and painting of the Bayeux Tapestry (combine each piece of artwork to create one large collaborative piece).</b></p>	<p><u>Drawing and Painting</u></p> <p>Look at the work of Quentin Blake who used line drawings with exaggerated gestures in his illustrations to convey the intention of the drawing. Encourage children to really look at the figures and their facial expressions. Experiment with sketching characters with different facial expressions. Explore drawing with different pens (e.g ball point, felt tips, gel etc) – draw different lines before moving onto characters from Quentin Blake’s work Blake uses watercolours to bring his paintings to life. Practise using watercolours .</p> <p>Design a character in the style of Blake – complete a rough sketch of the character, then redraw using pens. Paint with watercolour to complete the illustration.</p> <p><b>Focus Artist: Quentin Blake.</b> <b>End of unit outcome: Illustration of a new character.</b></p>	<p><u>Line, texture and colour</u></p> <p>Prehistoric Art.</p> <p>Look at examples of cave art and identify the animals they can see in the images. If we wanted to show people in 5000 years time animals native to the UK, how could we do this in a similar style? Look at photos of animals and explore simple line drawings using pencils replicating the style of cave art they have looked at. Explore this further by using charcoal to recreate some line drawings. Discuss the colours used in cave art and why they are so limited. Explore what natural items we could use to make paint, e.g. fruit, leaves, mud etc. Practise painting with these (mix with flour and water to make them thicker/thinner)</p> <p>Make a cave wall from scrunched up paper to make it textured. Sketch a cave wall drawing and use home-made paints to paint.</p> <p><b>End of unit outcome: Create a cave wall using home-made paints.</b></p>
Year 4	<p><u>Drawing and painting</u></p> <p>Look at portraits by artist Frida Kahlo. Answer questions about what they see and feel about them.</p> <p>Discuss how the portraits were created and look at the proportions of the face, practise sketching</p>	<p><u>Texture &amp; Pattern: Printing</u></p> <p>Making patterns from every day, familiar objects. Using playdough, children will create textures and patterns using a simple print making technique by pressing items into the playdough to create their own original patterns and designs.</p>	<p>Look at the work of Ann Roth and use strips of paper to explore weaving learning the language of ‘warp’ and ‘weft’ and practising the skill of going under and over. Select two colours to weave. Introduce a selection of other weaving materials such as ribbon, wool, thread, cotton, plastic bags etc. Make a loom weaving board with string for the warp.</p>

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	<p>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><b>Focus artist: Frida Kahlo.</b> <b>End of unit outcome: Recreate a photo from home of an important moment in your life in the style of Frida Kahlo.</b></p>	<p>Find and share everyday objects at school they could use. Using playdough, roll out and cut the playdough to make a square tile shape. With collection of objects, experiment by printing randomly into the playdough to explore the shapes they make. Practise pressing firmly but without distorting the tile shape of the playdough. Ink the playdough block with paint and a sponge – practise applying the right amount of paint for optimal printing, i.e. not too much and not too little. Lay a sheet of paper (or sketchbook) over the top of the block and gently press with palm of your hand to create a print. Repeat experimenting with mixing colours on the blocks.</p> <p>Look Henri Matisse ‘Cut Outs’, e.g The Sheafs, and explore how he repeated patterns in bold colours.</p> <p>Design their own piece of work in the style of Matisse using the playdough printing technique previously learnt.</p> <p><b>Focus Artist: Henri Matisse.</b> <b>End of unit outcome: Printing in the style of Matisse ‘Cut Outs’.</b></p>	<p>Plan what a material/s they would like to use to weft. Create a textured woven piece of art work using mixed media.</p> <p><b>Focus Artist: Ann Roth.</b> <b>End of unit outcome: A woven piece of art using mixed media</b></p>
<p>Year 5</p>	<p><u>Shape and painting</u></p> <p>Explore architecture of another time, e.g. ancient Greece and make</p>	<p><u>Printing</u></p> <p>Introduce the style of art known as ‘op-art’ (short for optical art) that uses optical illusions.</p>	<p><u>Drawing and Pattern</u></p> <p>Sketch and draw a picture of a house, using photos or images taken from ‘Google: Street View’. Draw</p>

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	<p>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 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><b>Focus Artist: Paul Klee.</b>  <b>End of unit outcome: Paul Klee Amphitheater</b></p>	<p>Look at the work of Luz Perez Ojeda and watch the following clip:  <a href="https://www.youtube.com/watch?v=D5zaJym_wg4">https://www.youtube.com/watch?v=D5zaJym_wg4</a>                  that shows a piece of 'Flip and 3D Lenticular' artwork by Luz Perez Ojeda where an image of a picture appears to change and move as the camera swings from one side of the picture to the other. Explain that the Lenticular Printing technique is an optical illusion and this is what they will be creating.  <a href="https://luzperezojeda.net/lenticular-artworks">https://luzperezojeda.net/lenticular-artworks</a></p> <p>Inspired by the 'lenticular prints' of Luz Perez Ojeda, children will carefully cut two images into strips and by alternating them side by side, in sequential order on a concertinaed piece of paper, they will create an optical illusion piece of art (see separate step by step guide).</p> <p><b>Focus Artist: Luz Perez Ojeda.</b>  <b>End of unit outcome: Lenticular piece of artwork.</b></p>	<p>the house from observation. Work at greater depth exploring lighter and darker shades. Photocopy in black and white their drawings.                  Share the work of artist Friedensreich Hundertwasser.                  Look at different pattern ideas and explore recreating some patterns. Begin to consider how they would paint or decorate the outside of their home if they had unlimited resources, drawing on the work of Hundertwasser and the patterns they have looked at.                  Using the photocopy of their earlier drawing, decorate it in bold, bright paints adding patterns that were earlier explored in the style of Hunterwasser's work.</p> <p><b>Focus Artist: Friedensreich Hundertwasser.</b>  <b>End of unit outcome: A pattern house painting.</b></p>
<p>Year 6</p>	<p><u>Drawing &amp; painting</u></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.</p>	<p><u>Value and Colour</u></p> <p>Macro art. Select an interesting object to study (examples: seed heads, flowers, shells, metallic objects, crockery, leaves etc.).                  Using the class ipads, explore taking detailed close up photos of the objects. You can also make a frame from white card and hold it up to objects and see what is inside the frame.</p>	<p><u>Painting</u></p> <p>Look at the painting "The Scream" by Edvard Munch. Discuss in depth the expressionistic colours, a bright swirling sky which is the colour of flames and the person facing us who is alone and, clasping their face, screaming out, standing on a dock near water, with two shadowy figures are in the distance behind.</p>

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<p>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><b>Focus Artist/s: Juan Gris, Pablo Picasso.</b> <b>End of unit outcome: Still life painting in cubist style.</b></p>	<p>Look at the work of Sharon Johnstone who does close up detailed images of water droplets. Ask, what colour do you picture when you think of a water droplet? Share some of her artwork and discuss the vivid colours she uses, If possible, print out the images – one in black and white and one in colour. Using shading pencils or charcoal, sketch out what they can see in the image. Draw a frame for them to draw the image within – their drawing must fill the entire frame to the edges and be fully shaded, not just an outline. Repeat this but in colour. Produce a colour image using oil pastels trying to match the colour and tone as the colour photo.</p> <p><b>Focus Artist: Sharon Johnstone.</b> <b>End of unit outcome: An oil pastel macro drawing</b></p>	<p>Use: <a href="https://artsandculture.google.com/asset/the-scream/eQFdRTFKDtVQ1A">https://artsandculture.google.com/asset/the-scream/eQFdRTFKDtVQ1A</a> to look at it in depth zoomed in. Sketch facial expressions of a screaming face. Use paints to explore colour, mixing and applying colours to match parts of the painting. How has the artist represented the sky and the sea? Complete a final piece of the backdrop of the painting, leaving the screaming man out. Take photos of each recreating the silent scream; they must make sure they frame the photograph so that it is a similar composition to the painting and includes the head, shoulders and position of hands. At this point, review their own photos against the painting. Print the photos and stick them to the backdrop painting previously completed.</p> <p><b>Focus Artist: Edvard Munch.</b> <b>End of unit outcome: A mixed media recreation of 'The Scream'.</b></p>
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