

Art Overview

Year 1 Art			
Focused Study	Drawing and Mark Making Self -portraits, observational drawing	Using different print techniques Collage Textile	Sculpture Using Natural materials Colour
What and Why?	Linking to Science study of 'My Body' the children will use mirrors to view themselves and create a self-portrait. They will learn about Vincent Van Gogh's portraits and try to work in his style. They will work with a variety of media on small and large pieces.	<p>Children will explore different forms of print to produce patterns, they will learn to control the amount of paint used and control the depth of the print. They will make their own block print.</p> <p>Children will look at different forms of collage, what collage is then they will draw a self-portrait then complete it using collage techniques.</p> <p>Initially children will use white wax crayons or candles and washes of colour to see how the wax prevents the colour absorbing into the paper. They will then design and make batik cloth.</p>	<p>Children will look at sculptures and try to re-create them. They will develop an understanding of 2D and 3D forms of artwork. They will look at the work of Andy Goldsworthy using natural materials as a starting point for their own work.</p> <p>They will learn about primary colours and use them in their work as well as basic colour mixing.</p>
Skills covered in each unit			
	<p>Drawing and Mark Making Begin to control lines to create simple drawings from observations & then add detail. Hold a paintbrush correctly Draw on small and larger scale Use thick pens, chalk, crayon, pastels, charcoal Colour within the line when drawings are complete.</p> <p>Artists Look at a variety of portraits to show children examples. In particular use the work of Vincent Van Gogh to create own pieces - large & small scale – group & individual pieces of work.</p>	<p>Printing Fingerprint, block print, sponge print to form patterns Develop controlled printing within outline or cut out shape Experiment with the amount of paint applied and develop control</p> <p>Textile/Collage Draw a simple person and develop this work into collage with tearing & arranging the paper to create a picture. (Use different types and textures of paper). Collect natural materials to create a picture (transient art) e.g link to self-portraits.</p> <p>Batik Looking at examples of batik work from Africa and develop own simple batik work.</p> <p>Artists Pablo Picasso collage work - inspiration for work & discuss/evaluate.</p>	<p>Sculpture Develop understanding of 2D and 3D in terms of artwork Look at sculptures and try to recreate them Look at sculptures by known artists and natural objects as starting point for own work</p> <p>Colour Recognise and name primary and secondary colours Mix primary colours to create secondary colours Create washes to form backgrounds</p> <p>Artists Use the work of Andy Goldsworthy to create own pieces Consider specific works Primary colours link to Jackson Pollack - use of the colours & effect/large scale works.</p>
Ongoing over the focused study	<p>Creating Ideas Work from observation e.g. in curriculum areas link to e.g. toys History), flowers & trees (science), skeletons (science) Collect ideas in sketchbooks Work with different materials</p>		

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Year 2 Art			
Focused Study	Colour & Painting Textile Collage	Drawing & Mark Making Sculpture Printing	Printing Drawing Sculpture
What and Why?	<p>Revisit the primary colours, explore mixing to make secondary colours. Add white/black to make shades and tones. Explore colour charts, wheels, warm & cold colours and how colours can affect mood.</p> <p>Linking to the 'Rainbow Fish' and colours explore how to dye fabrics using e.g. tea, red cabbage, beetroot, onion, spinach. Look at different types of weaving and how to use wool for sea effects.</p> <p>Develop tearing cutting and layering paper to create different effects, use colours to link to the sea/ocean.</p> <p>Create large underwater scene.</p>	<p>Revisiting Kandinsky look at some of his abstract work and how he produced it by listening to music. He took his pencil for a walk to make shapes.</p> <p>Linked to Geography topic of Local Farming the children will investigate a range of materials, recycled materials & experiment with how they can be connected together to form simple structures. Go onto decorate and paint their animal sculpture.</p> <p>Experiment with marbling to then create an Easter card.</p>	<p>Finger, sponge and block print to form pictures & patterns whilst experimenting with the amounts of paint applied and develop control. Link to topic of plants and flowers when creating pictures and patterns.</p> <p>Using Plant topic children can do observational drawings using a variety of media to experiment – indoor & outdoor.</p> <p>Link to Kenya topic experiment with clay – pinching, rolling, twisting, use tools to make details to create an African sculpture.</p>
Skills covered in each unit			
	<p>Colour Mixing colours, adding white & black recreate the work of Kandinsky. Add black/white gradually to a colour to see shades and tones. Use of brushes and cleaning. Discuss colour & mood and warm & cold colours.</p> <p>Textile Dying the fabrics to create a fish. Weaving with the wool to create plant life under the sea Weaving with recycled materials – make own weaving frame.</p> <p>Collage Tearing different types of paper and then layering to create an ocean/sea for the fish.</p> <p>Artists Kandinsky use of colour, shape, abstract work.</p>	<p>Colour After looking at the abstract work of Kandinsky using a pencil and paper take your pencil 'for a walk' to see what shapes and lines can be made. colour in some of the shapes that have been made. compare to the work of Klee.</p> <p>Sculpture Investigate a range of different materials Begin to form own 3 d piece - farm animal. Paint/decorate their animal in appropriate choice of colours, discuss their work.</p> <p>Printing Experiment with marbling colours to investigate how they float and change and what happens when you take a print. When dry create e.g. Easter Card – cut out a shape or use it for collage.</p> <p>Artists Michelle Reader - recycling sculptures. Kandinsky – abstract work. Paul Klee</p>	<p>Printing Finger and sponge printing to create flowers & plants. Block printing – children draw their own flower and recreate onto a polystyrene tile and use as a printing block, applying paint with a roller and taking prints.</p> <p>Drawing Using the environment, observe & draw plants and flowers from first-hand experience. Use media they feel comfortable with and can experiment with e.g. pencils, crayons, pastels, charcoal, etc.</p> <p>Sculpture Look at African artefacts – people, animals, bowls. Using the clay, the children can create a sculpture e.g. African person, animal or bowl.</p> <p>Artists Chinese block printing examples. Flowers e.g O'Keefe, Van Gogh African sculpture</p>
Ongoing over the focused study	<p>Creating Ideas</p> <p>Use imagination to form simple images Begin to think what materials best suit the task Collect ideas in sketch books Work from observation, known objects</p>		

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Year 3 Art			
Focused Study	Drawing & Mark Making Colour Printing Sculpture Autumn plants seeds clay leaves Bronze age pottery	Textile Collage Landscapes buildings - textile collage in a frame	Printing plants William Morris Printing onto textiles
What and Why?	<p>Through the Science topic 'Skeleton' the children will consider their skeleton & body and where their joints are ready to sketch and draw considering size & proportion.</p> <p>Exploring colour and its use. Look at artists work through Picasso and his use of colour and influence on his work to influence work on self-portraits in a cubist style.</p> <p>Look at autumn leaves and colour before linking to clay work to produce their own leaf with detail. Further clay sculpture work when looking at the history topic 'Stone Age to Iron Age' and create a coil pot.</p>	<p>Linked to the UK topic use Gainsborough's landscape paintings to stimulate the topic. Also look at abstract landscapes before focusing on Devon and creating a simplistic painting of a landscape. Children will look at their own landscapes and record with photographs and observational drawings.</p> <p>Look at Pauline Burbridge and her fabric landscapes and how she produces her work using materials.</p> <p>Linking to work on UK counties the children will look at sculptors & architects from the UK to stimulate a piece of sculpture to improve our own local area.</p>	<p>Following simple printing skills undertaken in term 1, we develop printing repeated patterns, linked to our second science plant-based topic. We look at the work of designers and fabric painters in history and modern-day William Morris and Pauline Burbridge. We produce our own drawn and printed repeated patterns.</p> <p>Linked to the Egyptians in History we will look at printing designs onto textiles.</p>
Skills covered in each unit			
	<p>Drawing & Mark Making Use sketch books to record drawings form observations Experiment with different tonnes using graded pencils Draw using a variety of tools and surfaces- paint, chalk, pastel, pen, ink Use a variety of brushes and experiment with ways of marking with them</p> <p>Colour Mix and match colours creating palettes to match images Lighten and darken tones using black and white Experiment with water colour exploring intensity of colour to develop shades</p> <p>Printing Blend 2 colours when printing</p> <p>Sculpture Develop confidence using clay, adding greater detail and texture. Investigate ways of joining clay – scratch & slip. Add colour once the clay is dry to leaves, coat with PVA.</p>	<p>Drawing & Mark Making Use a variety of brushes and experiment with ways of marking with them. Observational drawings of our own local landscape focusing on perspective, scale & layering, foreground & background. Work with paint, chalk, pastel, pen or ink to create story telling illustrations for the 'Lambton Worm'</p> <p>Colour Mixing colours & tones using a limited palette.</p> <p>Textile/Collage Using Pauline Burbridge an inspiration we will produce fabric collages of our local area. We will consider colours & textures. Work with simple shapes & layering considering the foreground & background to produce a work in a simple card frame.</p> <p>Artists Gainsborough – landscapes Howard Hodgkin – abstract landscapes Pauline Burbridge – fabric landscapes.</p>	<p>Drawing & Mark Making Use sketch books to record drawings form observations Experiment with different tones using graded pencils Draw using a variety of tools and surfaces- paint, chalk, pastel, pen, ink Use a variety of brushes and experiment with ways of marking with them</p> <p>Printing/Textiles Use a roller and ink, use simple block shapes formed by children Form string roller prints to create continuous patterns</p> <p>Artists William Morris – considering the great work of him as an artist Pauline Burbridge</p>

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	<p>Artists Picasso - 'Life & Death of Cassagimas' – Blue period. Rose period. Introduction of cubism and African masks in his work.</p>	<p>UK sculptors & architects – Anish Kapoor, Antony Gormley Paula Rego – illustrator of traditional tales – recognising characters & stories.</p> <p>IT Using cameras & Ipads to take colour and B&W photographs to record our own landscapes.</p>	
<p>Ongoing over the focused study</p>	<p>Creating Ideas Develop sketch books - record observations, review & revisit their ideas Use a variety of ways to record ideas e.g. camera, IPad Experiment with a wider variety of materials</p>		

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Year 4 Art			
Focused Study	Drawing Sculpture	Artist Focus - Monet	Greek Sculpture & Printing
What and Why?	<p>Look at and explore the designs & colours used on Roman shields from our history topic in order to recreate our own.</p> <p>Through the topic of Romans look at the soldiers to recreate a soldier figure.</p> <p>Linking to our English book 'Where the Mountain Meets the Moon' the children are to sculpt volcanoes working in groups.</p>	<p>The artist focus is on Monet and his most famous paintings e.g The Water Lily Pond/Water Lillies/His own garden.</p> <p>The children will have the opportunity to look at, discuss and give opinions on his work. Also looked at impressionism and how he expressed nature.</p> <p>Children can work individually on a smaller scale and collaborate for larger scale work.</p>	<p>Linked to the history topic 'Ancient Greeks' the children will explore Greek pottery to create their own pot using clay. the children will use tools to create a pattern on their pot after looking at examples.</p> <p>They will also produce a clay elephant (using the same skills) linked to the English story 'The Hunter'.</p> <p>After learning about Medusa and looking at illustrations of her the children will produce a string print. they will use a piece of card as their background and cut and arrange the string to give the detail of Medusa.</p>
Skills covered in each unit			
	<p>Drawing & Mark making Creating pattern & detail to create a Roman shield. Use a variety of media graded pencils, pastels for drawing. Use a variety of brushes when painting the shields.</p> <p>Colour Explore complimentary and opposing colours to create patterns</p> <p>Sculpture Use pipe cleaners/wire to create sculptures of human form Introduce Modroc to complete the figure.</p> <p>Artists Look at roman armour & weapons.</p>	<p>Drawing and Mark Making Include increased details in work through observation Draw on a range of scales Develop shadows Use tracing Use a variety of tools and brushes</p> <p>Colour Begin to experiment with colour to create more abstract palettes- Explore complimentary and opposing colours to create patterns</p> <p>Artists Use the work of great artists to replicate – Monet focus- Water Lily</p>	<p>Sculpture Use clay to form sculptures, manipulating and joining Use clay tools to add detail</p> <p>Printing Use rollers and inks Blend colours together Take prints form other objects- Make string prints, low relief prints and form repeated patterns, tessellations and overlays</p> <p>Artists 6 famous Greek pot artists are - Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus British Museum – Greek vases</p>
Ongoing over the focused study	<p>Creating Ideas Use sketchbooks to record drawings from observations & use them to review and revisit ideas Develop artistic/visual vocabulary to discuss work Present work in a variety of ways Experiment with a wider variety of materials</p>		

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Year 5 Art			
Focused Study	Painting & Printing – Earth & Space	Sculpture Textiles	Artist Study – to inspire ideas & children’s work
What and why?	<p>Linking to the Science topic ‘Earth and Space’ children will look at using different mediums to create representations of the planets.</p> <p>Children will use materials such as oil pastels and papier mache to create real and imaginary planets. Children will also use fine brush strokes to paint an imaginary planet of their own.</p> <p>Experiment with polystyrene and paper printing to create space themed pictures looking at the artist Peter Thorpe for inspiration.</p>	<p>Linking to the history topic of Vikings, children will learn that the Vikings used weaving for clothes and textiles. Children will look at examples of tapestries from history and weave their own pattern using lollipop sticks. This will link to the DT topic of textiles.</p> <p>Following on from the Year Four sculpture unit, children will use their knowledge of sculpture to create individual interpretations of the human form. They will use our class text of ‘Holes’ to choose an emotion to base their sculpture on and convey their emotion through body position and colour.</p>	<p style="text-align: center;">Benin bronzes (Linked to History topic)</p> <p>Understanding why these sculptures surprised people who discovered them.</p> <p>Understand why attitudes to African art has changed since Victorian times.</p>
Skills covered in each unit			
	<p>Drawing and Mark Making To use first hand observations using different viewpoints, developing more abstract representations Work indoors and out Use a range of mediums on a range of backgrounds</p> <p>Printing Create polystyrene printing blocks to use with roller and ink Investigate techniques from paper printing to work on fabric</p> <p>Artists Peter Thorpe space work</p>	<p>Weaving Using paintings as a stimulus</p> <p>Sculpture Use objects around us to form sculptures Use wires to create malleable forms Build upon wire to create forms using Modroc to create human forms showing movement & to finish by painting and refining the sculpture.</p> <p>Artists Alberto Giacometti, discussing & analysing his human forms to inspire their own sculpture.</p>	<p>Drawing look at the photos of the bronzes and discuss the detail. Observational drawing – graded pencils – detail & shading.</p> <p>Artists Use the work of artists to replicate ideas and to inspire own work – Benin bronzes</p>
Ongoing over the focused study	<p>Creating Ideas Begin to Improve quality of sketchbooks, record observations & use them to review & revisit ideas Select and develop ideas confidently, using suitable materials Select own images and starting points for work Begin to explore possibilities, using and combining different styles and techniques</p>		

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Year 6 Art			
Focused Study	Pop Art - Based on artist work (Andy Warhol) Textile - Fabric Block Printing	Water Colour – Titanic drawing	Sculpture – Mask Making/Proportion – Faces Batik images
What and why?	<p>Children will be shown Pop Art images as it was the introduction of Advertising. The children will look at the work of Andy Warhol and recreate their own images. The children will explore colour using a limited palette, and Pop Art using unrealistic and mainly primary colours.</p> <p>This linked to the 'Football' topic, the children will compare advertising over the years and look at what is similar and different. Children will notice that colour is an important part.</p> <p>Linked to the football topic, children will look at badges of football clubs. This will allow them to design their own badge, which will be printed on to a t-shirt.</p>	<p>Linked to the History topic, the children will explore the different ways to present a picture. The children will look at the range of artistic techniques and genres. This will allow the children to improve the quality of their sketch book through a range of mark making techniques.</p> <p>The children will learn how to use watercolour paints correctly, developing their fine brush strokes to create an image on the Titanic on the sea.</p> <p>This will link to the DT topic, where the children will create their own version of the Titanic.</p>	<p>Following on from the Geography topic 'Amazing Americas'. The children will research masks that are worn in the different regions of America (Brazilian, tribal and celebratory masks)</p> <p>Children will design their masks, create them on a small scale before creating it on a large scale to fit their faces. This will link to proportion, as children will learn about the positions of facial features and will link this to making their masks.</p>
Skills covered in each unit			
<p>Delicate</p> <p>Thin</p> <p>Subtle</p> <p>Bold</p> <p>Complex</p> <p>Unrealistic</p> <p>Unnatural</p> <p>Smooth</p> <p>Vibrant</p> <p>Brush strokes</p> <p>Dark</p> <p>Small</p> <p>Flowing</p>	<p>Colour</p> <p>Explore using a limited palette</p> <p>Mark making with paint</p> <p>Artists</p> <p>Use the work of artists to replicate ideas and to inspire own work</p> <p>Consider the work of Andy Warhol</p> <p>Printing/Textile</p> <p>Explore Intaglio (copper etching)</p> <p>Experiment with screen printing. Design and create motifs to be turned into printing block images. Investigate techniques from paper printing to work on fabrics.</p> <p>Recording an event using fabric as a media.</p>	<p>Colour</p> <p>Develop watercolour techniques</p> <p>Develop fine brush strokes</p> <p>Drawing and Mark Making</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Show tonal qualities by cross hatching,</p>	<p>Sculpture</p> <p>Design and create sculpture both small and large scale</p> <p>Make masks from a range of cultures and traditions building a collage element into the sculptural process.</p> <p>Create human forms using movement</p> <p>Drawing and mark making:</p> <p>Investigate proportion</p>
Ongoing over the focused study	<p>Creating Ideas</p> <p>Improve quality of sketchbooks, record observations & use them to review & revisit ideas</p> <p>Improve mastery of art & design techniques with a range of materials</p> <p>Develop artistic/visual vocabulary</p>		

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