

## Subject Overviews 2022-23 Subject: Art Led by: Steve Crozier

### National Curriculum

**Aims** The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences. Become proficient 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

**Key stage 1** Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key stage 2

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

	Term 4
Year One	<p><b>Unit outcomes: For all children to create a mixed media painting representing Starry Night</b></p> <p><b>Art National Curriculum: NC Outcomes:</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of 2D and 3D artworks</li> <li>• Work with different materials</li> <li>• Use imagination to form simple images</li> <li>• Begin to collect ideas in sketchbook</li> <li>• Begin to control lines to create simple drawings from observations</li> <li>• Recognise and name primary and secondary colours</li> <li>• Mix primary colours to make secondary colours</li> <li>• Explore the relationship between mood and colour</li> <li>• Recognise warm and cold colours</li> <li>• Create and experiment with shades of colour and name some of these</li> <li>• Develop collages, based on a simple drawing, using papers and materials</li> <li>• Develop tearing, cutting and layering paper to create different effects</li> </ul>

	<p><b>Knowledge about the artist</b></p> <ul style="list-style-type: none"> <li>• Describe the work of the artist Vincent Van Gogh and the way he uses colour to affect mood</li> <li>• Describe the work of the artist Sam Larson and the way he uses different lines to create sketches</li> </ul>
<p>Year Two</p>	<p><b>Key Learning from NC Programme of study for Art and Sketch Book learning for the unit:</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials to creatively design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers</li> <li>• to describe the differences and similarities between different practices and disciplines</li> <li>• to make links to their own work</li> </ul> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Work from observation and known objects</li> <li>• Begin to control lines to create simple drawings from observations</li> <li>• Begin to add detail to line drawings</li> <li>• Begin to collect ideas in sketchbooks</li> <li>• Work with different materials</li> <li>• Consider consistency when applying paint</li> <li>• Create and experiment with shades of colour and name some of these</li> <li>• Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</li> <li>• Look at sculptures and try to recreate them using materials</li> <li>• Begin to form own 3D pieces</li> <li>• Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</li> <li>• Look at sculptures by known artists and natural objects as starting points for own work</li> </ul> <p><b>Knowledge about the Artist: Auguste Rodin</b></p> <ul style="list-style-type: none"> <li>• He was a French sculptor.</li> <li>• He was born on 12<sup>th</sup> November 1840 in France. He died on 17<sup>th</sup> November 1917 aged 77.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rodin went to school but then decided he would rather be a sculptor.</li> <li>• He wasn't accepted in Paris's best Art School.</li> </ul>
Year Three	<p><b>Unit outcomes: For all children to create an industrial landscape using pastel techniques and a muted abstract colour pallet</b></p> <p><b>Art National Curriculum: NC Outcomes:</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, pastels]</li> <li>• Learn about great artists, architects and designers.</li> </ul> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Use a variety of ways to record ideas including digital cameras and iPads (Y3)</li> <li>• Develop artistic/visual vocabulary to discuss work</li> <li>• Begin to suggest improvements to own work</li> <li>• Include increased detail within work</li> <li>• Mix and match colours (create palettes to match images)</li> <li>• Lighten and darken tones using black and white</li> <li>• Develop sketch books</li> <li>• Present work in a variety of ways</li> <li>• Draw on a range of scales</li> <li>• Draw using a variety of tools and surfaces</li> <li>• Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> </ul> <p><b>Knowledge about the artist</b></p>

	<ul style="list-style-type: none"> <li>• Describe the work of the artist LS Lowry and the way he used a limited colour pallet (5 colours)</li> <li>• Describe the work of the artist LS Lowry and the way created 'matchstick men'</li> <li>• Describe how Lowry experimented with colour to create more abstract colour pallets (blues for leaves)</li> </ul>
Year Four	<p><b>Unit Outcomes: For all children to use screen printing to design their own t-shirts</b></p> <p><b>Art National curriculum outcomes:</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>- learn about great artists, architects and designers in history.</li> </ul> <p><b>Skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Develop artistic vocabulary to discuss work</li> <li>• Begin to suggest improvements to own work</li> <li>• Include increased detail within work</li> <li>• Use roller and ink printing. Use simple block shapes formed by children.</li> <li>• Blend two colours when printing.</li> <li>• Experiment with screen printing.</li> <li>• Design and create motifs to be turned into printing block images.</li> <li>• Investigate techniques from paper printing to work on fabrics.</li> <li>• Introduce fabric block printing.</li> <li>• Look at Pop Art to represent popular objects from current culture (Andy Warhol)</li> </ul> <p>Knowledge about the artist:</p> <p>Andy Warhol was born in Pittsburgh, USA. After studying Fine Art at college, he moved to New York and began illustrating for magazines and creating advertisements. He eventually became a pop artist. The technique he used is called screen printing. This is creating lots of prints that look the same. He often changed the colour of the picture. He made lots of pictures of iconic people. He used very bright colours in his work. Warhol also used repeated images to make patterns.</p>
Year Five	NC outcomes:

	<ul style="list-style-type: none"> <li>- Create sketch books to record their observations and use them to review and revisit ideas</li> <li>- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) <b>for this unit line drawing using pencils / markers / pens to create images by developing a wide range of art and design techniques in using colour, pattern, texture, line and shape.</b></li> <li>- Learn about great artists, architects and designers in history.</li> </ul> <p>Skills and techniques:</p> <ul style="list-style-type: none"> <li>- Explore using limited colour palettes</li> <li>- Experiment with colour in creating an effect</li> <li>- Build on previous work with colour by exploring intensity</li> <li>- Select and develop ideas confidently, using suitable materials confidently</li> </ul> <p>Learning about artists:</p> <ul style="list-style-type: none"> <li>- Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</li> <li>-</li> </ul>
Year Six	<p><b>The Sea -James Reeves</b>  <b>The Wave Katsushika Hokusai</b>  <b>Use watercolours to create The Wave</b></p> <p><b>Skills and Techniques</b></p> <ul style="list-style-type: none"> <li>-Create sketch books to record their observations and use them to review and revisit ideas</li> <li>-Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> </ul> <p><b>Knowledge about artists</b></p> <ul style="list-style-type: none"> <li>- To describe the work of Katsushika Hokusai</li> <li>-Learn about great artists, architects and designers in history .</li> </ul>