

Art and Design 8 Year Overview

Intent: 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. They will learn to think critically and know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

Cycle of Lessons:

1. Study of inspirational artist – Knowledge Organiser and artist image - Art Journal
2. Teaching and practice of skills – Art Journal/ Sketch books
3. Outcome

ALL sequences of lessons must include all three of these elements although the amount of time dedicated to each may change depending on the unit being taught.

Key Skills				
Drawing	Painting	Collage	Sculpture	Printing

Key Concepts						
colour	pattern	texture	line	shape	form	space

	Autumn	Spring	Summer
Pre-school	<p>Focus Artist: Eric Carl</p> <p>Observations on Tapestry. Collect ideas in Theme Books, practise fine motor skills.</p>		
	<p>Creating with materials Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawing and paintings, like happiness, sadness etc.</p> <p>Eric Carl: Fruit Collage Outcome - Art Journal pages and display</p>		
Rec	<p>Focus Artist: Eric Joyner –Robots and Doughnuts (Contemporary), Klimt – Tree of Life (movement: Symbolism), Mondrian – Block colour (Movement: Modern Abstract art)</p> <p>Collect ideas in Theme Books, practise fine motor skills in sketchbooks</p>		
	<p>Mondrian (Collage/Painting) Outcome – Art Journal – collaborative piece</p> <p>Early Learning Goal: Creating with materials</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build upon their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas resources and skills. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. 	<p>Klimt: Seasonal Tree (Painting) Outcome - Art Journal page and Year Book</p> <p>Early Learning Goal: Creating with materials</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build upon their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas resources and skills. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. 	<p>Joyner: Robots and Doughnuts (Drawing) Outcome - Art Journal pages and display</p> <p>Early Learning Goal: Creating with materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.

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Key Stage 1 - At Key Stage 1 pupils should be taught:

- 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.
- To use a range of materials creatively to design and make products.
- To know 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.

Collect ideas in Art Journals

Focus skills: colour theory/observational drawing skills and having an opinion - pupils learn to voice their opinions and taught how to explain their ideas.

Forest School Art – Andy Goldsworthy - natural sculpture/collage
clay work, weaving, printing (Movement:
Environmental/Land art)

Focus Artists: Wassily Kandinsky (Movement: Expressionism/Abstract Art) Jackson Pollock (Movement: Abstract Expressionism) Alexander Calder (Movement: Kinetic Art/Surrealism)				
	ACROSS THE YEAR	AUTUMN	SPRING	SUMMER
Year 1	Kandinsky Drawing: <ul style="list-style-type: none"> • Use line and shapes to represent objects seen, remembered or imagined • Explore line – different thicknesses, curved and straight, light and dark. • Use a range of media – pencil, chalk, oil pastel 	Kandinsky Collage/Textiles: <ul style="list-style-type: none"> • Develop scissor skills – accurate cutting, turning the paper • Sort and arrange materials, using a combination of materials that are cut, torn and glued. • Talk about the different qualities of materials – rough/smooth/shiny etc as well as colour. Outcome - Art Journal page and Year Book	Alexander Calder (3D – Circus - Lion) Sculpture: <ul style="list-style-type: none"> • Join materials. • Use techniques such as bending, rolling, cutting, moulding and carving. • Create simple sculptures using a range of materials. Outcome - Art Journal pages and display	Jackson Pollock Painting: <ul style="list-style-type: none"> • Mix primary colours to make secondary. • Experiment with different ways of applying paint – brush, sponge, splatter • Know and understand basic housekeeping and brush care. Outcome - Art Journal pages and display
Focus Artists: Friedrich Hundertwasser – artist/architect (Movement: Modern) William Morris –artist/designer (Movement Arts and Crafts) Yayoi Kusama (Movement: Pop Art) Karla Gerard (Movement: Folk Art)				
	ACROSS THE YEAR	AUTUMN	SPRING	SUMMER
Year 2	Drawing: <ul style="list-style-type: none"> • Use coloured pencils with increasing accuracy. • Explore the properties of different drawing materials • Draw from observation as well as imagination and memory adding some detail 	Hundertwasser Painting: <ul style="list-style-type: none"> • Explore colour families – warm/cold and recognise how this can convey mood • Know and understand basic housekeeping and brush care • Use controlled brush strokes with appropriate hold for accuracy (stroking). Outcome - Art Journal pages and display	Karla Gerard/Kusama Mixed Media/Painting <ul style="list-style-type: none"> • Experiment with different thicknesses of paint and paint brushes. • Explore the properties of oil pastels including oil resist. • Understand the terms abstract and contemporary. Outcome - Art Journal pages and display	Kusama/Morris Digital Media/Print <ul style="list-style-type: none"> • Use an art program, selecting simple tools to make lines, shapes and pour colours • Print with natural objects e.g. leaves - create patterns • Compare geometric patterns and natural forms in patterns Outcome - Art Journal page and Year Book

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Key Stage 2 - At Key Stage 2 pupils should be taught:

- To develop their techniques, using their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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].
- To know about great artists, architects and designers in history.

Focus skills: colour theory/observational drawing skills and having an opinion - pupils learn to voice their opinions and taught how to explain their ideas

Collect ideas in Art Journals: Annotate work to explain and elaborate on ideas.

Forest School Art – Andy Goldsworthy
- natural sculpture/collage, clay work,
weaving, printing (Movement:
Environmental/Land Art)

Year 3	Focus Artists: Hokusai – The Great Wave (Japanese Woodblock printing) Picasso (Movement: Cubism) / Nancy Standlee (Collage) Milliners/Hats of other cultures <ul style="list-style-type: none"> Record ideas, observations and designs in a visual journal to support the development of ideas and skills 			
	ACROSS THE YEAR	AUTUMN	SPRING	SUMMER
	Drawing: <ul style="list-style-type: none"> Experiment with different types of line to create a composition e.g. heavy/light, thick and thin, wavy, curved etc Draw from observation with increasing confidence and detail. Use coloured pencils with increasing effect - shading. 	Hokusai – (The Great Wave – Japanese Woodcut) Painting <ul style="list-style-type: none"> Add white to colours to make tints and black to colours to make tones. Use watercolour paints with increasing skill and confidence Select and use smaller brushes to paint with accuracy and larger brushes for washes. Know and understand basic housekeeping and brush care. Outcome - Art Journal pages and display	Picasso/Nancy Standlee Collage/Textiles <ul style="list-style-type: none"> Develop tearing skills – tear with greater control and accuracy Prepare papers for collage. Embellish paintings by adding collage Outcome - Art Journal pages and display	Millinery Design (Stephen Jones/Philip Treacy + headdresses from other cultures) Sculpture <ul style="list-style-type: none"> Explore different joining techniques – staple, glue, tape – recognising advantages and disadvantages Explore ways that paper can be folded/twisted/scrunched etc to create 3D pieces (hats/headdresses). Outcome - Art Journal page and Year Book
Year 4	Focus Artists: Andy Warhol (Movement: Pop Art) Georgia O'Keefe (Movement: Modernism) David Hockney (Movement: Pop Art/ Modernism) Greek Pottery and contemporary craftsmen/women <ul style="list-style-type: none"> Record ideas, observations and designs in a visual journal to support the development of ideas and skills 			
		AUTUMN	SPRING	SUMMER
	Warhol Drawing: <ul style="list-style-type: none"> Create texture and tone using different types of mark – dots, hatching, cross-hatching. Begin to draw objects with simple perspective Use Blinders for observational drawing 	Warhol Print <ul style="list-style-type: none"> Use press print (relief printing) to create a patterned image. Understand that the print is a reverse of the plate. Recognise how print differs from other art techniques in being able to create multiple images. Outcome - Art Journal pages and display	Greek Vases/contemporary craftspeople e.g. Bodil Manz, Kate Malone,, Norie Hatakeyama Sculpture <ul style="list-style-type: none"> Learn about the roles and purposes of craftspeople and designers working in different cultures Explore ways to create a form using clay – slab, pinch pot, coil pot. Join pieces of clay with care -scratching and slip. Outcome - Art Journal pages and display	Hockney/Warhol Digital Media/Mixed Media <ul style="list-style-type: none"> Create images using simple stencils Experiment with paint and other media identifying strengths for tasks. Create images using digital media Comment on artwork using visual language Outcome - Art Journal pages and Year Book - digital image/photograph

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Year 5	Focus Artists: Claude Monet (Impressionism) LeonardoDaVinci (Movement: Renaissance) /contemporary artist -portraits Louise Nevelson (Movement: Abstract/Modern) <ul style="list-style-type: none"> Record ideas, observations and designs in a visual journal to support the development of ideas and skills 			
	ACROSS THE YEAR	AUTUMN	SPRING	SUMMER
	DaVinci Drawing: <ul style="list-style-type: none"> Draw the layout of the face using appropriate proportions Know about pencils - different types (H HB B) and their properties Use shades of grey to create form in pencil and charcoal Use a viewing frame to focus on an area. 	Impressionists e.g. Monet Painting <ul style="list-style-type: none"> Mix colours effectively to create a colour pallet - mix different shades of the same colour. Explore different techniques with watercolour - apply washes with appropriate brushwork and creating varying depths of colour Comment on artwork with a good grasp of visual language Outcome - Art Journal page and Year Book	Contemporary portraits eg Whiley, Silberxweig/Egyptian portraits Mixed Media <ul style="list-style-type: none"> Explore different forms of portraiture and masks. Create portraits using a range of media showing growing confidence and control. Select appropriate media for the task considering line, texture, colour and shape. Outcome - Art Journal pages and display	Nevelson Sculpture <ul style="list-style-type: none"> use recycled, natural and manmade materials to create sculptures consider shape, form, positive and negative spaces in their 3D work Select appropriate tools, materials and techniques - join materials using a glue gun. Outcome - Art Journal pages and display
Year 6	Focus Artists: Henri Rousseau (Movement: Post Impressionism) Beatriz Milhazes (Movement: Modernism) Walt Disney/ Tim Burton/Ghibli <ul style="list-style-type: none"> Record ideas, observations and designs in a visual journal to support the development of ideas and skills 			
	ACROSS THE YEAR	AUTUMN	SPRING	SUMMER
	Drawing: <ul style="list-style-type: none"> Draw from observation using a variety of line and tone to convey detail, texture and form. Use a range of drawing media - combine media for effect. Develop a personal style. 	Rousseau Painting <ul style="list-style-type: none"> Select and use colour appropriately - analogous colours to blend and complementary colours for contrast. Combine colours, tones and tints to enhance the mood of a piece. Select appropriate brushes and paint for the purpose. Outcome - Art Journal pages and display	Milhaze Print/Collage <ul style="list-style-type: none"> Create Mono-prints Mix textures and colours (rough and smooth, plain and patterned). Select paper, textiles, images and shapes - arrange and rearrange materials to create a pleasing composition considering the key concepts of art. Outcome - Art Journal page and Year Book	Animators – e.g. Pixar/Tim Burton Digital Media <ul style="list-style-type: none"> Explore ideas using digital sources Use a graphics package to import or create/manipulate images. Animate a simple sequence of drawings/ photos Outcome - Art Journal pages and video clip