

Art – Curriculum Overview

<u>Year Group</u>	<u>Area of Study - Art</u>	<u>Key Skills</u>	<u>End Points</u>
Year 3	<p><u>Sculpture</u></p> <p>Why are sculptures made?</p> <p>Can we change our environment using pieces of 3D art?</p> <p>What materials can be used to create sculptures/3D art?</p> <p>Where are the best places for sculptures to go?</p>	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> Use of a sketchbook to put ideas for a piece of sculpture/3D art onto paper/selecting materials to manipulate in a variety of ways before deciding upon a final design <p><u>Making:</u></p> <ul style="list-style-type: none"> Manipulating a piece of clay into the desired design bearing in mind the properties of the material being used i.e. overworking leading to loss of 'moldability', cracking/using appropriate adhesive to stick materials to create the desired design, using an appropriate sized paintbrush to apply the textured paint <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> Thinking carefully about their finished piece and explain to an adult what they like about their work and what they might do to improve it <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Looking at some of the world's most famous sculptures and be able to discuss their size, materials used and why they might have been constructed 	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> Gather resources to use related to ideas and intentions Use a sketchbook to shape ideas <p><u>Making:</u></p> <ul style="list-style-type: none"> Select and use appropriately a variety of materials and techniques in order to create their own work <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> Be able to say what they like or dislike about their work in order to improve it <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Be aware of some well-known world sculptures
	<p><u>Portraying relationships</u></p> <p>What can portrait paintings tell us about the people painted?</p>	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> Use a sketchbook to record observations of people in a selection of portrait paintings 	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> Make thoughtful observations of paintings using a sketchbook

	<p>How do clothes, gestures and expressions give us clues about the relationships between subjects in a group portrait painting?</p>	<p><u>Making:</u></p> <ul style="list-style-type: none"> • Use a picture of people the children have a relationship with to create a piece of artwork/create a cubist collage <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Reflecting on their work, question whether the picture they have created portrays accurately the relationship the children have with the other people in the picture through facial expressions, position of the subjects <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Study Picasso's portraits including Cubism. Discuss his style of painting and the materials he used to produce his work 	<p><u>Making:</u></p> <ul style="list-style-type: none"> • Use different media to achieve variations in line, texture, tone and colour • Be able to refine and alter drawings as necessary <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Reflect on artwork and comment on whether someone unconnected to those in the picture would be able to see the relationship portrayed <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To be able to describe the Cubist style of painting
<p>Year 4</p>	<p><u>Viewpoints</u></p> <p>What can you see?</p> <p>What is a viewpoint?</p> <p>Do we all see the same when we look at a picture/painting?</p> <p>How can we manipulate images to change their shape or size?</p> <p>How can we create new images by combining two or three elements?</p>	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Use of photography to record ordinary objects photographed from unusual angles • Use of computer sites to inspire 'mash-up' ideas • Use of sketchbooks to record those ideas • Looking at the work of surrealist artist Henri Magritte to see how he took the ordinary and changed it into extraordinary <p><u>Making:</u></p> <ul style="list-style-type: none"> • Apply technical skills to improve the quality of their work i.e. using a digital camera focusing on the composition of the shot being taken asking the question 	<p><u>Generating Ideas:</u></p> <ul style="list-style-type: none"> • Explore ideas from first hand observation, experiences and imagination to use in their work <p><u>Making:</u></p> <ul style="list-style-type: none"> • Use research to inspire drawings from imagination • Refine and alter ideas <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Compare ideas with peers and be able to say what they think or feel <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Describe a way in which the artist studied changed his paintings

		<p>Would someone else know what this is a picture of straight away? Would they be able to work out what or where it is?</p> <ul style="list-style-type: none"> • Creatively use images to produce a new picture <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Reflecting on their own work and comparing it to the work of their peers and that of artists <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Investigating surrealist artist, Henri Magritte and how he changed the way in which he painted and drew everyday objects in his work 	
	<p><u>Looking at a famous artist – Kandinsky</u></p> <p>Who was Kandinsky? Where and when did he live and work?</p> <p>What kind of artist was he, what was his style – traditional, modern or religious?</p> <p>Did his style change during his lifetime?</p>	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Use a variety of sources to answer topic questions and create an artist study page <p><u>Making:</u></p> <ul style="list-style-type: none"> • After study of Kandinsky’s ‘Concentric Circles’ create a piece of artwork based on his ideas using oil pastels • Use of computer programme to create a Kandinsky inspired picture <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Learn that artists sometimes use other influences, i.e. music in the case of Kandinsky, to inspire them creatively in their use of colour 	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Select relevant information to answer specific question <p><u>Making:</u></p> <ul style="list-style-type: none"> • Make informed colour choices • Use the ‘Paint’ ICT programme <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Reflect on their own work and identify ways in which they might improve it <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To explain how Kandinsky used music to influence his choice of colour in his work
Year 5	<p><u>Still Life - Objects with meanings/looking at a famous artist – Paul Cezanne</u></p>	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of a named artist and use a 	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • To question and make thoughtful observations of work created by a named artist

	<p>Investigate the work of artists who have used the theme of still life in a variety of ways to convey ideas and feelings – including Paul Cezanne</p> <p>Research the artist, Cezanne – who was he, where and when did he live and work?</p> <p>What was his style and did it change over his lifetime?</p> <p>Look at some of his work concentrating on one piece in particular – focus on positioning of objects, colours used including tone</p> <p>Investigate how to make an object look 3D on a piece of paper using shading techniques and use this knowledge to sketch a shoe</p> <p>Revise mark making and colour mixing to achieve shades of colour using a colour wheel</p> <p>Children to arrange and present objects for a still life study of their own</p>	<p>sketch book to record key points of their life and work</p> <ul style="list-style-type: none"> • Use sketchbooks to test materials and techniques <p><u>Making</u></p> <ul style="list-style-type: none"> • Use shading techniques to add depth to a sketch • Use colour mixing to create shades of colour to add depth to a painting <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Reflect on and refine drawing and painting as an on-going evaluation of work <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Be able to explain what a still life painting is and how it differs from other forms of painting • To be able to name two artists whose work we have studied during this topic 	<p><u>Making:</u></p> <ul style="list-style-type: none"> • Explore the potential properties of line, tone, pattern, texture, colour and shape • Demonstrate a secure knowledge of primary and secondary colours, hot and cold colours and contrasting colours <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Use a sketchbook to adapt and refine artistic technique <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Verbally be able to describe the processes they have used to achieve the above
	<p><u>Talking Textiles</u></p> <p>What is a textile?</p>	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Use sketchbook to record research into rainforest animals 	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Confident use of sketchbooks to develop ideas and record information

	<p>Investigate famous textiles including the Bayeux Tapestry.</p> <ul style="list-style-type: none"> • What does it depict? • What is it made of? • How and when was it made? <p>Learn about Mola art from Panama</p> <ul style="list-style-type: none"> • Who are the Kuna people and where do they live? • What do they use for inspiration for their textiles? <p>Research rainforest animals in preparation for individual pieces of work</p> <p>Recreate Mola patterns using paper</p> <p>Create a simple tie-dye</p> <p>Print on fabric using fabric paints and rollers</p>	<ul style="list-style-type: none"> • Sketch ideas which could be used later on in the topic <p><u>Making:</u></p> <ul style="list-style-type: none"> • Use coloured paper to create a simple template to create a Mola design • Use baby wipes and dye to produce a piece of tie-dye • Create a simple template from sticky-backed plastic to use as a paint resist technique when printing on a piece of fabric <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • On-going self-evaluation of work throughout the whole of this topic • Adapting ideas as and when necessary <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To be able to know the position of Panama on a world map • To understand how the traditional designs created by the Kuna people are used to decorate clothing which in turn, is sold to boost the economy of this country 	<p><u>Making:</u></p> <ul style="list-style-type: none"> • Confidently investigate and exploit the potential of new and unfamiliar materials and mediums • Experiment with colour and pattern <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Regularly analyse and reflect on progress taking account of the intended outcome <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Be able to discuss ideas and approaches of a particular group of craftspeople taking into account their cultural heritage
	<p><u>Perspective drawing and Landscape painting/a study of Joseph Turner</u></p> <p>What is meant by 'perspective'?</p>	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Use computer programme to understand the techniques of perspective drawing <p><u>Making:</u></p> <ul style="list-style-type: none"> • Use the techniques learned to produce a piece of perspective work 	<p><u>Generating ideas</u></p> <ul style="list-style-type: none"> • Engage in research and exploration of named style of art • Confidently use a sketchbook to demonstrate techniques <p><u>Making:</u></p>

	<p>Learn the techniques used by artists to create perspective in a sketch or painting</p> <p>Complete an exercise practising these techniques</p> <p>Use a selected landscape picture or photograph either from home or off the internet to recreate as a watercolour painting</p> <p>Talk about the artist Joseph Turner.</p> <ul style="list-style-type: none"> • When and where did he live? • What kind of art did he favour? • What style did he use and did this change over his lifetime? • Investigate his work and one piece in particular <p>Compare the artist with one already studied. What are the similarities and differences?</p>	<ul style="list-style-type: none"> • Recall previous study of the colour wheel to mix colours to achieve the required shades needed for a water colour painting <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • On-going adaptation of work <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Research the life and work of a Joseph Turner using a variety of sources • Be able to explain the terms Foreground Mid-ground Background In relation to their use in perspective drawing and painting 	<ul style="list-style-type: none"> • Use a variety of source materials for their work • Work in a sustained and independent way from observation • Demonstrate a secure knowledge of colour mixing <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Compare techniques and approaches in their own work and that of others <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Be able to critique a painting using the terms foreground, mid-ground and background • Express an opinion as to their like or dislike of a particular painting
<p>Year 6</p>	<p><u>Looking at famous artists – William Morris</u></p> <p>Discuss the artist's life</p> <ul style="list-style-type: none"> • When and where he lived and worked? 	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Select and record from first hand observation information regarding the artist William Morris in a sketchbook • Develop ideas using a variety of mixed media <p><u>Making:</u></p>	<p><u>Generating ideas:</u></p> <ul style="list-style-type: none"> • Independently develop a range of ideas which show curiosity, imagination and originality • Investigate, research and test ideas and plans using sketchbooks <p><u>Making:</u></p>

	<ul style="list-style-type: none"> • What kind of art did he produce? • Was it traditional, modern, religious • Did he style change over his lifetime? <p>Look at some of his work and produce sketches based on these investigations – use a variety source materials for this study</p> <p>Create a William Morris-inspired piece of artwork using one design repeated four times in four different mediums</p> <p>(This topic will be completed over the duration of the Autumn term)</p>	<ul style="list-style-type: none"> • Choose appropriate paint and implements to create a small watercolour • Use different materials, colours and textures when designing and making the collage section of their work <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • On-going evaluation and adaptation of their own work as they progress through the design and make process <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To learn about the importance of the Arts and Crafts movement in the history of art and design • To know four different areas of art and design in which William Morris worked i.e. Textile design Wallpaper design Stained glass Ceramic design 	<ul style="list-style-type: none"> • Independently select and effectively use relevant processes in order to create successful and finished work <p><u>Evaluating:</u></p> <ul style="list-style-type: none"> • Provide a reasoned evaluation of both their own and professionals’ work which takes account of the intentions and context behind the work <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • To describe and explain the work of a significant artist/designer taking account of the influence of the different historical, cultural and social contexts in which they worked
--	---	---	---