

Curriculum Overview – Art 2023-24

Year Group	Area of Study	Key Skills	Knowledge	
Year 3	<u>Cave Painting</u> (History – Stone Age to Iron Age) Mediums used: Charcoal pencils, oil pastel, chalk	<ul style="list-style-type: none"> Use a sketchbook to record observations. Use charcoal pencils, oil pastels and chalks to create images. Use an appropriate colour palette to suit the criteria after study of original art from the time period. Use smudging/blending as a technique to enhance the appearance of the images drawn. Use paper scrunching to create a more realistic background for the artwork. 	<ul style="list-style-type: none"> Know that cave paintings are some of the oldest examples of art in the world. Realise that art can help us understand what living in the past might have been like. Know that using drawings can be a way of communication/story telling. Know that early pigments used for cave paintings were produced using natural materials. 	blending wash pigments
	<u>Repeated Patterns - Christmas Wrapping Paper</u> What is a repeated pattern? Are repeated patterns only created using shapes? Mediums used: Felt tipped pens, coloured pencils	<ul style="list-style-type: none"> Look at a repeated pattern and continue it - attention to colours, shapes and sizes. Think about Christmas images, create four simple drawings as examples of what could be used on a piece of wrapping paper. Use a template to recreate two images Think about pattern rule to be used and available page space. Reproduce copies of images chosen ensuring details and colours are repeated accurately as many times as possible. 	<ul style="list-style-type: none"> Know that repeated patterns follow a rule or rules. Know that patterns can be made from objects, colours, shapes, numbers and sounds. Follow a repeated pattern of their own design. Understand spacial awareness. 	template spacial awareness
	<u>Portraying Relationships/Cubism/Pablo Picasso</u> What can portrayed relationships in art tell us about the people you can see? How do clothes, gestures and facial expressions give us clues about the relationships between subjects in a group painting? Mediums used: Oil pastels, water colours, collage materials	<ul style="list-style-type: none"> Use observational skills to study a variety of paintings from different cultures and to explain feelings and emotions shown within the pictures. Use a sketchbook to record observations of people in a painting. Complete one half of a portrait of themselves by using the other half and mirrors. Talk about the artist Pablo Picasso. Use a picture including people the children have a relationship with to create an piece of cubist collage. 	<ul style="list-style-type: none"> Be able to tell someone three facts about the artist Pablo Picasso. Be able to describe the Cubist style of painting. Reflect on artwork and comment on whether someone unconnected to those in the picture would be able to see the relationship portrayed. 	cubism cubist

		<ul style="list-style-type: none"> • Use mixed media to achieve this piece of work. • Reflect on their work, does the picture portray the relationship between the subjects? 		
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Year 4	<p><u>Viewpoints/Surrealism/Henri Magritte</u></p> <p>What is the meaning of the word viewpoint? Do we all see the same when we look at a picture/painting?</p> <p>What is surrealism? Who are some of the most famous surrealist artists?</p> <p>Study of Henri Magritte.</p> <p>How can we manipulate images to change their shape or size? How can we create new images by combining two or three elements?</p> <p>Mediums used: Photography, computer programme, photo images</p>	<ul style="list-style-type: none"> • Use of a camera to record objects photographed from unusual angles – to focus on the composition of the shot being taken and ask the question Would someone else know. • What this is? Would they be able to work out what or where it is? • Use a computer site to inspire ‘mash-up’ ideas and use a sketchbook to record those ideas. • Refine and change ideas. • Look at and discuss the work of surrealist artist, Henri Magritte to discover how he took the ordinary and changed it into extraordinary. • Retrieve information for an artist page. • Creatively use images to produce a new picture . 	<ul style="list-style-type: none"> • Understand what surrealism as an art form is. • Be able to describe how Henri Magritte changed his paintings to create unusual images. • Be able to apply technical skills to improve the quality of their work. 	<p>surrealist surrealism viewpoint composition manipulate</p>
	<p><u>Kandinsky – Abstract Artist</u></p> <p>What is abstract art? How does it differ from other art genre already studied?</p> <p>What was Kandinsky’s style? What was his major influence when painting? Did his style change in his lifetime?</p> <p>Mediums used: Wax crayons, water colours, black markers, oil pastels)</p>	<ul style="list-style-type: none"> • Retrieve information to answer questions relating to the artist. • Be able to identify commonly used shapes – both geometric and organic - images etc. and incorporate them into a piece of artwork. • Be able to associate particular colours to specific emotions. Recreate ‘Concentric Circles’ listening to music evoking different emotions using colours previous linked with that emotion. • Use a computer programme to recreate a ‘Kandinsky’. 	<ul style="list-style-type: none"> • To know what abstract art is. • To understand the term ‘synesthesia’ – where two senses cross over with one another – seeing/hearing in the case of Kandinsky. • Know some of the images the artist most used in his work. • Understand that what you can hear and see can influence the way you paint. • Know how to use Google slides. 	<p>abstract geometric organic primary colour concentric synesthesia</p>

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Year 5	<p><u>Perspective Drawing and Landscapes/L.S. Lowry/David Hockney</u></p> <p>What is a landscape painting? Does this style of painting have to be 'land'?</p> <p>What is meant by the term 'perspective'?</p> <p>What effect does perspective have on a painting?</p> <p>Focus on British artists, L.S. Lowry and David Hockney.</p> <p>Mediums used: Poster paints, water colour – palette/pencils, felt pens, Sharpies</p>	<ul style="list-style-type: none"> • Use a computer programme to understand the techniques of perspective drawing. • Study the life and work of L.S. Lowry and be able to retrieve relevant facts about him for an artist page. • Create tones using a 'mother colour' and use this technique when creating a Lowry-inspired landscape/seascape. • Explore the later works of David Hockney and identify the style he used. • Compare techniques and approaches between focus artists.. 	<ul style="list-style-type: none"> • Be able to explain what landscape paintings/drawings are. • Know the terms perspective, foreground, mid-ground and background and use them to describe this kind of painting/drawing. • Know what is meant by the term vanishing point when drawing perspective. • Know the primary colours and understand that all other colours and tones can be made from them. • Understand that tonal colours can be used as a tool to create depth. • Be able to explain how the named artists' works were influenced by the times in which they lived. 	<p>perspective</p> <p>foreground</p> <p>mid ground</p> <p>background</p> <p>horizon</p> <p>vanishing point</p> <p>mother colour</p> <p>secondary colour</p> <p>tonal colour</p>
	<p><u>Still Life – Painting Objects with Meanings/Paul Cezanne/Memento Mori artist Harmen Steenwyck</u></p> <p>What is a still life painting, how does this style differ from other forms of art?</p> <p>Investigate the work of artists who have used still life in a variety of ways to convey ideas and feelings.</p> <p>Introduce the term memento mori. What specific meanings are attached to this type of art?</p> <p>Investigate how to make an object look 3D on a piece of paper using shading techniques.</p> <p>Mediums used: Sketching pencils, charcoal pencils, coloured pencils)</p>	<ul style="list-style-type: none"> • Research and discuss ideas and approaches of named artists and use a sketchbook to record key points of their life and work. • Create a tonal shading strip. • Use various techniques to create light and shadow creating 3D images. • Create a memento mori-style still life. • Reflect on and refine drawing as an on-going evaluation of work. 	<ul style="list-style-type: none"> • Be able to explain what still life painting is and how it differs from other forms. • Be able to explain the meaning of objects used in a memento mori painting. • Be able to name two still life artists and make thoughtful observations of their work. • Verbally describe the processes used to achieve tone, pattern and texture in their work. 	<p>memento mori</p> <p>composition</p> <p>contemporary</p> <p>3-dimensional</p> <p>shade</p> <p>tone</p> <p>texture</p> <p>hatching</p> <p>half hatching</p> <p>scumbling</p> <p>stippling</p> <p>gradient</p> <p>blending</p>

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Year 6	<p><u>Looking at a Famous Artist – William Morris</u></p> <p>Who was William Morris?</p> <p>What influence has his work had over time?</p> <p>What part did the Industrial Revolution play in the recreation of his designs?</p> <p>Mediums used: Sketching pencils, coloured pencils, watercolours, collage materials</p>	<ul style="list-style-type: none"> Research, using a variety of source materials, the artist's style. Use this information to discuss the artist's work and produce sketches based on research. Experiment creating an image multiple times using mixed media. Image chosen must be able to be rotated around a central point successfully. Call on previously learned techniques to add tone to pencil sketches. Choose appropriate tools/materials to complete collage section of the work. Use on-going evaluation and adaptation of work during the design and make process. 	<ul style="list-style-type: none"> Understand how the coming of the Industrial Revolution and factory produced textiles and wallpapers, lead to Morris' designs being available to a wider section of society. Know that his designs are still produced today in many forms. Know four different areas of art and design in which William Morris worked. Understand that the Arts and Crafts Movement still has great influence in design today. To independently develop a range of ideas which show curiosity, imagination and originality. To test ideas in a sketchbook and to be self-critical of those ideas. Become accomplished at achieving tone and shades of colour using pencil. 	arts and craft movement
	<p><u>People in Action – Movement in Art/Alberto Giacometti/Keith Haring – Contemporary Artist</u></p> <p>Showing movement in art is tricky what techniques do artists/photographers use to imply that the subject in their work is moving?</p> <p>Mediums used: Sketching pencils, poster paints, foil</p>	<ul style="list-style-type: none"> Observation of methods used by artists/photographers to show movement. Sketching the human form using mannequins concentrating on proportion. Retrieve information relating to the sculptor Alberto Giacometti for an artist page. Manipulate foil to produce a piece of sculpture following Giacometti's style. Look at Keith Haring and recreate his style of work using his iconic shapes and the method he used to indicate movement. Add the spatter technique to artwork to show movement. 	<ul style="list-style-type: none"> Be able to discuss techniques used to show movement in artwork. To draw people in proportion. Be able to evaluate a modern artist. To create a sculpture from an everyday material. 	mannequin proportion iconic