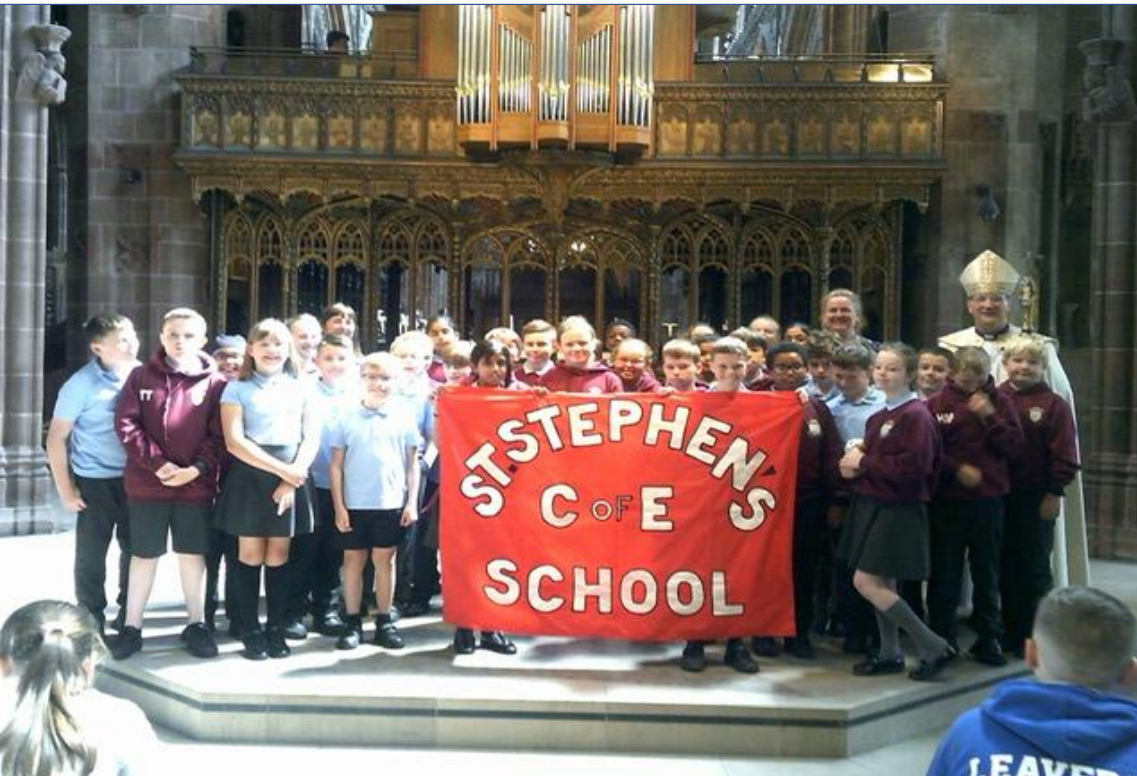


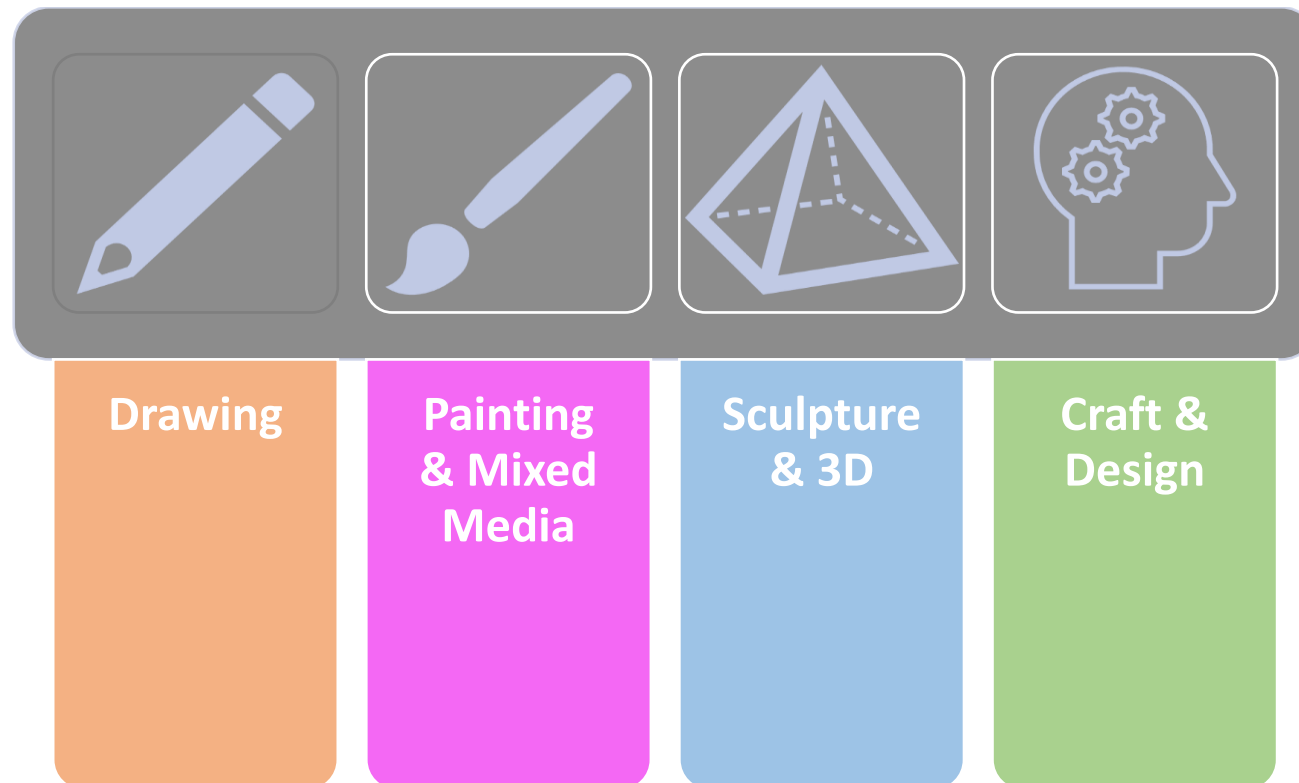
Art Curriculum Overview



“Learning, loving and growing; together as God’s children.”

Our Approach

Our **cyclical** curriculum focuses on the 4 aspects below and our pupils revisit these aspects throughout their time in our school every year. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge**. Across each year group they develop a knowledge of different **artists and crafts people** to ensure they can compare and contrast these. Three art projects are completed across the year as a half termly block in each term as an hour a week. In addition, they use their **sketch books** to generate ideas, document their products and evaluate/analyse their developing skills.



EYFS Overview

Year Group	Autumn	Spring	Summer
N	<p>Drawing & Painting/Mixed Media-Self Portraits</p> <ul style="list-style-type: none"> Draw lines and circles with meaning Study the details of the face. Experimenting with colour mixing. <p>Yayoi Kusama</p>	<p>Observational paintings and drawings for meaning</p> <ul style="list-style-type: none"> Express their ideas in a variety of ways – through drawing and painting. <p>Van Gogh/Monet</p>	<p>Craft & Design</p> <ul style="list-style-type: none"> Be confident in their selection and use of a range of media to enable them to express themselves. <p>Kandinsky</p>
<p>Sculpture & 3D Immersion</p> <ul style="list-style-type: none"> Provide a range of media of different sizes, provide different surfaces/textures to be creative on, provide natural and man-made materials, thematic pictures for inspiration, shapes for stencils linked to themes/areas of interest, materials for joining and fixing and opportunities both indoors/outdoors to construct and build. 			
R	<p>Painting & Mixed Media-Colour mixing using primary colours</p> <ul style="list-style-type: none"> Use colour mixing and mix black and white to colours to create the colour they want to make to express their ideas and feelings. Create collaboratively, sharing ideas, resources and using a range of skills. Create representations of imaginary and real life events, people and objects. <p>Kandinsky</p>	<p>Drawing & Painting/Mixed Media -Observational paintings and drawings of spring flowers</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Notice features in the natural world and describe the different shapes, textures and smalls. Create representations of imaginary and real life events, people and objects. <p>Van Gogh/Monet</p>	<p>Craft & Design-Animal Patterns</p> <ul style="list-style-type: none"> Notice features in the natural world and describe the different shapes, textures and smalls. Create representations of imaginary and real life events, people and objects. 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 <p>Henri Roueau</p>
<p>Sculpture & 3D</p> <ul style="list-style-type: none"> Use hands to manipulate a range of modelling materials, including paper/card to explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Select colours, shapes and materials to suit ideas and purposes, whilst developing skills in cutting and adding decoration. 			

KS1 Overview

Year Group	Autumn	Spring	Summer
1	<p>Drawing-Make your mark</p> <ul style="list-style-type: none"> Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus. <p>Bridget Riley and Zaria Forman</p>	<p>Painting & mixed media-Colour Splash</p> <ul style="list-style-type: none"> Exploring colour mixing through paint play, Children use a range of tools and work on different surfaces. Play with combinations of materials to create simple collage effects. Select materials based on their properties, <i>eg shiny, soft.</i> <p>Clarice Cliff and Jasper Johns</p>	<p>Sculpture & 3D-Paper play</p> <ul style="list-style-type: none"> Creating simple three dimensional shapes and structures using familiar materials. Children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. <p>Louise Bourgeois</p>
2	<p>Drawing-Tell a Story</p> <ul style="list-style-type: none"> Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools. Children look at classic buildings that are presented and the use of lines/shapes to represent them. Experiment with creating patterned surfaces to add texture and detail to drawings. <p>Quentin Blake & Oliver Jeffers Books</p>	<p>Sculpture & 3D-Clay Houses</p> <ul style="list-style-type: none"> Developing their ability to work with clay, children learn how to create simple thumb pots. Pupils explore how to add clay to clay to make a handle. Explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece. Use techniques such as cutting, shaping, joining and impressing into clay. <p>Rachel Whiteread</p>	<p>Craft & Design-Map it out</p> <ul style="list-style-type: none"> Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for cutting, arranging and joining materials such as felt and cellophane. Pupils use a roller and ink to create effects At the end of the project, evaluate their design ideas, choosing the best to meet the brief. <p>Edward Paolozzi & Kim Soon Im</p>

KS2 Overview

Year Group	Autumn	Spring	Summer
3	<p>Painting & Mixed Media-Prehistoric Painting</p> <ul style="list-style-type: none"> Children explore prehistoric art and its origins. Select and use a variety of painting techniques, including applying their drawing skills. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. <p>Cave Paintings-Bhimbetka, , Magura Cave & Lascaux</p>	<p>Craft & Design-Ancient Egyptian Scrolls</p> <ul style="list-style-type: none"> Learning about the way colour, scale and pattern influenced ancient Egyptian art. Children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'. <p>Egyptian Tombs-Rameses & Tutankhamen</p>	<p>Drawing-Growing Artists</p> <ul style="list-style-type: none"> Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of two artists to draw natural forms. Be aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. <p>Georgia O Keefe & Maud Purdy</p>
4	<p>Drawing-Power Prints</p> <ul style="list-style-type: none"> Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing. Combine media for effect when developing a drawing into a print using block printing. <p>Hokusai & Henri Matisse</p>	<p>Painting & Mixed Media-Light & Dark</p> <ul style="list-style-type: none"> Developing colour mixing skills, using shades and tints to show form. Create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques. <p>Paul Cezanne</p>	<p>Sculpture & 3D-Mega Materials</p> <ul style="list-style-type: none"> Exploring the way different materials can be shaped and joined. Learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp. Create their own sculptures. <p>Barbara Hepworth & Sokari Douglas-Camp</p>

5	<p>Painting & Mixed Media-Portraits</p> <ul style="list-style-type: none"> • Investigating self-portraits by a range of artists. • Children take and use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. • Children create photomontages/collages. <p>Frida Kahlo & Andy Warhol</p>	<p>Sculpture & 3D-Interactive Installation</p> <ul style="list-style-type: none"> • Using inspiration of large paper sculptures and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. • They investigate scale, the display environment and possibilities for viewer interaction with their piece. • Plan an idea in 2D and develop the use of more complex structures to create 3D forms. <p>Cai Guo-Qiang & possible visit to Yorkshire Sculpture Park</p>	<p>Craft & Design-Architecture</p> <ul style="list-style-type: none"> • Investigating the built environment through drawing and printmaking. • Learning about the work of Zaha Hadid and creating their own mono prints. • Creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design. <p>Hundertwasser & Zaha Hadid</p>
6	<p>Painting & Mixed Media-Artist Study</p> <ul style="list-style-type: none"> • Identifying an artist that interests them based on all the artists they have studied throughout primary school. • Children research the life, techniques and artistic intentions of that individual. • Collect ideas in sketchbooks and planning for a final piece. • They present what they have learnt about the artist. <p>Provide all artists covered in primary school as inspiration.</p>	<p>Craft & Design-Photo Opportunity</p> <ul style="list-style-type: none"> • Exploring photography as a medium for expressing ideas. • Pupils investigate scale and composition, colour and techniques for adapting finished images. • They use digital media to design and create photographic imagery for a specific design brief. <p>David Hockney & David Yarrow</p>	<p>Drawing-Make My Voice Heard</p> <ul style="list-style-type: none"> • Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. • They develop their drawings to incorporate new surfaces. • They use a range of techniques from across their time in primary school and demonstrate an emerging personal style. <p>Picasso & Käthe Kollwitz</p>