

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more.....remembering more..... Connecting learning.....

Art Long-term Overview

Art Intent:

At Northwick Manor Primary School, our intention is **ambitious**. It is our intent that we offer **opportunities** for all children to access the Art Curriculum so that they gain confidence, competence and develop their imagination and creativity. We strive to give children a diverse range of experiences to allow them to appreciate and value different images and artefacts from different cultures and periods of history. Children have opportunities to try a range of media and materials to show progression of skills. They are also able to work alongside one another and other adults including artists, not only to develop their proficiency but also to widen their thinking about possible ideas or ways of approaching a task. We want them to **aspire** to be artists of the future.

We strongly believe a connected learning approach helps children to gain substantive knowledge – the building blocks of what you need to know, and disciplinary knowledge – the way in which you get better at the application of that knowledge.

The seven concepts (**Line, colour, texture, form, shape, space and pattern**) or “big ideas” are explicit in planning and teaching and are important threads which help drive our curriculum throughout the school. We organise what we teach and when we teach it in a way so that our Art Curriculum is age and stage appropriate; for example, form and space are abstract skills and are more complex so is a focus towards the upper Key Stage Two children.

When we are developing the knowledge and skills component parts within each standard, we will often reference the context in which the learning is set ‘so that’ subject leaders can easily see progression when monitoring and scrutinising work and it makes the progression model more explicit to non-specialists.

The aim of our curriculum is for children to explore visual, tactile and sensory experiences to communicate ideas and meanings. We want them to think and act like artists, crafts people and designers and have an appreciation of the role of art in their community, as well as communities around the world, that enrich lives and bring experiences and emotions to all.

Most importantly we want children to be exposed to the possibilities to think beyond what they already know and encourage self-expression and creativity which will build confidence as well as a sense of individual identity; in essence we want to give them the **power** to think and create like an artist.

Art National Curriculum links:

Aims:

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.

Key Learning: What will pupils get better at?

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<p>Painting: Mixing paints. Looking at the different colours and identifying them.</p> <p>Collage Beginning to glue materials to different backgrounds. (Funny Bones) Experimenting with art outside and creating collages. Looking at tree rubbings and nature within art.</p> <p>Printing: Using simple print blocks (vegetables) to create a pattern.</p>	<p>Artist Study: Studying the work of Pablo Picasso. Looking at the work of an abstract painter and creating portraits in the same style.</p> <p>Drawing: Creating large drawings of Alien creatures based on key class text. Using pastels and felt to explore bold, bright contrasting colour and pattern.</p>	<p>Artist study Studying the work of <i>Giuseppe Archimboldo</i>. Looking at the work of mannerist painter and discussing an ability to create ‘illusions’ in his paintings.</p> <p>Observational drawing Drawing of fruits and vegetables. Using viewfinders to introduce children to focusing on just one small area and adding detail.</p>	<p>Artist study: Katsushika Hokusai, The Great Wave. Identifying the different layers of a landscape painting; foreground, middle ground and background. Looking at primary, secondary and tertiary colours. Understanding and analysing the effect of hot and cold colours in a painting.</p> <p>Painting: Using knowledge and skills of hot and cold colours, look at several pieces of artwork and discuss what colours have been used and explain the effects it gives. Using watercolours and combining hot and cold colours to produce The Great Wave.</p>	<p>Drawing Sketching using shade and tone. Look at a variety of techniques to create shadow, tone and 3 D effects using graded pencils. Look at still life, drawings of eyes and turtle sketches concentrating on form and shading to create depth and detail. Studying Salvador Dali, fantasy eyes and how eyes were drawn through the ages.</p>	<p>Drawing: Studying caricatures and recording their ideas, justifying and improving and using them to create their own monster illustration for the class book they are studying.</p> <p>Exploring historical links with art across the ages using a time line. Understanding that artists and styles change across history and what art movement is linked to what historical era.</p> <p>Creating still life sketches to improve their drawing skills. Creating 3D images. Using shading and cross hatching. Using various materials to create montage still life images.</p> <p>Artist Study Studying the work of <i>Paul Cezanne</i> and identifying how his still life work and style changed throughout key moments in his life.</p>	<p>Artist Study of Henry Moore Understanding the historical and culture development of Henry Moore’s work. Using sketch books to record observations and improve their drawing skills. (Term Unit)</p>

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



<ul style="list-style-type: none"> ✓ To know how to hold and use a pencil and a paintbrush. ✓ To know that the three primary colours are red, yellow and blue. ✓ To know that making a mark represents an image. ✓ To know how to use a range of materials to make a mark (finger, sponge, pencil, coloured pencils, chalk, pastels) 	<ul style="list-style-type: none"> ✓ To know that Pablo Picasso was a famous Spanish artist who was a known painter, sculptor, printmaker and poet. ✓ To know that Picasso used dark colours when he was feeling sad (the blue period) ✓ To know that Picasso's style of painting was called Cubism. ✓ To know that Cubism is when objects are broken up into different sections and then these sections are put back together and painted from different angles. ✓ To know that one of Picasso's paintings (cubism) is called 'The Weeping Woman'. ✓ To know how to control basic drawing tools. 	<ul style="list-style-type: none"> ✓ To know that Giuseppe Arcimboldo was an Italian painter best known for creating paintings using fruits and vegetables. ✓ To know that still life artwork is of objects that don't move such as fruits and vegetables. ✓ To know how to use a view finder and begin to be able to sketch a small area. 	<ul style="list-style-type: none"> ✓ To know that red, blue and yellow are the three primary colours and orange, green and purple are the three secondary colours. ✓ To know that colours can be separated into hot and cold colours. Hot colours (red, orange and yellow) give off feelings of warmth, joy, anger and hostility. Cold colours (blue, green, purple) give off feelings of calmness, serenity and sadness. ✓ To know that a tertiary colour is a combination of a primary and a secondary colour. ✓ To know that Katsushika Hokusai (1760—1849) was a Japanese artist who is best known for the woodblock print series Thirty-Six Views of Mount Fuji which includes The Great Wave off Kanagawa. ✓ To know that the three main layers in a landscape painting are 'foreground', 'middle ground' and 'background'. 	<ul style="list-style-type: none"> ✓ To know how to use a range of graded pencils to create shade and tone. ✓ To know how to use pen to create precision in detail. ✓ To know how to show facial expression and body language in their sketches ✓ To know that an artist is a person who creates art to express emotions and an illustrator draws pictures to help promote a function or product. 	<ul style="list-style-type: none"> ✓ To know that Pablo Bernasconi is the illustrator of 'The Wizard, The Ugly and the book of shame.' ✓ To know that a caricature is a drawing that uses exaggerated and distorted features of people or things. ✓ To know that caricatures can use bright, bold colours and dark outlines ✓ To know how to use cross hatching in sketching. ✓ To know how to layer images to create mood and effect. 	<ul style="list-style-type: none"> ✓ To know that Henry Moore was a British 20th Century artist and sculptor. ✓ To know that Henry Moore was a commissioned war artist during WWII. ✓ To know that Moore's shelter drawings reflected life during the Blitz. ✓ To know that Moore created these drawings using note making in the tube stations to produce sketches with an overlay of wax relief and colour wash. ✓ To know how to draw using perspective. ✓ To know how to use different techniques for different purposes.
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Connecting Learning

<p>Year 2: light house- mixing paints for a watercolour wash Year 3: Wire sculpture- understanding and exploring 'form' Year 4: Dragon Art- Sculpture manipulating clay to create large dragon eyes. Year 5: Mayan Art- creating Mayan tiles by carving, joining and scoring techniques.</p>	<p>Year 1: Aliens- using pastels to begin to block bright colours and show contrasting colours. Year 3: RE through Art drawings of Stonehenge using and blending pastels</p>	<p>Year 1: Observational drawings of toys using sketch pencils Year 6: Guernica- using viewfinders to focus on smaller areas of a picture</p>	<p>Year 1: Creating a background using a hot palette in Tudor printing Year 5: Painting using ink and wax resist to create an effect Year 6: Drawing and painting of buildings using watercolour and penwork to see effect.</p>	<p>Year 1: Observational drawings of toys using sketch pencils Year 2: Still life drawings (Healthy lifestyles) using a viewfinder to draw images of fruit and vegetables.</p>	<p>Year 2: Looking at the work of James Rizzi- exploring use of bright, bold colour in a cartoon like style. Year 2: Still life drawings (Healthy lifestyles) using a viewfinder to draw images of fruit and vegetables. Year 4: Using shade and tone to create fantasy eyes.</p>	<p>Year 3: Wire sculpture- understanding and exploring 'form' Year 5: Drawing Developing drawing techniques to create portraits using a grid to develop accuracy,</p>
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<p>AUTUMN 2</p>	<p>Painting/Colour Using pastels to create a picture depicting day/night. choosing correct colours to create art. Using different techniques to create a bonfire night painting for example splats to depict fireworks.</p> <p>Artist Study: Jackson pollock</p> <p>Sculpture Using clay to create sculptures focusing on the theme hedgehogs. Pressing objects such as stones and twigs into clay.</p> <p>Collage and craft: Exploring craft in order to make tree decorations and Christmas card.</p>	<p>Drawing: Creating close-up observational drawings of old toys. They use sketch pencils (2 grades) to explore simple line and shade.</p> <p>Sculpture: Studying Picasso and creating sculptures with cardboard. Using techniques to attach and strengthen materials.</p>	<p>Artist study Studying the work by <i>Heath Robinson</i> (links to How to Catch Santa key text)</p> <p>Drawing Using degrees of sketching pencils to recreate lighthouse scenes. Focusing on use of shading and cross hatching.</p> <p>Collage Creating collage scene of a lighthouse in silhouette. Using a watercolour wash in background and show gradient of colour using complementary palette.</p>	<p>RE though Art (RE plan) Comparing and contrasting two historical artists; looking at The Baptism of Jesus. Looking at Verrocchio and Daniel Bonnell. Comparing the similarities, differences and preferences. Studying the work of Daniel Bonnell. Re-creating Bonnell's artwork representing God</p>	<p>Artist Study: Studying the work of Holbein.</p> <p>Drawing: Developing use of shade and tone using pencils to create detailed sketches</p>	<p>Painting: Exploring ideas and materials like ink, charcoal and wax resist and develop different techniques to create atmosphere using 'The Highwayman' poem as inspiration</p> <p>Sculpture Exploring ideas and collect visual and other information to re-create Mayan style art. Manipulating clay to create tiles or plaques using Mayan stylised hieroglyphics and portraits; using carving, joining and scoring techniques.</p>	<p>Henry Moore Understanding the historical and culture development of Henry Moore's work. Using sketch books to record observations and improve their drawing skills. (Term Unit)</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<ul style="list-style-type: none"> ✓ To know that Jackson Pollock is an American artist known for his style of 'splattering'. ✓ To know that the term 'splattering' refers to when you use brushes and improvised objects to drip and pour paint on a canvas. 	<ul style="list-style-type: none"> ✓ To know that a sculpture is a 3D form of art. ✓ To know how to make a sculpture using basic layering and joining techniques (glue, Sellotape) ✓ To know how to use simple line 	<ul style="list-style-type: none"> ✓ To know Heath Robinson was a cartoonist, illustrator and artist, best known for drawings of elaborate machines. ✓ To know that cross hatching is an artistic 	<ul style="list-style-type: none"> ✓ To know that red, blue and yellow are the three primary colours and orange, green and purple are the three secondary colours. ✓ To know that colours can be 	<ul style="list-style-type: none"> ✓ To know the artist Hans Holbein was a German painter and printmaker who is considered to be one of the greatest portraitists of the 16th century. 	<ul style="list-style-type: none"> ✓ To know that the technique 'wax resist' is when paint is applied over wax and leaves the wax covered area exposed. ✓ Know that one point perspective is a drawing method 	<ul style="list-style-type: none"> ✓ To know how to use knowledge of figure drawings and apply to Henry Moore inspired work. ✓ To know how to use different techniques to create mood and emotion
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<ul style="list-style-type: none"> ✓ To know that a collage is the process of finding, collecting, arranging and sticking. ✓ To know how to shape material such as clay by rolling, squeezing, pulling, carving and smoothing. ✓ To know that materials can be used again (recycled) 	<p>and shade to represent an object.</p>	<p>technique to create tonal or shading effects.</p> <ul style="list-style-type: none"> ✓ To know that a silhouette is an image of a person, animal, object or scene represented as a solid shape of a single colour (usually black). ✓ To know the term 'montage' means layering of different materials (medias). ✓ To know that the term 'pointillism' is a technique in painting where tiny dots of pure colour are applied to a canvas. 	<p>separated into hot and cold colours. Hot colours (red, orange and yellow) give off feelings of warmth, joy, anger and hostility. Cold colours (blue, green, purple) give of feelings of calmness, serenity and sadness.</p> <ul style="list-style-type: none"> ✓ To know that a tertiary colour is a combination of a primary and a secondary colour. ✓ To know that Katsushika Hokusai (1760–1849) was a Japanese artist who is best known for the woodblock print series <i>Thirty-Six Views of Mount Fuji</i> which includes <i>The Great Wave off Kanagawa</i>. ✓ To know that the three main layers in a landscape painting are 'foreground', 'middle ground' and 'background'. ✓ To know how to start a painting from a drawing. ✓ To know that Daniel Bonnell was... ✓ To know how to use a range of drawing tools to create shade and tone (graded pencils, oil pastels, acrylic) 	<ul style="list-style-type: none"> ✓ To know that Holbein was important to Henry VIII because he painted a well-known portrait of him; the original was destroyed in a fire in 1698. ✓ To know that the renaissance period took place in Italy from about 1400 under the influence of the rediscovery of classical art and culture. ✓ To know how to draw using a grid. ✓ To know how to create a tone using paint. 	<p>that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line.</p> <ul style="list-style-type: none"> ✓ To know how to create a collage using similar tones to build up an image. ✓ Know how to recognise and order a set of paintings based on where they are in history. ✓ To know how to plan and design a sculpture. ✓ To know how to manipulate materials to create a sculpture (clay) ✓ To know the effect flecking and speckling with paint can have on a piece of art. 	<p>(colour wash, wax resist, tint and tone)</p> <p>Continued from Autumn 1</p>
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Connecting Learning

<p>Year 1: Aliens- using pastels to begin to block bright colours and show contrasting colours.</p> <p>Year 2: Observational drawing of fruit with pastels</p> <p>Year 3: RE through Art drawings of Stonehenge using and blending pastels</p>	<p>Year 2: Observational drawing of fruit with pastels Looking at the work of James Rizzi- exploring use of bright, bold colour in a cartoon like style. Paper flower sculpture- looking at paint techniques and layering/folding paper to create a 3D sculpture</p> <p>Year 5: Observational drawing using a range of techniques (cross hatching/shading</p> <p>Year 6: Study of Picasso's Guernica</p> <p>Creating Mayan foil embossed masks.</p>	<p>EYFS- Creating collage using simple materials</p> <p>Year 5: Observational drawing using a range of techniques (cross hatching/shading</p> <p>Year 6: Henry Moore inspired observational drawings</p> <p>Year 3: Creating silhouette pictures of Stonehenge</p>	<p>Year 1: Creating a background using a hot palette in Tudor printing</p> <p>Year 5: Painting using ink and wax resist to create an effect</p> <p>Year 6: Drawing and painting of buildings using watercolour and penwork to see effect.</p>	<p>Year 2: Drawing techniques using lighthouse focus</p> <p>Year 3: Exploring shade and tone in drawing- focus on Stonehenge</p> <p>Year 5: Developing observational drawing techniques using still life focus</p> <p>Year 6: Henry Moore inspired observational drawings</p>	<p>Year 3: Wire sculpture- understanding and exploring 'form'</p> <p>Year 4: Art- Sculpture manipulating clay to create large dragon</p> <p>Year 1: Creating a background using a hot palette in Tudor printing</p> <p>Year 6: Drawing and painting of buildings using watercolour and penwork to see effect.</p>	<p>Year 5: Drawing Developing drawing techniques to create portraits using a grid to develop accuracy,</p>
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SPRING 1

<p>Drawing Looking at historical artists. Creating a picture of car - old and new. Drawing individual cars.</p>	<p>Artist Study: Comparing and contrasting the works Clifford possum Tjapaltjarri (pointillism).</p> <p>Painting: Creating aboriginal paintings in the style of pointillism on animal silhouettes.</p>	<p>Artist study Studying the work by Paul Klee (cat and Bird). Look at work of abstract painter. Exploring 'taking a line for a walk' in order to develop abstract forms.</p> <p>Painting Using watercolour to create wash and then refine by adding detail of cat and bird in abstract form. interpretation of PK's Cat & Bird.</p>	<p>Drawing: Identifying early art and understanding the meanings behind these paintings. Discovering caves all over the world and using these to produce their own story through cave paintings. Using oil pastels and knowledge of warm/cool colours producing a silhouette picture of Stonehenge. Experimenting with tone and shading and discussing the best technique.</p>	<p>Artist study James McCarthy Studying Dragon art using printing, collage, painting effects, sculpture and sketching- Creating a 'dragon book' showcasing elements of observational drawing (close-up) and collage.</p> <p>Sculpture: Creating large dragon eyes by manipulating clay, embossing, moulding and joining clay parts.</p>	<p>Drawing & Painting: Using different painting and drawing techniques to create studies of sea birds and landscapes Experimenting with oil pastel, water colour and graphite.</p>	<p>Drawing & Painting: Developing their control and use of materials (drawing and painting) within a context of buildings in their locality. To explore the work of postmodernist architects around the world. (Term Unit)</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?						
<ul style="list-style-type: none"> ✓ To know that making a mark represents an object. ✓ To know how to recognise and incorporate simple shapes in artwork (wheels/circles) 	<ul style="list-style-type: none"> ✓ To know the artist Clifford Possum Tjapaltjarri and be able to identify his work. (pointillism) 	<ul style="list-style-type: none"> ✓ To know that Paul Klee (1879 – 1940) was a Swiss-born German artist known for experimenting with a wide 	<ul style="list-style-type: none"> ✓ To know that cave paintings are prehistoric paintings on cave walls and ceilings that originated in 30,000 BC 	<ul style="list-style-type: none"> ✓ To know that the artist James McCarthy is a surrealist landscape painter. ✓ To know how to layer collage 	<ul style="list-style-type: none"> ✓ To know how to use various sketching techniques for effect (cross hatching, stippling, 	<ul style="list-style-type: none"> ✓ Ternist' refers to a movement that emerged in the late 1960's as a reaction against the austerity, formality, and



		<ul style="list-style-type: none"> ✓ To know the term pointillism is the process of small, painted dots to create areas of colour that together forming pattern or picture. 	<ul style="list-style-type: none"> ✓ range of art movements. ✓ To know that the term 'abstract art' means non-lifelike portrayal of real Worlds objects, people and scenes that are usually difficult for other people to recognise. ✓ To know how to create a watercolour wash using complimentary colours. 	<ul style="list-style-type: none"> ✓ To know that cave paintings include prehistoric animal, people and symbols and tell us a story about life in the Stone Age. ✓ To know that paint was made in prehistoric times by using natural materials such as charcoal, iron oxides and earth mixed with saliva or animal fat. ✓ To know how tint and tone colour in their drawing. ✓ To know how to use different materials to create a warm or cold colour background and discuss mood and effect. 	<ul style="list-style-type: none"> materials to a drawing to enhance a piece of Art. ✓ To know the following terms when working with clay; wedging, kneading, pinch, score and slip. 	<ul style="list-style-type: none"> shading, smudging). ✓ To know how to use different drawing materials for effect (watercolours, pastels, graphite). ✓ To know how to use pastels, watercolour and graphite sketching pencils in one piece of artwork and make decisions about which order to layer these materials. 	<ul style="list-style-type: none"> lack of variety of made o know the term 'post-mod rn architecture ✓ To know how to identify architecture of the post-modernist era. ✓ To know how to draw using perspective.
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Connecting Learning

<i>Year 3: Re through art/historical artworks</i>	<i>Reception: Bonfire night pastel drawings Year 2: Paul Klee cat and bird pastel drawings Year 3: Silhouette pictures of Stonehenge</i>	<i>Year 1: Animal prints- exploring use of pastels</i>	<i>Reception: Bonfire night/pastels Year 5: Still life</i>	<i>Reception: Hedgehogs Year 3: Sculpture Year 5: Mayan Art- intricate embossed Mayan tiles</i>	<i>Reception: Drawing S2 Year 3: Stone Age Art and using charcoal Year 4: Hans Holbein</i>	<i>Year 1: Tudor buildings</i>
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SPRING 2

<p>Painting Using a range of brushes to create pictures of pets and animals. Mixing paint. Creating Mother's Day cards. exploring Observational drawing of flowers. Choosing choice of media.</p> <p>Drawing Using a range of pencils and pens children to create observational drawings of daffodils.</p>	<p>Drawing Using pencil, pastel and crayon to draw animals. Look at refining drawings (good, better, best) Children encouraged to include detail.</p> <p>Drawing Using pastels to recreate 'animal print' focus on pattern of animal fur</p> <p>Artist Study Studying the work by Sam Fenner. Looking at the work of an animal portrait painter focusing on prints and colour.</p>	<p>Artist study James Rizzi Studying the work by contemporary pop artist</p> <p>Drawing Interpreting James Rizzi's pop art inspired cityscapes. Exploring 'cartoon like' colour palette- using flat, bold colour with black outline.</p> <p>Sculpture Creating box models using papier mache Techniques inspired by the work of James Rizzi.</p> <p>Drawing & collage Creating exploratory page with Florence Nightingale theme. Exploring and gathering images and text to create a montage of ideas.</p>		<p>Artist study: Studying the work of <i>Klimt</i> Understanding features of his work and using it to inspire own work.</p>	<p>Drawing Developing drawing techniques to create portraits using a grid to develop accuracy,</p> <p>Artist Study: Look at work of portrait artist Gareth Reid. Recognising some of the sketching techniques and materials used.</p>	<p>Drawing & Painting: Developing their control and use of materials (drawing and painting) within a context of buildings in their locality. To explore the work of postmodernist architects around the world. (Term Unit)</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



<ul style="list-style-type: none"> ✓ To know that a thicker paintbrush will give a thicker line. ✓ To know the names of different art tools such as paintbrushes, pencils and crayons. ✓ To know how to cut using scissors. ✓ To know that mixing paint will create a new colour. 	<ul style="list-style-type: none"> ✓ To know that Sam Fenner is an award-winning artist based in Worcester who specialises in painting big animals. ✓ To know how to show different line and tones using sketching pencils. ✓ To know how to continue a pattern. ✓ To know how to use drawing tools for effect (pastels, chalks, colouring pencils, paint) 	<ul style="list-style-type: none"> ✓ To know that James Rizzi is an American pop artist who was born in 1950. ✓ To know how to create 'cartoon like' images. ✓ To know how to create sculpture using different materials (papier Mache) ✓ To know that artists use outline for effect. 		<ul style="list-style-type: none"> ✓ To know that Gustav Klimt was an Austrian symbolist painter who was part of the Vienna Succession movement ✓ To know how to recognise three of Gustav Klimt's pieces of work; <i>The Kiss</i> <i>The Tree of Life</i> <i>Portrait of Adele Bloch-Bauer</i> ✓ To know how to use a thinner brush to add fine detail. 	<ul style="list-style-type: none"> ✓ To know that Gareth Reid is a contemporary portrait artist ✓ To be able to comment upon sketching techniques used and materials selected within portrait work ✓ To be able to use a grid to develop proportion when drawing portraits. 	<ul style="list-style-type: none"> ✓ To know the term 'post-modernist' refers to a movement that emerged in the late 1960's as a reaction against the austerity, formality, and lack of variety of modern architecture ✓ To know how to identify architecture of the post-modernist era. ✓ To know how to draw using perspective.
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Connecting Learning

<i>Year 1: Observational drawings of animals Year 2: Georgia O'Keefe- exploring paint techniques Year 3: Claude Monet- using watercolour and pastels Year 5: Drawing and dissecting flowers- close up observational work</i>	<i>Reception: Superheroes Year 3: Cave Art (using pastels)</i>	<i>Year 1: Picasso portrait paper Sculptures Year 6: Inca foil embossed Sculptures</i>		<i>EYFS – Drawing and pattern Year 1 Drawing, colour and pattern/animal print</i>	<i>Year 3: Cave Art/Early Art Year 6: Understanding historical and culture movement</i>	<i>Year 1: Tudor buildings</i>
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SUMMER 1

<p>Drawing Exploring using observational drawing skills to create picture of a castle, using pencil.</p> <p>Collage</p>	<p>Printing Using paints to create a 'warm colour' background and then block print black timber houses on foreground in style of Tudor houses.</p>	<p>Artist Study: Georgia O'Keefe Peter Gentenaar</p> <p>Sculpture</p>	<p>Digital Art Photography Studying the work of famous digital artists. Understanding how camera/camera apps work. Experimenting with</p>	<p>Artist study of Hundertwasser Understanding features of his work and using it to inspire our own work.</p> <p>Printing</p>	<p>Artist Study: Looking at various wildlife artists and discussing their techniques and developing their own versions.</p>	<p>Artist Study: Picasso Understanding the historical and cultural development of Picasso's work. Looking in detail at Guernica by Picasso-</p>
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<p>Planning and creating a collage using a range of materials (creating a dress for fairy tale character)</p> <p>Working collaboratively on creating one dress/dinosaur.</p> <p>Painting Mixing paints to begin to get to a particular colour choice.</p>		<p>Using various textured card and tissue paper to create 3D plants.</p> <p>Painting: Creating backgrounds for sculptures using salt relief techniques and watercolour wash. Children to use 'spittle' technique to create petals.</p>	<p>soft and hard light. Thinking about how to capture light, shadow and reflection in their photographs. Learning all about composition and composure.</p>	<p>Creating a cut away lino print inspired by Hundertwasser, planning for a simple, effective design and making informed choices of colour choices.</p>	<p>Drawing and Painting Using a variety of different painting and drawing techniques to sketch from life. Dissecting plants and flowers and create analytical drawings and paintings. Using annotations and describing the variety of plants and flowers.</p>	<p>Using viewfinders to analyse specific areas of the work.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

 <ul style="list-style-type: none"> ✓ To know how to tear and fold different paper to make something new. ✓ To know that colours are grouped and that paints need to be mixed to get a secondary colour. 	<ul style="list-style-type: none"> ✓ To know how to create a background using a restricted pallet. ✓ To know that block printing is the process of carving patterns, shapes and designs into a 'block'. ✓ To know that the term 'contrast' refers to the striking difference between two elements (dark and light, rough and smooth). 	<ul style="list-style-type: none"> ✓ To know that the artist Georgia O'Keefe was an American modernist artist well known for her paintings of enlarged flowers, New York skyscrapers and New Mexico landscapes. ✓ To know who the artist Peter Gentenaar was and be able to say what media he used for his sculptures. ✓ To know how to use different techniques for backgrounds to a piece of art (salt relief, watercolour wash, spittle) 	<ul style="list-style-type: none"> ✓ To know that Ansel Adams (1902-1984) is an American landscape photographer known for his black-and-white images of the American West. ✓ To know the term 'photography' refers to the art or practice of taking and processing photographs. ✓ To know that the term 'composition; refers to how we place our subject (and everything else) in an image. ✓ To know how to compose a simple photograph. ✓ To know how to manipulate the light in a photograph. ✓ To know how to capture light, shadow and reflection in their photographs. 	<ul style="list-style-type: none"> ✓ To know that the artist Hundertwasser was an Austrian visual artist and architect who began to develop his own style. ✓ To know that that block printing is the process of carving patterns, shapes and designs into a block and using this over and over with paint/inks. ✓ To know how to develop a print from a drawing. 	<ul style="list-style-type: none"> ✓ To know the artists Pandora Sellers (1936-2017) And Francis (Franz) Bauer (1758-1840) and understand that they were key botanical artists of their time. ✓ To know the term 'analytical drawing' refers to observational drawings which record the details of a subject. ✓ To know that Artists use analytical drawing techniques to explore and record their subject matter. ✓ To know how to annotate drawings in sketch books. 	<ul style="list-style-type: none"> ✓ To know the artist Pablo Picasso (1881-1973) and his work 'Guernica' (1937) And know that it is regarded by critics as one of the most moving and powerful anti-war paintings in history. ✓ To know that Picasso chose often to paint using a restricted palette and that he used a monochromatic grey scale in the painting of 'Guernica'
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Connecting Learning

<p>Year 1: Tudor Houses and use of printing Year 3: Colour Art</p>	<p>Year 4: Printing- Making choices about colour Year 6: Local buildings</p>	<p>Year 3: Claude Monet- using watercolour and pastels Year 5: Drawing and dissecting flowers- close observation work</p>	<p>Year 3: Science topic LIGHT</p>	<p>Year 1: Tudor house printing- creating a hot colour background</p>	<p>Year 2:: Georgia O'Keefe- exploring paint techniques Year 3: Claude Monet- using watercolour and pastels</p>	<p>Year 1: Observational drawing of animals Year 1: Picasso sculptures Year 2: Paper flower sculptures using a range of folding and layering techniques-</p>
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<p>SUMMER 2</p> <p>Drawing Creating a repeated pattern to create their own rug. (Key text: Granny went to market.)</p> <p>Using wax and water resist to design and create own picture.</p> <p>creating observational drawing using pencils and colour pencils</p> <p>Sculpture: Using clay to create mini beast then painting and embellishing with pipe cleaners.</p>	<p>Artist Study: Comparing and contrasting the works Seurat.</p> <p>Painting: Creating aboriginal paintings in the style of pointillism on animal silhouettes.</p> <p>Drawing: Using sketch pencils to look closely at flowers and their composition. Using viewfinders and magnifying glasses to be able to focus on small areas of the plant.</p>		<p>Artist study: Alberto Giacometti Studying the work of Giacometti. Comparing work of Giacometti and comparing this with works of Alex Calder. Looking at what inspired Giacometti to create sculptures and how he did this.</p> <p>Sculpture Creating moveable people using wire. Taking into account size and proportion as well as folding and cutting techniques.</p>	<p>Drawing: Understanding the features of Butas and Rangoli patterns to create their own.</p> <p>3D/Textiles Use mixed media to create a variety of water effects- water colour, batik. mixed media- pencil crayon and water colour.</p>	<p>Drawings Researching the Pre Raphaelite brotherhood; Looking at designs of William Morris</p> <p>Artist Study: Raphaelite brotherhood/William Morris</p> <p>Artist Study: Lowry Studying Lowry's life and exploring his painting technique.</p>	<p>Artwork Study: Analysing Inca Masks and ancient treasures.</p> <p>Sculpture: Creating foil embossed Inca masks/treasures and accessorising them</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

 <ul style="list-style-type: none"> ✓ To know how to continue with a simple pattern ✓ To know how to carefully apply paint to different textured surfaces. ✓ To know the term 'wax resist' is the process of drawing a picture with a waxy product (crayons or a candle) and then brushing on a layer of water-based paints. The paint resists the wax and leaves that part of the picture uncoloured. 	<ul style="list-style-type: none"> ✓ To know the artist Seurat (1859-1891) and be able to identify his work. ✓ To know how to use a view finder to improve accuracy when drawing in detail. 		<ul style="list-style-type: none"> ✓ To know that the artist Alberto Giacometti (1901-1966) was a Swiss Artist and sculptor and was one of the most important sculptors in the 20th century. ✓ To know that the artist Alexander Calder (1898 – 1976) was an American sculptor known 	<ul style="list-style-type: none"> ✓ To know that a Buta is an almond or pine cone shaped motif commonly used in Indian art. ✓ To know how to use Tjanting tools when creating a batik piece of artwork. ✓ To know that Batik is the process of applying hot wax over a design to which a dye is applied 	<ul style="list-style-type: none"> ✓ To know the English artist Lowry (1887-1976) and that he was English painter noted for his industrial landscapes that express the bleakness and loneliness of modern urban life. ✓ To know the following Lowry paintings; 'Britain at play' (1943), 'Coming home 	<ul style="list-style-type: none"> ✓ To know how to use a viewfinder to create a magnified image. ✓ To know about Inca masks and be able to comment upon the materials they were made from (copper, gold and silver) and their shape and form. ✓ To know how to emboss onto foil. ✓ To know the term positive space refers to
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	<ul style="list-style-type: none"> ✓ To know that an 'observational' drawing' means drawing what is in front of you. 			<ul style="list-style-type: none"> for inventing wire sculptures. ✓ To know how to compare and contrast the work of two sculptors. ✓ To know how to manipulate materials to create a sculpture (wire). 	<ul style="list-style-type: none"> on top and the parts covered in wax resist the dye and remain the original colour. 	<ul style="list-style-type: none"> from the Mill' (1928), 'Head of a man' (1938) ✓ To know how to draw using perspective ✓ To know about the importance of the Renaissance brotherhood and that William Morris was a latter part of this. ✓ To know that William Morris was an artist, architect, furniture and fabric designer and that he believed that art should be present in everyday objects. ✓ To be able to recognise the following works: Snakeshead Cabbage & Vine Acanthus 	<ul style="list-style-type: none"> any space in a work of art that makes up the work's content. ✓ To know that negative space refers to space that appears blank or space that is in the background of a piece of art. ✓ To know how to plan for a sculpture and work from that plan.
Connecting Learning							
	<ul style="list-style-type: none"> Year 1: Observational Drawing Year 5: The Highway Man- using paint techniques with wax 	<ul style="list-style-type: none"> Reception: Observational drawing Year 3: Cave Art/silhouettes 		<ul style="list-style-type: none"> Year 2: Flower Sculptures- using folding and layering techniques Year 6: Sculpture- foil embossed Inca masks 	<ul style="list-style-type: none"> Reception: Pattern and colour 	<ul style="list-style-type: none"> Year 1: Tudor Buildings Year 6: Observational drawings of Local Buildings 	<ul style="list-style-type: none"> Reception: portraits Year 1: Picasso paper sculpture Year 2: Paper sculpture- folding and layering techniques.