

Art and Design Curriculum Overview

Throughout all of these topics, these skills will be taught and the children will acquire knowledge about local artists, British artists and world artists. All units will begin with ‘Exploring & Developing Ideas’ and include ‘Evaluating & Developing Work’.

* Artistic concepts: **Line**, **Shape (2D)**, **Value (tone) & contrast**, **Colour**, **Texture**, **Space**, Form (3D)

	Drawing	Painting	Collage	Sculpture	Printing
Nursery	<ul style="list-style-type: none"> • 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 drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. 				
Reception	<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 on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills 				
Year 1	Pablo Picasso (1881-1973) <i>Linked to ‘Develop self-knowledge’ (Life Skills)</i> Self-portraits. Line, Shape (2D), Value (tone) & contrast	Georgia O’Keefe (1887-1986) <i>Linked to Plants (Science)</i> Mixing colours and taking on the viewpoint of a bee to create an enlarged image of a flower. Line, Shape (2D), Colour			Inspiration Piece Collography printing using their self-portrait or enlarged flower as an ‘inspiration piece’. Children will see how to interpret the same subject into different media. Texture, Space
Year 2	Roger Hargreaves (1935-1988) <i>Linked to reading for pleasure/personal interests</i> Option 1: Illustrate a new Mr Men/Little Miss Character and setting. Ext: Use the characters to make a small show. Option 2: Illustrator visit. Line, Shape (2D), Colour, Space		Paul Klee (1879-1940) <i>Linked to Our Country (Geography)</i> Collage inspired by a remembered or imaginary place. Line, Shape (2D), Colour, Texture, Space	Yayoi Kusuma (1929-present) <i>Linked to the Sensational Safari (Geography)</i> Use salt dough or modelling clay to create magical creatures inspired by safari. Colour, Texture & Form (3D)	

Year 3	<p>Leonardo Da Vinci (1452-1519) <i>Linked to Human Body (Science)</i> Use charcoal to sketch skeletons/skulls using mixed media background (poster paint and chalk pastels) on large scale. Line, Value (tone) & contrast, Colour, Texture, Space</p>	<p>Nick Rowland (?-present) <i>Linked to Extreme Earth (Geography)</i> Build up layers of paint to create interpretation of a volcano. Texture, Value (tone) & contrast, Colour.</p>			<p>Prehistoric Art - Drawing, painting and Printing <i>Linked to Prehistory (History)</i> Children explore how different materials were used to create cave art and work on their sense of proportion in drawing. The children will finish by working on a piece of hand print art. Line, Shape (2D), Colour, Texture</p>
Year 4	<p>Hans Holbein (1497-1543) <i>Linked to Kings & Queens (History)</i> Children to produce their own portrait inspired by Hans Holbein. Line, Value (tone) & contrast, Shape (2D)</p>		<p>Romare Bearden (1911-1988) <i>Linked to 'Respect for other people' and personal interests (Lifeskills)</i> Create a collage inspired by own memories, culture and experiences. Texture, Space</p>	<p>Anthony Gormley (1950 – present) <i>Linked to Oh I do like to be beside the seaside (Geography)</i> Children to create their own papier-mache sculpture inspired by their experience of learning about about/visiting the seaside. Form (3D)</p>	
Year 5	<p>MIXED MEDIA: PORTRAITS Hannah Hoch (1889-1978), Frida Kahlo (1907-1954), Njideka Akunyili Crosby 1907-1954) <i>Linked to identity</i> Children will study diverse artists (Hannah Hoch, Njideka Akunyili Crosby and Frida Kahlo) and explore how they have each interpreted portraits using various media. Skills will be developed in use of watercolour, photomontage and shading (using a variety of pencil grades) to eventually create a mixed media portrait as the final outcome. Value (tone) & contrast, Colour, Space</p>			<p>Maurits Cornelis Escher (1898-1972) <i>Linked to Early Islamic Civilisation (History)</i> Children explore geometrical patterns and how artists have interpreted these into modern designs. They will experiment with tessellation to create their own template to be translated onto clay tiles using acrylic paint to add contrasting colours. Line, Colour, Form (3D), Texture</p>	
Year 6	<p>POP ART – Drawing, painting and printing Andy Warhol (1923-1997), Roy Lichtenstein (1928-1987), Yayoi Kusama (1929-present) <i>Linked to personal interests</i> Children explore how American artists challenged the traditions of fine art by depicting modern culture in various ways (pop art). Children create a mono print by layering more than one colour. Line, Colour, Texture, Space</p>				
Year 6	<p>ARCHITECTURE – drawing (using various materials), printing Friedensreich Hundertwasser (1928-2000) <i>Linked to The Americas (Geography), 3D Modelling (Computing)</i> Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them. Line, Shape (2D), Value (tone) & contrast, Colour</p>				

MAKE MY VOICE HEARD – drawing (using various materials), painting, Sculpture

Kathe Kollwitz (1867-1945), Pablo Picasso (1881-1973)

Linked to Conflict: For who was World War II most dangerous? (History)

Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer.

Line, Shape (2D), Value (tone) & contrast, Form (3D)

CONCEPTUAL ART

Chris Ofili (1968-present)

Linked to personal interests

Children explore 'What is Art?' and how contemporary artists often make their art about ideas or an issue that moves them. The children develop their own concept piece based on an issue important to them. They are encouraged to independently think about what materials they want to use to convey their message in a final piece.

Line, Shape (2D), Value (tone) & contrast, Colour, Texture, Space, Form (3D)