

South Wilford Primary school Whole school Overview Art

National Curriculum requirements for Art

KS1 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 different practices and disciplines, and making links to their own work.

KS2:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of the difference kinds of are, craft and design.

Pupils should be taught to:

- To create sketchbooks 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.

Developing better questioning in Art

These are some key questions that you could ask within Art lessons.

Factual – What media are you using? Which artist painted this? Who is this artist? What are the primary colours?

Conceptual – Can you name some mediums you could use? How did you select which tool to use? What did you learn about this media- what it can and cannot do? Could you improve it? How?

Procedural – What do you need to remember when working with clay? What process did that artist use? How did you create that effect? What are the steps to developing the layers?

Metacognitive - What are you trying to achieve with your art? Is there a way of helping you achieve your idea? What media would suit this best? What have you learned about in other Art lessons that could help you? What Art skills do you already have? What did you learn about this media- what it can and cannot do what methods did you use?

METACOGNITIVE questions have the greatest impact on pupil progress.

		<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
EYFS	TOPIC	Super Me!	Let's Celebrate!	Dress to Impress	Once upon a time...	Amazing Animals	All Aboard!
Expressive Arts and Design This consists of two strands: Exploring Media and Materials, and Being Imaginative	Outcome	· Superhero crafts · Self-portraits TED: outside art - pebbles · Skeletons- straws/moving · Handa fruit artwork. Photography- themselves (super me!)	Bonfire/firework/Diwali art · Rain sticks · Autumn leaf art/bark rubbing · Paper snowflakes · Christmas crafts/cards	· Special clothes collages · Threading/sewing/weaving · Joseph's technicolour coat · Clothes patterns · Chinese New Year crafts	Clay gingerbread men Observational paint flowers · Seed pattern collages · Fruit and veg printing	· Butterfly symmetry paintings · Spider webs · Dear Zoo animals -lift the flap · Animal patterns & camouflage · Rosseau's Tiger watercolours	· Marbling - space collages · Model rockets, trains, boats · Wax resistant watery pictures · Seaside collages.
	Knowledge and Skills	Children develop investigate and explore various medias in all areas of the Art curriculum. They work independently at EYFS creative area and construction area, but also with adult support. Sometimes they work on the above specific adult-initiated challenge, or inspiration from an Artist but the rest of the time they have free choice to create whatever they can imagine!					

		<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
YR 1	TOPIC	Where do I belong? People who help us	Watch out, dinosaurs about All creatures great and small	Castle capers and walled gardens- Living from farm to fork In the Garden- What difference can we make?
	Outcome	Colour mixing- primary, secondary and tertiary colours Collage & printing (acrylic)- own houses from drawings Christmas- The Christmas story told through oil pastel – hard blending techniques and sgraffito	Sketching dinosaurs using shapes Shading using sketching pencils Artist study- Clay dinosaurs- attaching, making slip, following plans	Artist study- Vincent Van Gogh Experimenting with textured painting- acrylics and sawdust/ sand and sgraffito. (textiltes) Weaving- using natural and man-made materials to create spider webs. Nature photography

			Stained glass windows (RE) using glass pens (Posca) Animal pictures and skin pattern – printing, collage and oil pastels Hedgehogs- independent creating hedgehogs using skills above and natural materials.	
	Aspect of Art	Painting- use of thick and thin paint brushes, collage & printing	Drawing/Sketching including sketching pencils Sculpture- clay including tools and making slip. Mixed media (natural) sculpture Combining media used before on a new way- oil pastel, collage and printing. Exploring a new way to paint on a different surface- glass pens.	Exploring textiles Painting- experimentation different textures of paint. Painting indoors and outdoors. Exploring and mixing cool and warm colours.
	Focus	Colour mixing- primary, secondary and tertiary colours	Mixed media	combining and applying the painting and tool techniques learned over the year
	Knowledge, Skills and Understanding	Children develop investigate and explore various medias in all areas of the Art curriculum. They work both adult led and independently in Art lessons and develop, improve, investigate and challenged through continuous provision. The children are taught skills in different areas of Art and have multiple opportunities throughout the year to practice, explore and hone skills. Sometimes they work on the above specific adult-initiated challenge, or inspiration from an Artist or child initiated.		

YR 2	TOPIC	Fire and Fever	What about us? Wildlife in Danger	World Party
	Outcome	Artist study American Stephanie Peters- fire and natural disaster artist. Mixed media artist. Looks at art as a way of telling a story. Creating fire of London scenes using paper to collage and layer and oil pastels to mix yellows, reds and oranges to create fire and silhouettes in charcoal/ chalk.	Illustrate animals in their natural habitats.	Create a carnival float the uses contrasting colours and mixed medias sculpting. (Link with D& T) Create a portrait of themselves for Transition – photography and manipulation using I.C.T art apps.

	Aspect of Art	Drawing Collage Inspiration from an Artist- Stephanie Peters	Drawing- developing skills from Year 1	Sculpture Painting Inspiration from various Artists Photography
	Focus	Use of chalk pastels- different blending techniques Using knowledge of colour mixing to create blends of colour	Explore and develop sketching and shading techniques (hatching & cross-hatching, stippling, blending and feathering techniques) using sketching pencils.	Exploring and experimenting with complimentary and contrasting colours. Mixed media sculpture using tissue paper, pastels, straws and fabric. Identifying hues and mixing colours into darker and lighter tones (chiaroscuro) Experimenting and exploring manipulating photography for artistic purposes.
	Knowledge, Skills and Understanding	Developing, Planning and Communicating ideas • Can they use the media in various ways? • Can they use knowledge of other media to support new skills? • Can they say how they intend their piece to look? • Can they describe how an artist has influenced their thinking or ideas? Working with tools, equipment, materials and components to make quality products • Can they join things (materials/components) together in different ways? (see D&T) • Can they select and use different tools or techniques for a specific purpose? Can they reason their choice? Evaluating processes and products (own ideas and products and existing products) • Are you happy with the media you use? Would you use another? What could you use this media for in the future? • What do you like/dislike about the Artists work? • What went well with their work? • If they did it again, what would they want to improve?		

		<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
YR 3	TOPIC	Place Invaders	The Great Food Debate	Fashion Forward

	Outcome	Hedgerow art canvasses Sun beaching hedgerow art Clay characters in different postures Peace and conflict paintings – look at the feelings and conversations Banksy inspires though his art	Still life drawings and paintings of fruit and veg- Packaging design. Colour blocking and collage (building on Year2)	Weaving and basics of knitting and teasing Clothes designing- looking at designers to influence own planning.
	Aspect of Art	Printing- relief Aspects of photography Sculpture Painting techniques	Sketching and drawing Water colour painting ICT	Textiles Artist/ designers studies
	Focus	Exploring mark making and impressions using ‘sunography’ on textiles. Printing with natural materials onto canvas Clay sculpture and applying paint and varnish Painting- exploring movement and colour contrast- development from Year 2	Drawing from still life- shape, proportion and line. Then shadow, reflection, tone and space. Using a board/ easel Development of Art-Thin glazes of colour to build up tone using watercolours.	Exploring mixed textile medias. How textiles can be used as an art form.
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YR 4	TOPIC	Cities at War – Second World War	Story of a River – Trent and Mississippi	Breaking down barriers- Refugees
	Outcome	Art – The Blitz - Building up a picture using layers – pastels, charcoal & collage(silhouettes)	Artist study of Monet and impressionism.	Exploration of Syrian Artist Mamdouh Kashlan and the artist and refugee Parmis Vard.

		Shelters – Green screen digital art and photography-manipulations of photos from the war.	Acrylic canvas painting of the river Trent “en plein air”.	Learning to sketch a self-portrait. Self-portrait that expresses symbolism of emotion though use of colour
	Aspect of ART	Pastels- Drawing Contrasting with silhouettes	Painting using acrylics and a pallet outside	Sketching and form. Exploring symbolism in art linked to colour.
	Focus	Learning, practicing and applying the techniques in soft pastels of: drawing, blending, cross-hatching, scumbling, feathering, dusting and fixing.	Look closely at some of the River Thames series of paintings by Claude Monet thinking particularly about his use of light and colour to create and impression. Use Claude Monet as an inspiration for painting Investigate the effect of light on water in the style of Monet. Develop skills and techniques in painting “en plein air” in the impressionist style.	Strong link with Oxfam and Global citizenship. Learn to sketch portraits and draw themselves. Use the style of Parmis Vard to create a unique self-portrait, exploring colours and line to express feeling and emotion.
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YR 5	TOPIC	The Space Race	Fragile Earth	The Stereotype Challenge
	Outcome	Paper Mache and paper pulp planets Chalk pastel planets	Henry Goldsworthy - an artist study. Natural sculptures. Photography.	Designing and making a cushion/ quilt/ tapestry to represent themselves. Expressing yourself- am I an artist? What does an artist look like? Fashion and design
	Aspect of ART	Sculpture- mixed media Pastels- blending techniques	Sculpture- exploring a new form of nonrepresentational sculpture (art that may simply depict shape, colours, lines or express things that are not visible like emotions or feelings) Photography	Applies knowledge of different painting and fabric techniques as a form of expression Painting- use of Posca/ fabric pens and fabric dyes Learning techniques of batik, tie-dye and printing Designing
	Focus	Sculpture- form, sctructure and texture Line, tone and shade using chalk to recreate images in 3D	Techniques, colours and tools and effects to represent things seen, remembered or imagined Use natural environment or townscape as a stimulus. Develop and manipulate photographs they have taken using ICT.	Learning techniques of batik, tie-dye and printing Designing and applying techniques already gained.
	Knowledge, Skills and Understanding	Developing, Planning and Communicating ideas • Can they use the media in various ways? • Can they use knowledge of other media to support new skills? • Can they say how they intend their piece to look? • Can they describe how an artist has influenced their thinking or ideas? Working with tools, equipment, materials and components to make quality products • Can they join things (materials/components) together in different ways? (see D&T) • Can they select and use different tools or techniques for a specific purpose? Can they reason their choice? Evaluating processes and products (own ideas and products and existing products) • Are you happy with the media you use? Would you use another? What could you use this media for in the future? • What do you like/dislike about the Artists work? • What went well with their work? • If they did it again, what would they want to improve?		

YR 6	TOPIC	Digging for Treasure	Oceans Apart	We all Matter
	Outcome	Sculpture of a Spartan or Athenian warrior- Wire and mod-roc	Watercolour Painting inspired by Michael Hoffman Artist study	Photography and Nature Creating art using nature or observing 'natural art' and photographing it Aware that there are famous or specialist photographers.
	Aspect of art	Mixed media 3d sculpture	Painting- watercolour	Photography
	Focus	Shows an awareness of texture, form and shape by recreating an image in 3D form Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour Looks at 3D work from a variety of genres and cultures and develops own response through experimentation Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Represents things observed, remembered or imagined, using colour Introduces different types of brushes for specific purposes Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes Uses different methods, colour and a variety of tools and techniques to express mood Investigates symbols, shapes, form and composition	Looking at the artists work: Ansel Adams 1902-1984 (American black and white photographer and environmentalist) Michael kenna (english photographer) and Takeshi Mizukoshi (Japanese photographer) Develops an awareness of scale, perspective, movement and colour in photography Develops an awareness of mood, emotions and feelings in photography. Alters images through collage, jigsaws, positive and negative shapes.

			Uses techniques, colours, tools and effects to represent things seen, remembered or imagined	Develop and manipulate an image/ own photograph using ICT
				Explores negative and positive
	Knowledge, Skills and Understanding	Developing, Planning and Communicating ideas		
		• Can they use the media in various ways? • Can they use knowledge of other media to support new skills? • Can they say how they intend their piece to look? • Can they describe how an artist has influenced their thinking or ideas?		
		Working with tools, equipment, materials and components to make quality products		
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		Evaluating processes and products (own ideas and products and existing products)		
		• Are you happy with the media you use? Would you use another? What could you use this media for in the future? • What do you like/dislike about the Artists work? • What went well with their work? • If they did it again, what would they want to improve?		