

## Art and Design 7 Year Overview

**Intent:** To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

### Cycle of Lessons:

1. Study of inspirational artist – Knowledge Organiser and artist image - Art Journal
2. Teaching and practice of skills – Art Journal
3. Outcome

ALL sequences of lessons must include all three of these elements although the amount of time dedicated to each may change depending on the unit being taught.

Key Skills					Key Concepts							
Drawing	Painting	Collage	Sculpture	Printing	colour	pattern	texture	line	shape	form	space	
	<b>Autumn</b> Self-portraits: drawing, painting skills, mixed media Colour mixing, line, colour, pattern, shape, texture Outcome – Art Journal – self portrait				<b>Spring</b> Focus Artist: Klimt – Tree of Life (movement: Symbolism) Outcome – Fairy Tale Day / Klimt - Art Journal and collaborative piece				<b>Summer</b> Focus Artist: Eric Joyner – Robots and Doughnuts (Contemporary) / Esher – Birds and Fish (Movement: Optical Art) Educational Visit: Gallery Visit – Summer Term Outcome - Art Journal page and individual piece			
Rec	<b>Children in Reception:</b> <b>Expressive Arts and Design – Creating with Materials:</b> To explore, use and refine a variety of artistic effects to express their ideas and feelings. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To create collaboratively, sharing ideas, resources and skills.  <b>Physical Development – Fine Motor:</b> To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors.  Collect ideas in Art Journals				<b>Early Learning Goals</b> <b>Expressive Arts and Design – Creating with Materials:</b> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function To share their creations, explaining the process they have used  <b>Physical Development – Fine Motor:</b> To use a range of small tools, including scissors and paint brushes To begin to show accuracy and care when drawing.  Collect ideas in Art Journals							
	<b>Key Stage 1 - At Key Stage 1 pupils should be taught:</b> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• To use a range of materials creatively to design and make products.</li> <li>• To know 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.</li> </ul> Collect ideas in Art Journals  Focus skills: colour theory/observational drawing skills and having an opinion - pupils learn to voice their opinions and taught how to explain their idea											
Year 1	Focus Artists: <b>Wassily Kandinsky (Movement: Expressionism/Abstract Art)</b> <b>Jackson Pollock (Movement: Abstract Expressionism)</b> <b>Alexander Calder (Movement: Kinetic Art/Surrealism)</b>											

Forest School Art – Andy Goldsworthy - natural sculpture/collage clay work, weaving, printing (Movement: Environmental/Land art)

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	ACROSS THE YEAR	AUTUMN	SPRING	SUMMER
	<b>Drawing:</b> <ul style="list-style-type: none"> <li>Use line and shapes to represent objects seen, remembered or imagined</li> <li>Explore line – different thicknesses, curved and straight, light and dark.</li> <li>Use a range of media – pencil, chalk, oil pastel</li> </ul>	<b>Kandinsky</b> <b>Collage/Textiles:</b> <ul style="list-style-type: none"> <li>Develop scissor skills – accurate cutting, turning the paper</li> <li>Sort and arrange materials, using a combination of materials that are cut, torn and glued.</li> <li>Talk about the different qualities of materials – rough/smooth/shiny etc as well as colour.</li> </ul> <b>Outcome - Art Journal page and Year Book</b>	<b>Alexander Calder (3D –mobile / Circus - Lion)</b> <b>Sculpture:</b> <ul style="list-style-type: none"> <li>Join materials.</li> <li>Use techniques such as bending, rolling, cutting, moulding and carving.</li> <li>Create simple sculptures using a range of materials.</li> </ul> <b>Outcome - Art Journal pages and display</b>	<b>Jackson Pollock</b> <b>Painting:</b> <ul style="list-style-type: none"> <li>Mix primary colours to make secondary.</li> <li>Experiment with different ways of applying paint – brush, sponge, splatter</li> <li>Know and understand basic housekeeping and brush care.</li> </ul> <b>Outcome - Art Journal pages and display</b>
	<b>Focus Artists: Friedrich Hundertwasser – artist/architect (Movement: Modern) William Morris –artist/designer (Movement Arts and Crafts) Yayoi Kusama (Movement: Pop Art)</b>			
Year 2	ACROSS THE YEAR	AUTUMN	SPRING	SUMMER
	<b>Drawing:</b> <ul style="list-style-type: none"> <li>Use coloured pencils with increasing accuracy.</li> <li>Explore the properties of different drawing materials</li> <li>Draw from observation as well as imagination and memory adding some detail</li> <li>Explore/recreate African/Indian patterns</li> </ul>	<b>Hundertwasser</b> <b>Painting:</b> <ul style="list-style-type: none"> <li>Explore colour families – warm/cold and recognise how this can convey mood</li> <li>Know and understand basic housekeeping and brush care</li> <li>Use controlled brush strokes with appropriate hold for accuracy (stroking).</li> </ul> <b>Outcome - Art Journal pages and Year Book</b>	<b>Kusama/Morris</b> <b>Digital Media/Print</b> <ul style="list-style-type: none"> <li>Use an art program, selecting simple tools to make lines, shapes and pour colours</li> <li>Understand the terms abstract and contemporary.</li> <li>Experiment with different thicknesses of paint and paint brushes.</li> </ul> <b>Outcome - Art Journal page and display</b>	<b>William Morris/prints from other cultures</b> <b>Print/mixed media</b> <ul style="list-style-type: none"> <li>Print with natural objects e.g. leaves - create patterns</li> <li>Explore the properties of oil pastels including oil resist. (batik)</li> <li>Compare geometric patterns and natural forms in patterns</li> </ul> <b>Outcome - Art Journal pages and display</b>

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### Key Stage 2 - At Key Stage 2 pupils should be taught:

- To develop their techniques, using their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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].
- To know about great artists, architects and designers in history.

Focus skills: colour theory/observational drawing skills and having an opinion - pupils learn to voice their opinions and taught how to explain their ideas

Forest School Art – Andy Goldsworthy - natural sculpture/collage, clay work, weaving, printing (Movement: Environmental/Land Art)

Collect ideas in Art Journals: Annotate work to explain and elaborate on ideas.

Year 3	<b>Focus Artists:</b> <b>Hokusai – The Great Wave (Japanese Woodblock printing)</b> <b>Picasso (Movement: Cubism)</b> / Nancy Standlee (Collage) Milliners/Hats of other cultures <ul style="list-style-type: none"> <li>• Record ideas, observations and designs in a visual journal to support the development of ideas and skills</li> </ul>			
	ACROSS THE YEAR	AUTUMN	SPRING	SUMMER
	<b>Drawing:</b> <ul style="list-style-type: none"> <li>• Experiment with different types of line to create a composition e.g. heavy/light, thick and thin, wavy, curved etc</li> <li>• Draw from observation with increasing confidence and detail.</li> <li>• Use coloured pencils with increasing effect - shading.</li> </ul>	<b>Hokusai – (The Great Wave – Japanese Woodcut)</b> <b>Painting</b> <ul style="list-style-type: none"> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Use watercolour paints with increasing skill and confidence</li> <li>• Select and use smaller brushes to paint with accuracy and larger brushes for washes.</li> <li>• Know and understand basic housekeeping and brush care.</li> </ul> <b>Outcome - Art Journal pages and display</b>	<b>Picasso/Nancy Standlee</b> <b>Collage/Textiles</b> <ul style="list-style-type: none"> <li>• Develop tearing skills – tear with greater control and accuracy</li> <li>• Prepare papers for collage.</li> <li>• Embellish paintings by adding collage</li> </ul> <b>Outcome - Art Journal pages and display</b>	<b>Millinery Design (Stephen Jones/Philip Treacy + headdresses from other cultures)</b> <b>Sculpture</b> <ul style="list-style-type: none"> <li>• Explore different joining techniques – staple, glue, tape – recognising advantages and disadvantages</li> <li>• Explore ways that paper can be folded/twisted/scrunched etc to create 3D pieces (hats/headdresses).</li> </ul> <b>Outcome - Art Journal page and Year Book</b>
Year 4	<b>Focus Artists:</b> <b>Andy Warhol (Movement: Pop Art)</b> <b>Georgia O’Keefe (Movement: Modernism)</b> <b>David Hockney (Movement: Pop Art/ Modernism)</b> Greek Pottery and contemporary craftsmen/women <ul style="list-style-type: none"> <li>• Record ideas, observations and designs in a visual journal to support the development of ideas and skills</li> </ul>			
		AUTUMN	SPRING	SUMMER
	<b>Warhol</b> <b>Drawing:</b> <ul style="list-style-type: none"> <li>• Create texture and tone using different types of mark – dots, hatching, cross-hatching.</li> <li>• Begin to draw objects with simple perspective</li> </ul>	<b>Warhol</b> <b>Print</b> <ul style="list-style-type: none"> <li>• Use press print (relief printing) to create a patterned image.</li> <li>• Understand that the print is a reverse of the plate.</li> </ul>	<b>Greek Vases/contemporary craftspeople e.g. Bodil Manz, Kate Malone,, Norie Hatakeyama</b> <b>Sculpture</b> <ul style="list-style-type: none"> <li>• Learn about the roles and purposes of craftspeople and designers working in different cultures</li> </ul>	<b>Hockney/Warhol</b> <b>Digital Media/Mixed Media</b> <ul style="list-style-type: none"> <li>• Create images using simple stencils</li> <li>• Experiment with paint and other media identifying strengths for tasks.</li> <li>• Create images using digital media</li> </ul>

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	<ul style="list-style-type: none"> <li>Use Blinders for observational drawing</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how print differs from other art techniques in being able to create multiple images.</li> </ul> <p><b>Outcome - Art Journal pages and display</b></p>	<ul style="list-style-type: none"> <li>Explore ways to create a form using clay – slab, pinch pot, coil pot.</li> <li>Join pieces of clay with care -scratching and slip.</li> </ul> <p><b>Outcome - Art Journal pages and display</b></p>	<ul style="list-style-type: none"> <li>Comment on artwork using visual language</li> </ul> <p><b>Outcome - Art Journal pages and Year Book - digital image/photograph</b></p>
Year 5	<p><b>Focus Artists:</b> Claude Monet (Impressionism) LeonardoDaVinci (Movement: Renaissance) /contemporary artist -portraits Louise Nevelson (Movement: Abstract/Modern) Nizar Ali Badr (contemporary)</p> <ul style="list-style-type: none"> <li>Record ideas, observations and designs in a visual journal to support the development of ideas and skills</li> </ul>			
	<b>ACROSS THE YEAR</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
	<p><b>DaVinci</b> <b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Draw the layout of the face using appropriate proportions</li> <li>Know about pencils - different types (H HB B) and their properties</li> <li>Use shades of grey to create form in pencil and charcoal</li> <li>Use a viewing frame to focus on an area.</li> </ul>	<p><b>Impressionists e.g. Monet</b> <b>Painting</b></p> <ul style="list-style-type: none"> <li>Mix colours effectively to create a colour pallet - mix different shades of the same colour.</li> <li>Explore different techniques with watercolour - apply washes with appropriate brushwork and creating varying depths of colour</li> <li>Comment on artwork with a good grasp of visual language</li> </ul> <p><b>Outcome - Art Journal page and Year Book</b></p>	<p><b>Contemporary portraits eg Whiley, Silberxweig</b> <b>Chuck Morris</b> <b>Mixed Media</b></p> <ul style="list-style-type: none"> <li>Explore different forms of portraiture and masks.</li> <li>Create portraits using a range of media showing growing confidence and control.</li> <li>Select appropriate media for the task considering line, texture, colour and shape.</li> </ul> <p><b>Outcome - Art Journal pages and display</b></p>	<p><b>Nevelson, Nizar Ali Badr</b> <b>Sculpture</b></p> <ul style="list-style-type: none"> <li>use recycled, natural and manmade materials to create sculptures</li> <li>consider shape, form, positive and negative spaces in their 3D work</li> <li>Select appropriate tools, materials and techniques - join materials using a glue gun.</li> </ul> <p><b>Outcome - Art Journal pages and display</b></p>
Year 6	<p><b>Focus Artists:</b> Henri Rousseau (Movement: Post Impressionism) Beatriz Milhazes (Movement: Modernism) Walt Disney/ Tim Burton/Ghibli</p> <ul style="list-style-type: none"> <li>Record ideas, observations and designs in a visual journal to support the development of ideas and skills</li> </ul>			
	<b>ACROSS THE YEAR</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Draw from observation using a variety of line and tone to convey detail, texture and form.</li> <li>Use a range of drawing media - combine media for effect.</li> <li>Develop a personal style.</li> </ul>	<p><b>Rousseau</b> <b>Painting</b></p> <ul style="list-style-type: none"> <li>Select and use colour appropriately - analogous colours to blend and complementary colours for contrast.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Select appropriate brushes and paint for the purpose.</li> </ul> <p><b>Outcome - Art Journal pages and display</b></p>	<p><b>Milhaze</b> <b>Print/Collage</b></p> <ul style="list-style-type: none"> <li>Create Mono-prints</li> <li>Mix textures and colours (rough and smooth, plain and patterned).</li> <li>Select paper, textiles, images and shapes - arrange and rearrange materials to create a pleasing composition considering the key concepts of art.</li> </ul> <p><b>Outcome - Art Journal page and Year Book</b></p>	<p><b>Animators – e.g. Pixar/Tim Burton</b> <b>Digital Media</b></p> <ul style="list-style-type: none"> <li>Explore ideas using digital sources</li> <li>Use a graphics package to import or create/manipulate images.</li> <li>Animate a simple sequence of drawings/photos</li> </ul> <p><b>Outcome - Art Journal pages and video clip</b></p>