

Whole school Curriculum

Art



Year Group	Autumn 1	Spring 1	Summer 1
Year 1	<p>What is Line? Discuss how line is one of the formal elements of Art Examine different types of lines that can be created. Name, match and draw lines/marks from observations. Invent new lines and draw on different surfaces with a range of media</p> <p>What is Tone? Discuss how tone is one of the formal elements of Art. Review how tone can be used to adjust or alter artwork.</p> <ul style="list-style-type: none"> • to create a contrast of light and dark. • to create the illusion of form. • to create a dramatic or tranquil atmosphere. • to create a sense of depth and distance. • to create a rhythm or pattern within a composition. 	<p>What is Texture? Discuss how texture is one of the formal Art elements. Investigate textures by describing, naming, rubbing, copying. Create texture boxes, with feathers, rice krispies, spaghetti. Understand the difference between visual and actual art. Use appropriate vocabulary to describe how things look and feel. Explore frottage. Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>What is pattern? Discuss how pattern is one of the formal Art elements. Understand pattern as a repeated decorative design. Make patterns using natural objects.</p> <p>Artist: Andy Goldsworthy</p>	<p>What is colour? Discuss how colour is one of the formal Art elements. Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scraping through, Name different types of paint and their properties. Identify primary colours by name. Mix primary shades and tones Primary and secondary colours. Copy the work of an artist.</p> <p>Artist: Kandinsky</p>

	Investigate tone using different types of lines. Artist: Paul McKee		
Year 2	<p>What is line and tone?</p> <p>LINE- (Retrieval) Match and draw lines/marks from observations. Draw new lines on different surfaces with a range of media. Evaluate still life. Draw from observation fruit/vegetables or natural objects Take photographs of still life drawings.</p> <p>What is tone? Retrieval - building upon year 1 tone/shapes. Using the still life picture add tone – black and white only Use pencil and charcoal</p> <p>Artist: Revisit Paul McKee (Y1)</p>	<p>What is texture and pattern?</p> <p>TEXTURE Retrieval- what is texture what did students learn in year 1? Experiment with folding materials in different ways - fold, crumple, scrunch. Open out materials smooth and explore paint on top and its effects.</p> <p>What is pattern? Discuss repetition, rotation, reflection. Discuss natural pattern and man-made pattern. Introduce vocabulary irregular, organic or geometric, structural or decorative, positive or negative and repeating or random. Draw from observation, leaves, use pencil, biro, then add watercolour. Explore the work of Morris and crate artwork in his style.</p> <p>Artist: William Morris</p>	<p>What is Shape?</p> <p>Discuss what shape means Explore how shapes can be geometric, like a circle, square or triangle, or irregular. Recognise and draw simple geometric shapes found in everyday objects. Create wire models and then use plasticine to create a sculpture – focus on shape.</p> <p>Artist: Roy Lichtenstein</p>
Year 3	<p>What is Line? Discuss what architecture is. Review local buildings of architectural importance. Sketch the buildings around them. Draw homes. Review continuous line, cross hatching with biro. Vocabulary to explore: building features</p>	<p>What is texture? Using sketchpads record from observation a variety of textures and patterns from natural and man made objects. Explore media - pencil, paint, biro, watercolour Use objects such as plants, shells, seed pods, fruit, vegetables, leaves, twigs and explore how we can record textures closely.</p>	<p>What is colour? Evaluate portraits. Experiment with colour mixing - flesh tones. Review proportions of faces in art and create own portraits.</p> <p>Artist: Van Gough</p> <p>Introduce different types of brush</p>

	<p>- bay windows, cornices, pillars, gables.</p> <p>What is tone? Use photographs of buildings in the local area to produce tonal paintings. Explore mixed tones and how these create light, medium and dark to explore perspective.</p> <p>Artist: Paul Horton</p>	<p>What is pattern? Explore patterns and how to create them. Discuss vocabulary repetition, rotation, reflection. There are two basic types of patterns in art natural and man-made.</p> <p>Study William Morris' (1834-1896). Investigate the use of pencil and water colour for sketches. Review the sketch for Acanthus Wallpaper Pattern, 1874-75. Create a collograph to print with focus on texture and pattern – experiment with different materials.</p> <p>Artist: William Morris</p>	<p>techniques- apply colour using dotting, scratching, splashing Encourage children to experiment and take risks. Use natural objects to create paint marks.</p>
<p>Year 4</p>	<p>What is line? Start with line drawings then build up, using different media. Use natural objects Focus on observation skills in drawings Eg shell drawings, pencil, biro</p> <p>Artist: Louise Young</p> <p>Produce work on a larger scale.</p> <p>What is tone? Look at the work of European artist George Seurat. Explore and create artwork using pointillism. Create tones, by mixing dark and light colours. Artist: George Seurat</p>	<p>What is pattern? Explore how artists use natural objects to inspire them to create repeated patterns.</p> <p>Artist: Levon Biss</p> <p>What is texture? Look at textures in natural objects, e.g. flowers. Explore the texture of fingerprints. Use sketchbook for recording textures/patterns Interpret environmental and man-made patterns modify and adapt print. Explore sgraffito or scratch art.</p> <p>Layer of wax crayon. Layer of black paint mixed with washing up liquid. When dry scratch into to reveal the colour underneath.</p>	<p>What is colour and shape? Compare art styles from different periods in time. Discuss how artists create differences in lighting, people, setting and background using line and colours.</p> <p>Explore watercolour - colour mixing and matching; tint, tone, shade - observe colours - suitable equipment for the task - colour to reflect mood</p> <p>Create a watercolour washed background Use oil pastels or inks on top to create a resist.</p> <p>Create own piece of art using watercolour background and oil pastels for detail over the top</p>

		Artist: Gustav Klimt	Artist: Friedensreich Hunterwasser
Year 5	<p>What is line?</p> <p>Explore shading and how it is used to capture the different tones in a drawing. Use shading to create an illusion of form in 2D artwork. Explore how artists create contrast.</p> <p>Artist: Paul Catheral</p> <p>Use inspiration from an artist to draw buildings using line, tone and proportion</p>	<p>What is texture?</p> <p>Explore the difference between actual texture and visual texture. Review examples of collage and explore how these are created and the effect they have. Review the work of Arcimboldo and create own artwork in his style.</p> <p>Create a collage and draw this from observation</p> <p>Artist: Guiseppe Arcimboldo</p>	<p>What is colour?</p> <p>Explore primary, secondary, tertiary and complimentary colours.</p> <p>Artist: Alberto Giacometti</p> <p>Create a final design to inform a sculpture</p> <p>Construct a sculpture using modelling techniques</p> <p>Add detail by using carving and burnish techniques into a clay sculpture</p>
Year 6	<p>What is line and tone?</p> <p>Draw from observations – portraits. Produce increasingly accurate drawings of people. Understand the concept of perspective. Study the work of the following artists through time Leonardo Da Vinci, Vincent Van Gogh, Stanley Spencer and Rembrandt.</p> <p>Pupils to combine all the formal art elements of line, tone texture pattern and shape.</p> <p>Artist: Rembrandt</p>	<p>What is pattern?</p> <p>Use different types of repeating structures to create pattern. A straight repeat - where all four repeat units are arranged to face in the same direction. A rotational repeat - where each unit is rotated 90° in a clockwork direction. A mirror repeat - where each unit is flipped to mirror the adjacent unit. You can find out more about the advantages of 'mirror' repeat patterns.</p> <p>Explore Islamic Patterns and use ideas to create mosaics.</p> <p>Explore tones/hues. Evaluate Indian patterns and discuss how these are incorporated into artwork. Discuss what silk painting is.</p>	<p>What is colour?</p> <p>Consider colour theory and how colour can reflect emotion. Explore how artists create emotion in their work. Review the work of Vincent Van Gogh 'Sunflowers', Pablo Picasso's 'Sadness and Despair', Andre Derain's 'The Pool of London', Jim Dines 'The Circus #3', John Mactaggart 'Rainbox'.</p> <p>Use a range of painting techniques to create own piece if art work</p> <p>Artist: Vincent Van Gogh</p>

		Create silk painting pieces using pattern. Artist: Revisit of previous artists studied	
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