

ATWOOD PRIMARY ACADEMY ART CURRICULUM

YEAR 1 - KNOWLEDGE SKILLS AND UNDERSTANDING

<u>DRAWING</u>	<u>PAINTING</u>	<u>PRINTING</u>	<u>TEXTILES</u>
<p>Communicate something about themselves in their drawing.</p> <p>Create moods in drawings</p> <p>Draw using pencil and crayons</p> <p>Drawing self-portraits – Faces – positioning of features.</p> <p>Draw lines of different shapes and thickness, using different grades of pencil.</p> <p>Explore making marks with a variety of media – pencils, charcoal, pastels, erasers, paint, mud.</p>	<p>Communicate something about themselves in their painting.</p> <p>Create moods in paintings.</p> <p>Choose and use brushes of different thicknesses appropriately.</p> <p>Paint a picture of something they can see.</p> <p>Name the primary and secondary colours.</p> <p>Investigate colour mixing using primary colours, white and black.</p>	<p>Print with various objects (such as sponges, vegetables and fruit)</p> <p>Print to create different textures and patterns.</p> <p>Investigate printing onto different surfaces (textiles/ different papers/ wood/ glass)</p> <p>Create and use a simple printing block using polystyrene for printing.</p> <p>Create repeating patterns using a printing block.</p>	<p>Investigate using different threads and fabrics to make patterns and pictures.</p> <p>Weave patterns using thread, ribbon or strips of fabric.</p> <p>Begin to use a simple running stitch to create a picture on fabric/ to create a simple felt cushion.</p>
<u>3D / SCULPTURE</u>	<u>COLLAGE</u>	<u>USE OF IT/ DIGITAL ART</u>	<u>KNOWLEDGE</u>
<p>Cut, roll and coil a variety of materials.</p> <p>Use dough, plasticine, clay and recyclable materials to create structures and 3D creations.</p> <p>Investigate different ways of joining materials to create sculptures and structures</p>	<p>Use a variety of media to create collages</p> <p>Gather and sort materials appropriately.</p> <p>Use a variety of media to create collages</p>	<p>Use a simple painting program to create a picture.</p> <p>Use a simple painting program to explore repeating images, creating patterns, creating different colour effects to alter an image.</p> <p>Explore simple animation programs</p>	<p>Describe what they see in a work of art by a well-known artist.</p> <p>Describe how a painting/sculpture/ drawing makes them feel and explain why from observation.</p>
<p><u>Artist Links</u></p> <p>Henri Matisse – ‘The Snail’ 1952-53</p> <p>Piet Mondrian – ‘Composition in red, yellow and blue’ 1930</p> <p>Hans Holbein – ‘The Ambassadors’ 1533</p> <p>Georges Seurat – ‘Bathers at Asnieres’ 1884</p> <p>Pablo Picasso – ‘The Weeping Woman’ 1937</p>			

YEAR 2 - KNOWLEDGE SKILLS AND UNDERSTANDING

<u>DRAWING</u>	<u>PAINTING</u>	<u>PRINTING</u>	<u>TEXTILES</u>
<p>Use different grades of pencil when drawing – 4B, 2B, HB, 8B</p> <p>Explore mark making with charcoal, pencils and pastels.</p> <p>Create lines of different thickness, size and shape.</p> <p>Investigate creating tone using light and dark/ shading.</p> <p>Find ways to show texture and pattern in their drawings.</p> <p>Use a viewfinder to focus on a part of an object/ landscape in observational drawing.</p> <p>(Explore creating images in a sketch book)</p>	<p>Communicate something about themselves in their painting.</p> <p>Create moods in paintings.</p> <p>Choose and use brushes of different thicknesses appropriately.</p> <p>Paint a picture of something they can see.</p> <p>Name the primary and secondary colours. Use the primary colours to make tertiary colours.</p> <p>Investigate colour mixing using primary colours, tints using white and tones using black.</p> <p>Explore different painting techniques – splattering, dripping, dragging, sliding colours together with hands.</p>	<p>Print by pressing, rolling, rubbing and stamping.</p> <p>Print to create different textures and patterns.</p> <p>Investigate printing onto different surfaces (textiles/ different papers/ wood/ glass)</p> <p>Create and use a simple printing blocks for printing with more than one colour.</p> <p>Create repeating patterns using a printing block.</p> <p>Printing onto fabric.</p>	<p>Join fabric together with glue.</p> <p>Join fabrics together using simple sewing stitches.</p> <p>Create a class patchwork.</p>
<u>3D / SCULPTURE</u>	<u>COLLAGE</u>	<u>USE OF IT/DIGITAL ART</u>	<u>KNOWLEDGE</u>
<p>Make a simple clay pot using their fingers.</p> <p>Joining clay coils/slabs together with slip and smoothing techniques to create containers.</p> <p>Find ways of creating pattern and texture on clay creations.</p>	<p>Use a variety of media to create collages</p> <p>Gather and sort materials appropriately and explain their choices.</p> <p>Use a variety of media to create a collage.</p> <p>Work in groups to create a collage.</p>	<p>Use a simple painting program to a picture independently.</p> <p>Use a simple painting program to explore repeating images, creating patterns, creating different colour effects to alter an image.</p> <p>Use mark making tools i.e brush and pen tools.</p> <p>Explore simple animation programs</p> <p>Investigate using digital cameras/ IPADS and edit their images on the computer.</p>	<p>Describe what they see in a work of art by a well known artist.</p> <p>Describe how a painting/sculpture/ drawing makes them feel and explain why from observation.</p> <p>Explain how the other artists have used colour, shape and pattern.</p> <p>Create a piece of work in response to another artist's work.</p> <p>Link colours to natural and man-made objects.</p>

Artist links

Paul Klee – portraits

Pablo Picasso – Blue period painting

Jackson Pollock – 'Autumn Rhythm' 1950 - Abstract expressionist

Wassily Kandinsky – 'Colour study. Squares with concentric circles' 1913

Peter Blake – The Toy Shop 1962

YEAR 3 - KNOWLEDGE SKILLS AND UNDERSTANDING

<u>DRAWING</u>	<u>PAINTING</u>	<u>PRINTING</u>	<u>TEXTILES</u>
<p>Show facial expression in their drawings. - Revise how to draw features on faces. Refer to interpretations of portraits by other artists. Self-portraits/portraits of friends</p> <p>Use sketches to develop an idea for a final composition/ piece of work.</p> <p>Explain their sketches verbally and through written notes.</p> <p>Use different grades of pencil shade to show different tone and texture.</p> <p>Develop a 'sketching' technique – small lines, faintly drawn, hatching, observing closely.</p> <p>Use a sketch book to explore ideas and techniques taught, to investigate techniques used by other artists.</p>	<p>Investigate colour mixing drawing on previous knowledge – Can they predict what colour they will make by mixing two colours?</p> <p>Begin to look at and recognise the order or colours on a colour wheel. Where will they find primary/secondary colours?</p> <p>Investigate colour washing to create backgrounds for painting.</p> <p>Use a range of brushes to create different effects.</p>	<p>Create a printing block – using polystyrene/ cardboard shapes/ cut out sponges.</p> <p>Design and Create 2 colour/3 colour printed images using block printing.</p>	<p>Investigate simple sewing stitches – running stitch/ blanket stitch/ cross stitch.</p> <p>Join 2 pieces of fabric together by stitching them and using padding/stuffing in between.</p> <p>Add texture to their fabric work.</p>
<u>3D / SCULPTURE</u>	<u>COLLAGE</u>	<u>USE OF IT/ DIGITAL ART</u>	<u>KNOWLEDGE</u>
<p>Use clay, mod roc or papier mache to create 3D sculptures (related to topic learning). Sculpt, carve, join.</p> <p>Experiment with creating textures and patterns using appropriate tools and imprints of objects</p>	<p>Use a variety of media to create collages</p> <p>Cut materials accurately. Overlap to create layers and depth in collages.</p> <p>Investigate making mosaics with paper.</p> <p>Investigate making montages using magazines images/ photos/ newspaper.</p>	<p>Use digital cameras and use IT programs to develop the image on the computer.</p> <p>Research artists who use digital media to create their art (David Hockney).</p> <p>Work in small groups to combine images using digital equipment.</p>	<p>Compare the work of different artists.</p> <p>Explore the art from different cultures (topic related. Egyptians??)</p> <p>Begin to understand the viewpoints of others by looking at images of people and understand what the artist is trying to express in their work.</p>
<u>Artist Links</u>			

Egyptian Art

Joseph Wright of Derby – An experiment on a Bird in the Air Pump (1768)

Thomas Gainsborough – 'The Gravenor family' 1759 'Mr and Mrs Andrews' 1750

Jan Van Eyck – 'Arnolfini portrait' 1434

Annie Liebovitz - modern portrait photographer

Andy Goldsworthy – Outdoor sculpture

YEAR 4 - KNOWLEDGE SKILLS AND UNDERSTANDING

<u>DRAWING</u>	<u>PAINTING</u>	<u>PRINTING</u>	<u>TEXTILES</u>
<p>Begin to show facial expressions and movement in sketches and drawings of figures and animals.</p> <p>Observation drawings of simple objects to experiment with creating texture using marks and lines – using pencils, charcoal, oil pastels, chalk.</p> <p>Practise using line, colour, tone and shape to draw figures.</p> <p>Observe the relationships between the curves of figures as a technique to draw figures.</p> <p>Make notes in their sketch book to explain why they have chosen specific materials to work with in their art.</p>	<p>Create the colours they need for painting independently drawing on previously learnt knowledge of colour mixing.</p> <p>Create moods in their paintings using colour and brushstrokes.</p> <p>Investigate using dark and light tones to create shadows, moods and feelings in their paintings.</p> <p>Investigate painting on different surfaces – fabric, glass, wood.</p> <p>Explore using a variety of paints – acrylic, watercolours. Layering paint and creating texture with paint.</p>	<p>Print images using up to four colours using a self-made printing block. Layering colour.</p> <p>Design an image and print it on fabric.</p>	<p>Use previously learned stitches to create to create an image on fabric.</p> <p>Introduce weaving using a variety of materials – string, ribbon, wool, fabric, paper.</p>
<u>3D / SCULPTURE</u>	<u>COLLAGE</u>	<u>USE OF IT/ DIGITAL ART</u>	<u>KNOWLEDGE</u>
<p>Use recyclable materials to create structures and 3D creations (topic/literacy related)</p> <p>Design and create a clay 3D creation using sculpting techniques – bending, moulding, coiling, using silt to join slabs of clay.</p>	<p>Gather and sort materials appropriately.</p> <p>Use a variety of media to create collages</p>	<p>Create a simple presentation to show a collection of work they have produced – using digital cameras and IT equipment, adding text to their presentation.</p>	<p>Experiment with using techniques used by other artists.</p> <p>Explain and discuss their feelings and interpretations of works of art from different periods in history.</p>

Artist Links

Claude Monet – ‘The Grand Canal, Venice’ 1908 (technique and effects light can play on colour)
 ‘Irises’ 1914-17
 Vincent Van Gogh – ‘Sunflowers’ 1889 ‘Irises’ 1889 ‘Wheatfields with Cypresses’ c1889
 Edgar Degas – ‘The Little Dancer Aged Fourteen’ 1880-1
 Georgia O’Keefe – ‘Poppies’ 1928

YEAR 5 - KNOWLEDGE SKILLS AND UNDERSTANDING

<u>DRAWING</u>	<u>PAINTING</u>	<u>PRINTING</u>	<u>TEXTILES</u>
<p>Create still life drawings using previously learnt skills of sketching, drawing lines, shading and using tone and colour.</p> <p>Recreate the same still life composition using a variety of media – pencils, charcoal, oil pastels, chalk, erasers.</p> <p>Create landscape drawings using an observation frame – scale, foreground and background.</p>	<p>Create the colours they need for painting independently drawing on previously learnt knowledge of colour mixing.</p> <p>Create moods in their paintings using colour and brushstrokes.</p> <p>Investigate using dark and light tones to create shadows, moods and feelings in their paintings.</p> <p>Revisiting the colour wheel and looking at opposites on the wheel. Create still life paintings in the ‘wrong’ colours.</p> <p>Painting landscapes – how changing light will affect the colours they use. Finding the horizon, tonal colours to suggest distance.</p> <p>Painting with resources taken from outside (mud, bark, sticks, berries).</p>	<p>Know how to create an accurate print design following given criteria. Layering colour.</p> <p>Design an image and print it on fabric or other surfaces.</p>	<p>Use previously learned stitches or weaving skills to create to create an image on fabric.</p>
<p><u>3D / SCULPTURE</u></p> <p>Use recyclable materials to create structures and 3D creations (topic/literacy related)</p> <p>Design and create a clay 3D creation using sculpting techniques – bending, moulding, coiling, using silt to join slabs of clay.</p> <p>Work in groups to natural objects to create sculptures outside</p>	<p><u>COLLAGE</u></p> <p>Gather and sort materials appropriately.</p> <p>Use a variety of media to create collages</p>	<p><u>USE OF IT/ DIGITAL ART</u></p> <p>Use digital cameras to take images of plant life. Use editing tools to alter the images.</p> <p>Create a simple presentation to teach younger children about the colours in the colour wheel and how to use colour to show dark and light, distance, shadows– using digital cameras and IT equipment, adding</p>	<p><u>KNOWLEDGE</u></p> <p>Experiment with using techniques used by other artists.</p> <p>Explain and discuss their feelings and interpretations of works of art from different periods in history.</p>

Make casts of tree bark/ natural resources and create plaster/mod roc sculptures		text to their presentation, colour wheels.	
<p><u>Artist Links</u> Andy Goldsworthy – outdoor sculpture Barbara Hepworth – outdoor sculpture Henry Moore – outdoor sculpture Henri Rousseau – ‘Surprised’ 1891 (the one with the tiger!!) John Constable – ‘The Haywain’ 1821 (landscape) Joseph Mallord William Turner – ‘Snow storm: Hannibal crossing the Alps’ 1812 (landscape)</p>			

YEAR 6 - KNOWLEDGE SKILLS AND UNDERSTANDING

<u>DRAWING</u>	<u>PAINTING</u>	<u>PHOTOGRAPHY</u>	<u>PRINTING</u>
<p>Begin to show facial expressions and movement in sketches and drawings of figures and animals.</p> <p>Observation drawings of simple objects to experiment with creating texture using marks and lines – using pencils, charcoal, oil pastels, chalk.</p> <p>Practise using line, colour, tone and shape to draw figures.</p> <p>Analyse comic book illustration. Practise illustration techniques and method of drawing figures to show movement</p> <p>Create their own comic strip using techniques learnt. Work in groups to develop story plot, background images and layout.</p> <p>Using sketch books to collate ideas and experiment.</p>	<p>Create compositions loosely based on styles painted by other artists. Children should consider their own style of painting and reflect on the style of other artists.</p> <p>Create moods in their paintings using colour, tone and brushstrokes.</p> <p>Investigate painting on a large scale – using large cardboard pieces</p> <p>Explore using a variety of paints – acrylic, watercolours.</p> <p>Layering paint and creating texture with paint.</p> <p>Mixing media in their compositions.</p>	<p>Make a simple pin hole camera.</p> <p>Learn about taking photos – divide the composition into thirds, straight horizons (for landscapes)</p> <p>Take images of the local environment to create a postcard.</p> <p>Investigate digital cameras and iPADS – functions, zooming in and out, effects to change the tone, brightness and colour.</p>	<p>Create printing blocks from card or other materials.</p> <p>Using up to four colours to create a printed image (over print) – self-portrait/ portrait of a friend or famous (iconic) person.</p> <p>Repeat image in different colours.</p>
<u>3D / SCULPTURE</u>	<u>COLLAGE/ TEXTILES</u>	<u>USE OF IT/ DIGITAL ART</u>	<u>KNOWLEDGE</u>
<p>Use clay/ plasticine to create figures for animation.</p>	<p>Gather and sort materials appropriately.</p> <p>Use a variety of media to create collages.</p> <p>Use previously learned stitches to create to create an image on fabric.</p>	<p>Create a simple presentation to show a collection of work they have produced – using digital cameras and IT equipment, adding text to their presentation. Editing using green screen.</p> <p>Create a simple stop-motion animation using drawings and IT software. (Could base this on their comic strips)</p>	<p>Experiment with using techniques used by other artists.</p> <p>Explain and discuss their feelings and interpretations of works of art from different periods in history.</p>

		Design a website to encourage other children in school to use IT in there art – look at colour, text size and font. Whole class project.	
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Artist Links

Roy Lichtenstein – ‘Whaam!’ 1963

‘Look Mickey’ 1963

Andy Warhol – ‘Untitled from Marilyn Munroe’ 1967

‘Double Elvis’ 1963

Simone Martini – ‘The Annunciation’ 1333 Italian Gothic artist. Possibly the first cartoon!

Nick Park and ‘Aardman Animations’ – Wallace and Gromit

OTHER SUGGESTED ARTISTS AND ARTWORK TO CONSIDER

Leonardo Da Vinci – ‘The Mona Lisa’ c1503 – 06

Pierre-Auguste Renoir – ‘The Umbrellas’ 1886

Michelangelo – ‘The Dome of the Sistene Chapel’ 1512

Rembrandt Van Rijn – ‘The Night watch’ 1642

Salvador Dali – ‘The Persistence of memory’ (melting clocks!) 1931

Claude Monet – ‘Water Lillies’ 1916

Francisco Goya – ‘Charles IV of Spain and his family’ 1800

Caravaggio – ‘Boy bitten by a lizard’ 1594-5

Vincent Van Gogh – ‘The Starry night’ 1889

Georges Seurat – ‘A Sunday afternoon on the island of La Grande Jatte’ 1884

Gustav Klimt – ‘The Tree of Life’ 1905 ‘The Kiss’ 1909

Edvard Munch – ‘The Scream’ 1893 – 1910

David Hockney – landscapes – paintings and digital artwork

Auguste Rodin – ‘The Kiss’ 1882

Maurits Cornelis Escher – ‘Relativity’ 1953 ‘Drawing Hands’ 1948

John Everett Millais – ‘Orphelia’ 1851 –1852

William Holman Hunt – ‘The Awakening Conscience’ 1853

Dante Gabriel Rossetti – ‘The Beloved’ 1865-66

Alberto Giacometti – ‘Walking Man’ 1960

Frida Kahlo – ‘Self portrait with monkey’ 1938