



# ART CURRICULUM OVERVIEW

<b>VISION</b>	Our vision is that all children will broaden their cultural capital by learning about great artists, artistic styles and periods.
<b>INTENT</b>	Through the teaching of Art and Design, it is our intent that our learners broaden their cultural capital, learning about great artists, artistic styles and periods. We set out to develop both their imagination and creativity, whilst nurturing a greater understanding of culture and how art has shaped it. Through the teaching of Art, which is naturally inclusive, children develop in confidence as they explore, experiment, create and invent, developing their own ideas and expressing their own thoughts and opinions. Learners will develop observational, thinking, and problem-solving skills. Throughout the school, learners will be given the opportunity to develop these skills using a range of media and materials such as drawing, painting, printing, collage and textiles. Learners will look at different styles in art and learn about great artists from history. Learners are encouraged to be reflective and evaluate their work, thinking about how they can make changes and keep on improving. They are also encouraged to provide constructive appraisal of the work of their peers and to be able to communicate their thoughts and feelings about artistic expression.
<b>IMPLEMENTATION</b>	At Wildmoor Heath we focus on the knowledge and skills as stated in the National Curriculum. We carefully plan and map out the key skills using progressive learning blocks, each building on the previous one. This ensures progression in the children's skills and techniques, including their control, how they use materials, and their awareness of different arts and design. Each year-group will look at and study three or more influential artists from the past. Learners will look at the art work and style and learn how and where this fits within history. The artists we study are shown below for each year group, covering a wide range of nationalities, periods and styles.
<b>IMPACT</b>	At Wildmoor Heath, we measure the impact of our Art curriculum through pupils' willingness and readiness to discuss different artistic styles, periods and great artists over time. We know we have succeeded when a child can describe the way an artist worked and was inspired, plus state their personal preference for one artistic style over another. We assess progress in Art termly. By the end of their primary education at Wildmoor Heath, all learners should have achieved the National Curriculum objectives in Art and Design. Through studying and producing their own work, learners will have become proficient in drawing, painting, sculpture, art and design techniques – challenging themselves at their individual level. They will know about great artists and have a developing knowledge, and a thirst for, arts and culture. Learners will be able to evaluate their work and the work of others using the vocabulary of art and design. Combining their speaking and listening skills, they will be able to state their opinions clearly, using learned knowledge to justify them. They will be able to transfer these valuable skills across the curriculum and in the context of the wider world as they progress on to secondary school.

## Learning Sandwich

<b>ENQUIRY</b>		
<b>KNOWLEDGE &amp; KEY AREAS</b>	<b>SKILLS &amp; CONCEPTS</b>	<b>BIG IDEAS</b>
Drawing Painting Sculpture Textiles	Generate Ideas Create Evaluate	Colour Tone/Form Pattern/Texture Line/Shape
<b>COMMUNICATION</b>		

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## Big Ideas

<p><b>Colour</b></p>	<p>In EYFS, they learn fundamental colour mixing using primary colours. They play with colours, experimenting to ‘discover’ new colours. They try to mix colours to match images from paintings or books etc.</p> <p>In KS1, Pupil’s use colours imaginatively learning that colour can be used to express their thoughts and feelings. They develop colour mixing to make finer variations in secondary colours.</p> <p>In Lower KS2, they mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. They learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p> <p>In Upper KS2, pupils develop the ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. Colours should be mixed with care and sensitivity to show feelings and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary &amp; harmonious colours.</p>
<p><b>Line</b> <b>Shape</b></p>	<p>In EYFS, they concentrate hard to paint shapes, lines and edges neatly.</p> <p>In KS1, they paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours. They understand the importance of outlines &amp; paint more sophisticated shapes. They use lines with greater confidence to highlight form and shape.</p> <p>In Lower KS2, they paint with lines for expression and to define detail.</p> <p>In Upper KS2, they use line or shape to create original compositions. They use lines with confidence to represent their own ideas and compositions.</p>
<p><b>Tone</b> <b>Form</b></p>	<p>In EYFS, pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</p> <p>In KS1, pupils further develop their ability to make colours darker and lighter and understanding of how this affects form. Pupils learn why light colours appear to be closer to us and dark objects look further away, then explore this in their art.</p> <p>In Lower KS2, they learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>In Upper KS2, pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscapes. When painting 3D models and forms, they should be aware of the need to prepare the surface for paint &amp; apply paint carefully, thinking about effects &amp; detail.</p>
<p><b>Pattern</b> <b>Texture</b></p>	<p>In EYFS, they paint patterns &amp; add things to paint to make textures such as sand, grit, salt.</p> <p>In KS1, they paint patterns &amp; add things to paint to make textures such as sand, grit, salt. They create original patterns &amp; make textures.</p> <p>In Lower KS2, they create more complex patterns and textures. Use pattern &amp; texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>In Upper KS2, they use pattern &amp; texture for purposeful effect. They understand how to apply pattern and texture with confidence to decorate or embellish paintings.</p>

# ART CURRICULUM OVERVIEW



## Long Term Plan

Year	Autumn	Spring	Summer
Reception	<b>Drawing</b> <i>Self-portrait</i> <b>Artist:</b> Matisse	<b>Painting / Collage</b> <i>Winter collage</i> <b>Artist:</b> Matisse	<b>Sculpture</b> <i>Clay minibeast</i> <b>Artist:</b> Matisse
YEAR 1	<b>Drawing</b> <i>Abstract shape print/drawing</i> <b>Artist:</b> Kandinsky	<b>Painting / Collage</b> <i>Impressionist style painting</i> <b>Artist:</b> Monet	<b>Sculpture</b> <i>2D textured tile and land art</i> <b>Artist:</b> Andy Goldsworthy
YEAR 2	<b>Drawing</b> <i>Self portraits – using 2d shapes</i> <b>Artist:</b> Picasso	<b>Painting / Collage</b> <i>Starry starry night painting</i> <b>Artist:</b> Van Gogh	<b>Sculpture</b> <i>Clay slab fish</i> <b>Artist:</b> Rodney McCoubrey
YEAR 3	<b>Drawing</b> <i>Miro-esk picture - fabric paint and stitching</i> <b>Artist:</b> Joan Miro	<b>Painting / Collage</b> <i>Press print- significant building</i> <b>Artist:</b> Andy Warhol	<b>Sculpture</b> <i>Prehistoric coiled clay pot</i> <b>Artist:</b> Jon Williams, Sarah Monk (Eastnor Pottery)
YEAR 4	<b>Drawing</b> <i>Mono print</i> <b>Artist:</b> Berenice Sydney	<b>Painting / Collage</b> <i>Cubist portrait</i> <b>Artist:</b> Jacob Lawrence	<b>Sculpture</b> <i>Animal Sculpture</i> <b>Artist:</b> Michelle Reader
YEAR 5	<b>Drawing</b> <i>Lino print</i> <b>Artist:</b> Jamaal Barber	<b>Painting / Collage</b> <i>Kusama Painting</i> <b>Artist:</b> Yayoi Kusama	<b>Sculpture</b> <i>Sculpture</i> <b>Artist:</b> Henry Moore
YEAR 6	<b>Drawing</b> <i>City-scape- using different black tools</i> <b>Artist:</b> Anish Kapoor, Norman Foster	<b>Painting / Collage</b> <i>Portrait with 3D tissue paper flowers</i> <b>Artist:</b> Frida Kahlo	<b>Sculpture</b> <i>Wire sculpture and modroc</i> <b>Artist:</b> Giacometti, Chris Oakey

# ART CURRICULUM OVERVIEW



## Progression Objectives

PHASE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>KNOWLEDGE</b>							
<b>Drawing</b>	<p>Understand they can use lines to enclose a space and then begin to use these shapes to represent objects. Create simple representations of events, people and objects. Experiment with texture, form and function. Represent their own ideas, thoughts and feelings through drawings. Begin to use a variety of drawing tools (pencils, pastels, chalks, fingers)</p>	<p>Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations. Use lines to represent objects seen. Accurately represent faces with the correct features in the correct relative position. Accurately represent faces with the correct features and appropriate size and shape.</p>	<p>Make studies from observation with increasing accuracy, positioning marks and features with some care. Make line and shape drawings from observation adding light/dark tone, colour and features. Draw from different viewpoints. Use a viewfinder to select a view, shapes and visual clues in an image and record what has been selected within the frame.</p>	<p>Experiment with different grades of pencil, cross hatching, blending. Use different grades of pencil to apply tone to drawings. Make marks using different drawing implements – oil pastels, charcoal. Create textures with different drawing implements, pencil, oil pastels, charcoal. Use pencil, charcoal and oil pastels to draw different form and shape.</p>	<p>Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint. Apply and use simple pattern and texture to a drawing to show an awareness that objects have a third dimension.</p>	<p>Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels. Explore colour mixing and blending with coloured pencils. Apply the effect of light on objects from different directions. Begin to use perspective in work using a single focus point and horizon.</p>	<p>Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils. Produce accurate drawings from observation and use tonal contrast in drawings. Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture. Develop an awareness of composition, scale and proportion, foreground, middle ground and background. Scale up and down images.</p>
<b>Painting</b>	<p>Explore different coloured paints noting how they can be used. Explore what happens when they mix colours. Choose particular colours to use for a purpose. Experiment with different sizes of brushes. Uses a variety of tools to spread paint, such as fingers and spatulas as well as brushes. Uses colour and marks to express moods. Print with natural (e.g. apple, orange etc) and manmade objects noting the shapes produced. Use printing to improve fine motor skills ensuring prints are placed accurately.</p>	<p>Select and use different brushes to make marks of different thickness. Mix colours using powder paint and apply them in their painting to represent real life. Produce creative work, exploring their ideas. Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc. to experiment with printing, improving the placement of the image. Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/from modern day. Create patterns that repeat.</p>	<p>Describe colours. Make as many tints as possible using white poster paint. Darken colours using black poster paint to create shades. Collect, sort and match colours to create an image. Use colour on a large scale – dye fabric for backgrounds.</p>	<p>Select from different methods to apply colour using a variety of tools and techniques, including painting with natural materials e.g. mud, ink, cochineal, charcoal and with a range of natural materials e.g. sticks, feathers, hands. Paint symbols, form and compositions when exploring the work of other artists and cultures. Experiment with painting onto wet and dry surfaces. Explore the effect of adding glue, sawdust and use this in painting.</p>	<p>Colour mix to match tints, tones and shades in existing works. Mix and use tints, tones and shades and apply to work. Use paints and chalk pastels. Compare watercolour and acrylic tints, tones and shades.</p>	<p>Identify and work with complementary and contrasting colours using different media – paint, pastels etc. Mix and match colours to create atmosphere. Use a variety of tools to create texture.</p>	<p>Mix and match colours to create light, thinking about direction of light and its effect on images. Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk Identify how colour can portray emotion and use this in their own artwork.</p>



# ART CURRICULUM OVERVIEW

<b>Sculpture</b>	<p>Explore and manipulate materials to achieve a planned effect. Select tools needed to shape materials. Using playdough for, squeezing, pinching and rolling them to make familiar or fantasy objects. Experiment with different materials both inside and out, natural and manmade, to create pieces of sculpture linked to areas of learning including the natural world. Impress and apply simple decoration.</p>	<p>Handle and manipulate rigid and malleable materials and found objects to represent something known. Select materials considering content, shape, surface and texture. Modify materials by tearing and cutting and find ways of joining them to assemble basic forms. Add surface features. Consider the difference between a 2D and 3D image.</p>	<p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and clay pots.</p>	<p>Explore how stimuli can be used as a starting point for 3D work with focus on form, shape, pattern and texture. Develop a response through modelling. Understand how structure needs to be created to hold its shape, have volume. Identify and assemble materials to make a new form, carefully covering with papier mache.</p>	<p>Shape, form, model and construct malleable and rigid materials – clay tiles.</p>	<p>Shape, form, model and construct from observation and imagination. Plan a wire sculpture through drawing and other preparatory work.</p>	<p>Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock.</p>
<b>Knowledge</b>	<p>Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. Know how to explain what they are doing.</p>	<p>Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>	<p>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.</p>	<p>Know about and describe the work of some artists, craftspeople, architects and designers. Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<b>SKILLS &amp; CONCEPTS</b>							
<b>Generate ideas</b>	<p>Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things.</p>	<p>Recognise that ideas can be expressed in artwork. Experiment with an open mind.</p>	<p>Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences.</p>	<p>Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p>Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.</p>	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p>



## ART CURRICULUM OVERVIEW

<p><b>Create</b></p>	<p>Work spontaneously and enjoy the act of making/creating. Sustain concentration and control when experimenting with tools and materials.</p>	<p>Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities.</p>	<p>Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve).</p>	<p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p>	<p>Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes).</p>	<p>Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them). Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p>	<p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant processes in order to create successful and finished work.</p>
<p><b>Evaluate</b></p>	<p>Recognise and describe key features of their own and others' work.</p>	<p>Show interest in and describe what they think about the work of others.</p>	<p>When looking at creative work, express clear preferences and give some reasons for these (for instance, be able to say "I like that because...").</p>	<p>Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p>	<p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p>	<p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p>	<p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p>



# ART CURRICULUM OVERVIEW

## Assessment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sketchbooks</b>	Use sketchbooks through teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks more effectively through further teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials.	Use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
<b>Artists</b>	Give an opinion and say why they like or dislike the work of other artists. Say something about the style of an artist or designer.	Describe the similarities and differences between pieces of work by other artists. Recognise some of the styles of artists and designers and use these ideas to inform my own work.	Research and appraise work of artists and designers and show their influences in their work.	Have an understanding of significant artists throughout history and link their work to them. Explain the historical or cultural significance of the work of a chosen artist or art form.	Research and develop the techniques of great artists and designers and apply this in their own work. Understand how a chosen artist or art form has contributed to the culture and/or history of a nation.	Critically analyse the work of artists, architects and designers throughout history. Explain how a chosen artist or art form has contributed to the culture and/or history of a nation.
<b>Colour</b>	<b>KANDINSKY:</b> Know how to make secondary colours from primary colours. Know how to make a colour lighter or darker by adding white / black.  <b>MONET:</b> Use colour and painting skills to apply surface techniques to create or suggest a place or time.	<b>PICASSO:</b> Select from a limited palette to create mood and feeling.  <b>VAN GOGH:</b> Consider the use of colour for effect – warm and hot colours.	<b>ANDY WARHOL:</b> Experiment with a range of types of paint, adjusting the strength of colours used. Replicate a colour palette appropriate for cave paintings.  <b>JON WILLIAMS and SARAH MONK:</b> (Eastnor pottery) Represent things observed or remembered using colour, selecting appropriate paint, colour and brushes.	<b>JACOB LAWRENCE:</b> Colour mix to match tints, tones and shades in existing works. Mix and use tints, tones and shades and apply to work. Use paints and chalk pastels. Compare watercolour and acrylic tints, tones and shades.	<b>JAMAAL BARBER:</b> Explore colour mixing and blending with coloured pencils. Apply the effect of light on objects from different directions.  <b>YAYOI KUSAMA:</b> Identify and work with complementary and contrasting colours using different media – paint, pastels etc Mix and match colours to create atmosphere.	<b>FRIDA KAHLO:</b> Mix and match colours to create light, thinking about direction of light and its effect on images. Identify how colour can portray emotion and use this in their own artwork.
<b>Line</b>	<b>KANDINSKY:</b> Use line to create pattern.	<b>PICASSO:</b> Use line to represent the texture of different parts of the building.	<b>JOAN MIRO:</b> Explore mark making using different materials. Produce a careful line drawing. Make marks using different drawing implements – oil pastels, charcoal.  <b>ANDY WARHOL:</b> Understand how line can be affected by the nature of the range of tools used, and make decisions about which tools to select for the type of line required.	<b>BERENICE SYDNEY:</b> Experiment with the same material to create different marks.  Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips.	<b>JAMAAL BARBER:</b> Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels.	<b>Modern architects: RENZO, PIANO, ANSIH KAPOOR, ZAHA HADID, NORMAN FOSTER:</b> Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils.



# ART CURRICULUM OVERVIEW

<p><b>Tone</b></p>		<p><b>PICASSO:</b> Explore tone using different grades of pencil, experiment and investigate.</p>	<p><b>JOAN MIRO:</b> Use different grades of pencil to apply tone to drawings.</p>	<p><b>JACOB LAWRENCE:</b> Colour mix to match tints, tones and shades in existing works. Mix and use tints, tones and shades and apply to work. Use paints and chalk pastels. Compare watercolour and acrylic tints, tones and shades.</p>		<p><b>Modern architects: RENZO, PIANO, ANSIH KAPOOR, ZAHA HADID, NORMAN FOSTER:</b> Produce accurate drawings from observation and use tonal contrast in drawings.</p> <p><b>FRIDA KAHLO:</b> Use different media to create tints, tones, shade and mood – ink, paint, pastels (oil and chalk).</p>
<p><b>Space</b></p>	<p><b>KANDINSKY:</b> Position the features of the face relative to one another and within the face as a whole and discuss choices made, consider the unused space within the face.</p>	<p><b>PICASSO:</b> Develop an awareness of the spaces between shapes.</p> <p><b>VAN GOGH:</b> Consider how the space between, above and below collaged areas contributes to the overall effect of the piece.</p>			<p><b>JAMAAL BARBER:</b> Begin to use perspective in work using a single foci point and horizon.</p>	
<p><b>Form</b></p>	<p><b>ANDY GOLDSWORTHY:</b> Understand that form is three dimensional and has height, length and width, and know how this is different to a flat image, drawing or painting.</p>	<p><b>PICASSO:</b> Add light and dark through shading and cross hatching.</p>	<p><b>JOAN MIRO:</b> Experiment with different grades of pencil, cross hatching, blending. Use pencil, charcoal and oil pastels to draw different forms and shapes.</p> <p><b>JON WILLIAMS and SARAH MONK:</b> (Eastnor pottery) Build on understanding of layering to create a robust 3D structure.</p>	<p><b>JACOB LAWRENCE:</b> <b>BERENICE SYDNEY:</b> Simple accurate proportion, form and shape.</p> <p><b>MICHELLE READER:</b> Shape, form, model and construct malleable and rigid materials – clay tiles.</p>	<p><b>HENRY MOORE:</b> Shape, form, model and construct from observation and imagination. Plan a wire sculpture through drawing and other preparatory work.</p>	<p><b>Modern architects: RENZO, PIANO, ANSIH KAPOOR, ZAHA HADID, NORMAN FOSTER:</b> Develop an awareness of composition, scale and proportion, foreground, middle ground and background. Scale up and down images.</p> <p><b>GIACOMETTI and CHRIS OAKEY:</b> Shape, form, model and join using malleable and rigid materials (wire/junk modelling, paper, card and mod rock).</p>





# ART CURRICULUM OVERVIEW

<p><b>Shape</b></p>	<p><b>KANDINSKY:</b> Observe and represent shapes in the face accurately.</p> <p><b>ANDY GOLDSWORTHY</b> Manipulate clay into a given 3D shape and add texture using clay tools.</p>	<p><b>PICASSO:</b> Record shapes accurately taking account of their relationship to one another.</p> <p><b>RODNEY McCOUBREY:</b> Understand how to join clay using slip.</p>	<p><b>JOAN MIRO:</b> Use pencil, charcoal and oil pastels to draw different form and shape.</p> <p><b>ANDY WARHOL:</b> Consider shapes drawn and the surrounding spaces – how will colour be used in both these areas?</p> <p><b>JON WILLIAMS and SARAH MONK:</b> (Eastnor pottery) Make a coil pot. Review joining clay using slip.</p>	<p><b>BERENICE SYDNEY:</b> <b>JACOB LAWRENCE:</b> Simple accurate proportion, form and shape.</p> <p><b>MICHELLE READER:</b> Create a 3D sculpture.</p>	<p><b>HENRY MOORE:</b> Shape, form, model and construct from observation and imagination. Plan a wire sculpture through drawing and other preparatory work.</p>	<p><b>Modern architects: RENZO, PIANO, ANSIH KAPOOR, ZAHA HADID, NORMAN FOSTER:</b> Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils.</p> <p><b>GIACOMETTI and CHRIS OAKEY:</b> Shape, form, model and join using malleable and rigid materials – wire/junk modelling, paper, card and mod rock.</p>
<p><b>Pattern</b></p>	<p><b>KANDINSKY:</b> Use line to create pattern.</p> <p><b>MONET:</b> Explore and create repeating patterns, where placement is controlled and not random.</p>	<p><b>PICASSO:</b> Investigation of pattern and symmetry within the architecture of a building.</p> <p><b>VAN GOGH:</b> Consider the effect of the juxtaposition of hot colours and black in a random arrangement.</p> <p><b>RODNEY McCOUBREY:</b> Use clay tools to add pattern to a clay slab.</p>	<p><b>ANDY WARHOL:</b> Create a single layer press print.</p> <p><b>JON WILLIAMS and SARAH MONK:</b> (Eastnor pottery) Investigate and apply geometric and interlacing patterns from other cultures and times.</p>	<p><b>BERENICE SYDNEY:</b> Use a simple pattern and texture to a drawing to show an awareness that objects have a third dimension.</p>		<p><b>Modern architects: RENZO, PIANO, ANSIH KAPOOR, ZAHA HADID, NORMAN FOSTER:</b> Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils. Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture.</p>
<p><b>Texture</b></p>	<p><b>ANDY GOLDSWORTHY</b> Manipulate clay into a given 3D shape and add texture using clay tools.</p>	<p><b>VAN GOGH:</b> Experiment with different methods for applying paint e.g. finger, twig, splatter, cotton bud, toothbrush.</p>	<p><b>JOAN MIRO:</b> Create textures with different drawing implements, pencil, oil pastels, charcoal.</p>	<p><b>BERENICE SYDNEY:</b> Use a simple pattern and texture to a drawing to show an awareness that objects have a third dimension.</p>	<p><b>YAYOI KUSAMA:</b> Use a variety of tools to create texture.</p>	<p><b>Modern architects: RENZO, PIANO, ANSIH KAPOOR, ZAHA HADID, NORMAN FOSTER:</b> Experiment with wet media to make marks, lines, patterns, textures and shapes – ink, paint, watercolour pencils. Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture.</p>