



Oxley Primary School

Art Curriculum

2022-24

Be Kind.

Be Brilliant.

Have an *I can* attitude.



Art at Oxley



Intent:

At Oxley, we believe Art and Design is an important part of the children's entitlement to a broad and balanced curriculum. Our vision is to enable all pupils to become creative, reflective learners through opportunities to confidently develop a wide range of skills across multiple mediums. It is our aim that by the time a child leaves Oxley, they can feel as if they have found at least one area of the visual arts that is relevant and engaging to them – this might be through drawing, making, designing, or talking about art.

By using AccessArt, we believe that all children will develop and extend skills to express their individual interests, thoughts and ideas. As pupils progress, their understanding of the art and design process and how other artists can inspire will enable them to improve their critical thinking and articulation with the richness and relevance of experience; making learning memorable and impactful.

Implementation:

Our art curriculum is based on the National Curriculum and has been carefully designed to promote creativity and individuality meaning our young artists will not produce carbon copies as final outcomes. Instead, our children will progress through the years with growing skills and knowledge to enable them to demonstrate their learning in a meaningful way to them. Through the many different projects, our children will develop curiosity through learning about other artists and diverse cultures which we hope will engage and inspire their own creativity and decision-making skills when creating artwork.

At Oxley, each artist has their own sketchbook to practice skills and explore their creativity as well as document views, thoughts and feelings within projects. The children take control of their journey in and through sketchbooks embracing their potential in an aspirational way. By encouraging independence, we believe our sketchbook journey is an integral part of our art curriculum and that it is a place where ideas are developed helping to promote budding future creatives and thinkers,

The children's learning is further enhanced with whole school 'Project Art' days where the children have many opportunities for collaboration and further exploration in different styles and techniques of a range of artists. Examples in the past have been Windrush and King Charles' coronation celebrations.

Impact:

Our curriculum promotes open-ended, creative learning allowing our children to develop as individual artists. Our project pathways provide ideas, inspiration and techniques enabling children to explore a wide variety of media in drawing, sketchbooks, sculpture, painting, printmaking, and design.



**"Learn the rules like a pro,
so you can break them like
an artist."**

~ Pablo Picasso

Picasso

As our art and design progression is not as linear as some other subjects, monitoring takes various forms such as using pupil voice as an effective tool to ascertain our artists' ability to express. Termly sketchbook monitoring is used to complement this ensuring all children are developing skills and showcasing their talents and knowledge. Examples of our artists' work are exhibited throughout the year in classrooms and communal areas, and our children are proud experts when talking through their art projects and creativity to all who visit us.

Art Projects: 2 Year rolling Programme

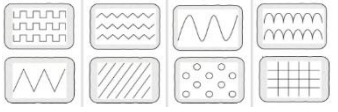

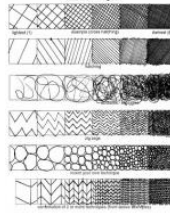
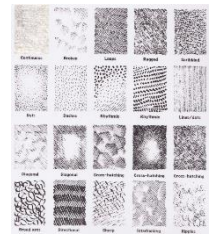






Cycle A	Autumn Term	Spring Term	Summer Term	Working in three dimensions link with DT
EYFS & Year 1	<u>Painting the Savannah</u>	<u>Collage Streets</u>	<u>Hands, Feet and Flowers</u>	<u>Frame Structures</u> <u>Architecture: Insect Hotels</u>
Years 1 & 2	<u>Spirals</u>	<u>Simple Printmaking</u>	<u>Inspired by Flora & Fauna</u>	<u>Structures/ Working in three dimensions</u> <u>Making Birds</u>
Years 3 & 4	<u>Gestural Drawing with Charcoal</u>	<u>Working with Shape and Colour</u>	<u>Festival Feasts</u>	<u>Working in three dimensions</u> <u>Telling Stories Through Making</u>
Years 5 & 6	<u>Typography & Maps</u>	<u>Activism</u>	<u>Mixed Media Land & Cityscapes</u>	<u>Frame Structures</u> <u>Architecture: Withstanding monsoons</u>
Cycle B	Autumn Term	Spring Term	Summer Term	Working in three dimensions DT
EYFS & Year 1	<u>Self-portraits through drawing and Fruit and Vegetable heads</u>	<u>Night Time Collage</u>	<u>Exploring Watercolour</u>	<u>Structures/ Working in three dimensions</u> <u>Prop Making Toys</u>
Years 1 & 2	<u>Explore & Draw</u>	<u>Expressive Painting</u>	<u>Music & Art</u>	<u>Free Standing Structures</u> <u>Architecture</u>
Years 3 & 4	<u>Storytelling Through Drawing</u>	<u>Exploring Pattern</u>	<u>Using Natural Materials to Make Images</u>	<u>Working in three dimensions</u> <u><i>Levers and linkages</i></u> <u>Making Animated Drawings</u>
Years 5 & 6	<u>2D Drawing to 3D Making</u>	<u>Exploring Identity</u>	<u>Fashion Design</u>	<u>Frame and free-standing Structures</u> <u>Set Design</u>










Progression of Skills

	<u>Early Years</u>	<u>Years 1 & 2</u>	<u>Years 3 & 4</u>	<u>Years 5 & 6</u>
NC Objectives	<p>ELG Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used 	<p>Key Stage 1 By the end of each key stage, children will have had opportunities to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.</p> <ul style="list-style-type: none"> • 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Key Stage 2 By the end of Key Stage 2, children will have had a variety of opportunities to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> • To continue building on creativity with 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 • To continue learning about great artists, architects and designers in history 	
Sketch books	<p>An EYFS artist will have opportunities to:</p> <ul style="list-style-type: none"> • Be introduced to what a sketchbook is for • Begin to understand it is for their work and for them to try new things in. 	<p>In Key Stage 1, artists will have opportunities to:</p> <ul style="list-style-type: none"> • Continue to develop understanding that their sketchbook is for their art journey to experiment and explore different techniques and medias • Continue to build understanding that sketchbooks are places for personal experimentation and that no two sketchbooks will look the same – it is unique to them. 	<p>In Key Stage 2, artists will have opportunities to:</p> <ul style="list-style-type: none"> • Continue to build understanding that sketchbooks are places for personal experimentation. • Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. • Continue to use sketchbooks to document and develop ideas • Make visual notes to capture, consolidate and reflect upon the artists studied. • Be introduced to Zines 	
Purpose/Visual Literacy/Articulation	<p>An EYFS artist will have opportunities to:</p> <ul style="list-style-type: none"> • Understand that in art, by experimenting, we discover things for ourselves. • Look at different types of art and say whether they like them or not 	<p>In Key Stage 1, artists will have opportunities to:</p> <ul style="list-style-type: none"> • Understand artists take their inspiration from around them, collecting and transforming. • Understand that in art, by experimenting, we discover things for ourselves. • Look at the work of other artists to inspire • Understand art is subjective but all responses are valid • Reflect upon the artists' work, and share responses verbally ("I liked..."). • Present own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). • Talk about intention. • Share responses to other people's work, appreciating similarities and differences. • Document work using still image (photography) or by making a drawing of the work. 	<p>In Key Stage 2, artists will have opportunities to:</p> <ul style="list-style-type: none"> • Look at the work of other artists to inspire by understanding the processes, intentions and outcomes of different artists • Use visual notes in a sketchbook to help consolidate and own the learning. • Understand artists often collaborate on projects, bringing different skills together. • Deconstruct and discuss an original artwork, using sketchbooks to make visual notes to nurture own creative response to the work. • Understand art is subjective but all responses are valid • Explore topics or themes they care about – thinking about what could be created (possibly working collaboratively) to share voice and passion • Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. • Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). • Present your own artwork (journey and final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might. I was inspired by..."). • Work collaboratively to present outcomes to others where appropriate - present as a team. • Share responses to other people's work, appreciating similarities and differences. • Listen to feedback about your own work and respond. 	

Progression of Skills

Drawing	<p>An EYFS artist will have opportunities to:</p> <ul style="list-style-type: none"> Explore a range of drawing tools to make marks Draw on different surfaces Explore different textures Draw from imagination Produce a range of patterns and textures 	<p>Year 1 and 2 artists will have opportunities to:</p> <ul style="list-style-type: none"> Begin to control the types of marks made with a range of media Explore drawing from observation Investigate textures by describing, naming, rubbing and copying Experiment with tools and surfaces Draw experiences and feelings Investigate tone by drawing light/dark line using pencil Investigate textures and produce an expanding range of patterns Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks, pencil crayons) intuitively Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Make drawings inspired by sound 	<p>Year 3 and 4 artists will have opportunities to:</p> <ul style="list-style-type: none"> Continue to draw from imagination Begin to develop more accurate observational drawings Experiment with various pencils Experiment with mark making using alternative tools introducing gradient Discuss shadows, Chiaroscuro (light and dark) identifying and drawing the effect of light Have an awareness of how pattern can be used to create texture Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Develop techniques to create intricate patterns using a range of media Draw for a sustained period of time Consider scale and proportion 	<p>Year 5 and 6 artists will have opportunities to:</p> <ul style="list-style-type: none"> Continue to develop their own style Continue to work in a sustained and independent way to create more accurate and detailed drawings Continue to develop key elements of line, tone, pattern and texture Develop drawing from perspective and focus points Select appropriate media and techniques to achieve a specific outcome Use tone in drawings to achieve depth Understand that designers create fonts and work with Typography. Create fonts inspired by objects/elements around them. Use the grid system to scale up the image, transferring the image onto card. 
Print Making	<p>An EYFS artist will have opportunities to:</p> <ul style="list-style-type: none"> Take rubbings from textured surfaces e.g. leaf, coin, tree bark Print with a range of hard and soft materials e.g. sponge, reels Use hands and feet to make simple prints, using primary colours. 	<p>Year 1 and 2 artists will have opportunities to:</p> <ul style="list-style-type: none"> Continue to explore rubbings from textured surfaces Continue to print pictures with different materials of different textures Begin to explore impressed printing e.g. with Styrofoam Begin to identify different forms of printing e.g. books, newspapers, fabric and wallpaper Explore repeated printing using a range of simple methods Understand relief prints are made when we print from raised images and explore relief printing using raised platforms such as string and card 	<p>Year 3 and 4 artists will have opportunities to:</p> <ul style="list-style-type: none"> Continue to explore relief printing e.g. printing blocks Create a repeated relief print considering background paper Design and create print using collagraph techniques using a range of materials Explore the process of mono printing by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure Use mono print or screen print over collaged work to make a creative response to an original artwork considering use of layers to develop meaning. Begin to develop an awareness of printing with multiple colours 	<p>Year 5 and 6 artists will have opportunities to:</p> <ul style="list-style-type: none"> Continue to develop mono printing using a range of materials Extend printing methods such as Collagraph Explore overlaying colours Explore overlaying prints with other media Demonstrate an awareness of printing onto fabric and consider the difference to printing on paper Combine different printing techniques within the same piece of artwork Through printing, show increasing use of tools to control line, shape, texture and tone 

Progression of Skills

Painting	<p>An EYFS artist will have opportunities to:</p>  <ul style="list-style-type: none"> Experiment with painting with different brush sizes and types Name the primary colours and identify them on a simple colour wheel and in other forms e.g. environment, magazines Create textured paint by adding sand, plaster etc 	<p>Year 1 and 2 artists will have opportunities to:</p>  <ul style="list-style-type: none"> Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Begin to explore and experiment with primary colours Begin to explore mixing primary colours to create secondary colours predicting resulting colour Describe collections of colours Discuss and use warm and cold colours Describe favourite colours and why colours may be used for different purposes Explore and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques Begin to use a range of paint and discuss why some are more suited to particular painting styles Explore a variety of media to create colour (paint, crayon, coloured pencils, textiles, pastels etc) Begin to understand the concept of still life. 	<p>Year 3 and 4 artists will have opportunities to:</p>  <ul style="list-style-type: none"> Know how to mix primary colours to make brown Mix a range of secondary and tertiary colours Make tints, tones and shades using white, grey and black Continue to explore how artists use warm and cool colours – create and use in own work building on understanding of tints and shades Mix and create colour to create wash backgrounds Continue to use a variety of media to create colour Observe colour and suggest why it has been used Independently choose the right paint and/or equipment for the task Select colour to reflect mood Continue to explore different brush strokes and why/ when they might be used Understand that we can create imagery using natural pigments and light. 	<p>Year 5 and 6 artists will have opportunities to:</p>   <ul style="list-style-type: none"> Explore complementary and split complementary colours – Mix and match colours to create atmosphere and light effects conveying mood/feeling in their work. Make and discuss hue, tint, tone, shade and mood Continue to mix colours, shade, tones, tints with confidence building on previous knowledge Select colour to express feelings Discuss harmonious and contrasting colours and their placement on the colour wheel Compose using fore, middle and background
Collage	<p>An EYFS artist will have opportunities to:</p>  <ul style="list-style-type: none"> Begin to use scissors and tearing to create a range of shapes Explore different methods of fixing one material to another Create an image from torn or cut material 	<p>Year 1 and 2 artists will have opportunities to:</p>  <ul style="list-style-type: none"> Use scissors in a controlled way to cut with accuracy Understand collage is the art of using elements of paper to make images. Continue to explore create images from a variety of media e.g. magazines, fabric, crepe paper Arrange and glue materials to different backgrounds Sort and group materials by properties e.g. colour and textures Arrange and glue materials to different backgrounds Develop a range of cutting, tearing and fixing techniques to create a specific picture Fold, crumple, tear and overlap papers to create an image Develop knowledge of adhesives and decide on the most effective for a given task Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture 	<p>Year 3 and 4 artists will have opportunities to:</p>  <ul style="list-style-type: none"> Understand the properties of different glue and how these can be used to fix materials together Use collage as a means of collecting ideas and information to build visual mind maps Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Collect and select textured papers to form a collaged image Develop experience of embellishing using more advanced joining techniques Continue to experiment with collage techniques such as tearing, overlapping and layering to create collaged images Develop skills of overlapping and overlaying to place objects in front or behind in a collage To combine modelling with construction using mixed media and painting to create sculpture 	<p>Year 5 and 6 artists will have opportunities to:</p>  <ul style="list-style-type: none"> Create photomontages using given photographs from a range of sources Embellish a surface using a variety of techniques, including drawing, painting and printing Add collage to a painted, printed or drawn background Use collage as a means of extending work from initial ideas Select and use found materials with art media and adhesives to assemble and represent an image or stimulus

Progression of Skills

Working in three dimensions

An EYFS artist will have opportunities to:

- Enjoy handling, feeling and manipulating a range of materials
- Build a construction using a variety of objects
- Discuss the different types of buildings in their locality



Year 1 and 2 artists will have opportunities to:

- Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.
- Understand when we make sculpture by adding materials it is called Construction.
- Continue to construct using a range of media
- Cut shapes using scissors and other modelling tools in a safe way
- Imprint and apply decoration to a 3D model
- Continue to discuss the different types of buildings in their locality
- Show an awareness that natural and human made materials can be used to create sculpture
- Create models from imagination and direct observation
- Join materials together and apply decorative techniques
- Replicate patterns and textures in 3D form
- Explore sculpture with a range of malleable media
- Experiment with, construct and join recycled, natural and man-made materials.



Year 3 and 4 artists will have opportunities to:

- Plan, shape, mould and make constructions from different materials
- Understand the different adhesives and methods used in construction
- Explore combining modelling with construction using mixed media and painting to create sculpture.
- Consider and discuss aesthetics
- Produce more intricate surface patterns using a range of processes
- Show an awareness of how texture, form and shape can be transferred from 2D to 3D
- Work in a safe, organised way caring for equipment and securing work to continue at a later date
- Manipulate clay with increasing control and accuracy, introducing coiling
- An armature is an interior framework which support a sculpture.



Year 5 and 6 artists will have opportunities to:

- Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish and varnish)
- Understand a range of media can be selected (due to their properties)
- Independently recognise problems and adapt work when necessary
- Develop knowledge of relief and freestanding work using a range of media
- Make slip to join, coil and slab techniques and secure pieces of clay together
- Recognise the different tools used in clay modelling



Digital Media (Computing crossover)

An EYFS artist will have opportunities to

- Record information using digital cameras
- Experiment using paint tools to draw a picture
- Experiment with colour and shapes



Year 1 and 2 artists will have opportunities to:

- Begin to explore digital media to create an image
- Explore digital tools e.g. brushes, shape and fill tools, eraser etc
- Develop understanding of what makes a good photograph
- Experiment taking photos in both landscape and portrait format
- Develop understanding of why a photo looks better in portrait or landscape format
- Explore the effect that light has on a photo



Year 3 and 4 artists will have opportunities to:

- Use a graphic package or apps to explore digital image creation using different tools and effects with increased precision
- Begin to use digital media to record and evaluate a creative learning journey
- Extend knowledge of photography such as exploring the effect that light has on a photo
- Experiment with stop motion animation
- Explore onion skinning to make small changes between frames



Year 5 and 6 artists will have opportunities to:

- Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools
- Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose
- Present personal ideas and choices using a range of digital media
- Experiment with different camera angles
- Explore how to improve a video by reshooting and editing
- Extend knowledge of how to make edits to video
- Extend knowledge of stop motion animation and combine with other media

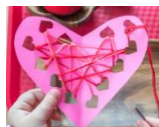


Progression of Skills

Textiles (DT Crossover)

An EYFS artist will have opportunities to:

- Develop understanding that textiles change in appearance and feel
- Can begin to cut and tear different materials
- Be introduced to “sewing” using cards with holes and show laces



Year 1 and 2 artists will have opportunities to:

- Weave materials (e.g. carrier bags or ribbon on a bike wheel, natural materials on a weaving board) looking at colour and texture
- Match and sort fabrics and threads for colour and texture
- Understand how to thread a needle
- Join two pieces of fabric using a running stitch
- Cut and shape fabrics
- Be introduced to applique
- Apply decoration using beads, buttons, feathers etc
- Apply colour using printing, dying, fabric crayons



Year 3 and 4 artists will have opportunities to:

- Extend knowledge of running stitches and over sewing, join together and surface decorate using adhesive beads or buttons.
- Be introduced to the whip stitch
- Use a variety of techniques e.g. printing, dyeing, weaving, stitching to create different textural effects
- Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch)
- Experiment with adding detail to fabric by gluing or stitching
- Add colour and pattern to fabric using dyes and printing
- Weave paper and found materials to represent an image



Year 5 and 6 artists will have opportunities to:

- Use fabric to create a 3D art form
- Use a number of different stitches creatively to join fabrics and create patterns/textures such as whip stitch, back stitch and flat catch stitch.
- Use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, sewing
- Add colour and pattern to a fabric using batik with more than one colour
- Combine techniques to produce an end piece e.g. embroidery over tie dye
- Understand sustainable fashion and the importance of recycling clothing



Progression of Vocabulary EYFS, Year 1 & 2



	Autumn Term	Spring Term	Summer Term	Working in three dimensions link with DT
EYFS and Year 1	<u>Painting the Savannah</u> Rubbings Warm colours Cold colours Primary colours Pattern Mark making	<u>Collage Streets</u> Texture Pattern Materials Collage Cutting	<u>Hands, Feet and Flowers</u> Printing Secondary colours Primary colours Warm colours Cold colours Mark making	<u>Insect Hotels</u> Natural material Texture viewfinder Sculpture Inspired by
	<u>Self-portraits: Fruit and Vegetable heads</u> Pressure Continuous Line Experiment Printing Mark Making Primary Colours	<u>Night time</u> Watercolour Warm Colours Cold Colours Collage Mark Making	<u>Exploring Watercolour</u> Watercolour Warm colours Cold colours Primary colours Mark making	<u>Prop Making Toys</u> Material Sculpture Fabric Combine Design
Years 1 & 2	<u>Spirals</u> Spiral Pressure Continuous line Experiment Colour Blending Mark Making Observation Oil Pastel	<u>Simple Printmaking</u> Primary Colours Secondary Colours Impressed Printing Relief printing Texture Pattern Continuous line Colour Blending	<u>Inspired by Flora & Fauna</u> Flora Fauna Collage Media Tearing Crumple Oli pastel Texture	<u>Making Birds</u> Origami Manipulate Transform Sculpture Three dimensional Malleable materials Collage Texture
	<u>Explore & Draw</u> Pattern Pressure Continuous line Experiment Composition Mark Making Observation Wax resist	<u>Expressive Painting</u> Primary Colours Secondary Colours Expressionism Hue Abstract Still Life Mark Making Continuous line	<u>Music & Art</u> Shape Installation art Stimulus Inspired by Line Hue Abstract Mark Making	<u>Architecture</u> Architecture Landmarks Structure Manipulate Texture Tone Texture Three dimensional

Progression of Vocabulary Year 3 & 4



	Autumn Term	Spring Term	Summer Term	Working in three dimensions link with DT
Years 3 & 4	<u>Gestural Drawing with Charcoal</u> Charcoal Gestural Chiaroscuro Atmospheric Tonal Values Composition Mark Making Observation	<u>Working with Shape and Colour</u> Tertiary Colours Collagraph printing Layering Line Primary Colours Secondary Colours Collage Composition	<u>Festival Feasts</u> Mod Roc Construct Tint Shade Installations Sculpture Texture Transform	<u>Digital Art: Telling Stories Through Making</u> Illustrator Inspiration Exaggeration Intention Armature (Sculpture) Malleable Materials Gestural Line
	<u>Storytelling Through Drawing</u> Imagery Illustration Manga Scale Proportion Elemental drawing Mark Making Observation	<u>Exploring Pattern</u> Tertiary Colours Warm colours Cold colours Tessellation Primary Colours Secondary Colours Colour Blending Continuous line	<u>Using Natural Materials to Make Images</u> Primal Painting Cyanotype Negative space Positive space Anthotype Pigmentation Photography Observation	<u>Digital Art: Making Animated Drawings</u> Calligraphy Stop motion animation Prototype Background Annotated sketches Gestural Line Manipulate










Progression of Vocabulary Year 5 & 6



	Autumn Term	Spring Term	Summer Term	Working in three dimensions link with DT
Years 5 & 6	<u>Typography & Maps</u> Typography Graphic Design Themes Combination Visual impact Critique Crumpling Tone	<u>Activism</u> Activism Community Contemporary Art Zine Complementary colours Message Voice Typography	<u>Mixed Media Land & Cityscapes</u> Landscapes En Plein Air Perspective Vanishing point Focal Point Photomontage Wax resist Media	<u>Frame Structures: Architecture</u> Constructing Form Pioneer Sustainable Tone Perspective Shade Architecture
	<u>2D Drawing to 3D Making</u> Surrealism Scale (Grid method) Line Tonal Value Positive spaces Negative spaces Structure 3D form	<u>Exploring Identity</u> Identity Autobiographical Portraiture Tints and tones Mixed media Texture Shade Observational	<u>Fashion Design</u> Garment Swatch board Harmonious colours Contrasting colours Gestural drawing Contemporary fashion Tones, tints and shades Digital media	<u>Digital Art & Structures: Set Design</u> Composition Atmospheric Model Backdrop Perspective Vanishing point Focal Point Animation












































































Artists we look at throughout our Art Curriculum



Artists	Autumn Term	Spring Term	Summer Term	Working in three dimensions DT
EYFS & Year 1 (Cycle A)	<p><u>Painting the Savannah</u> Painting and print making</p>  <p>Oleg Znamenskiy</p>	<p><u>Collage Streets</u> Collage and architecture</p>  <p>Zaha Hadid</p>	<p><u>Hands, Feet and Flowers</u> Printing, Drawing and painting</p>  <p>Georgia O'Keeffe</p>	<p><u>Insect Hotels</u> Drawing, Painting and sculpture</p>  <p>Andy Goldsworthy</p>
EYFS & Year 1 (Cycle B)	<p><u>Fruit and Veg Head</u> Printing, Drawing, collage and Sculpture</p>  <p>Giuseppe Arcimboldo</p>	<p><u>Night Time</u> Drawing, painting and collage</p>  <p>Vincent Van Gogh</p>	<p><u>Exploring Watercolour</u> Painting</p>   <p>Emma Burleigh Paul Klee</p>	<p><u>Prop Making Toys</u> Drawing, photography, sculpture and textiles</p>  <p>Lucy Sparrow</p>

Artists we look at throughout our Art Curriculum



Artists	Autumn Term	Spring Term	Summer Term	Working in three dimensions DT																																										
Years 1 & 2 (Cycle A)	<p style="text-align: center;"><u>Spirals</u></p> <p style="text-align: center;">Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <table border="1" data-bbox="219 359 651 603"> <tr> <td></td> <td>Molly Haslund</td> <td>Contemporary artist using whole body</td> </tr> <tr> <td></td> <td>Various</td> <td>Kolam drawings</td> </tr> </table>		Molly Haslund	Contemporary artist using whole body		Various	Kolam drawings	<p style="text-align: center;"><u>Simple Printmaking</u></p> <p style="text-align: center;">Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <table border="1" data-bbox="674 391 1099 632"> <tr> <td></td> <td>Andy Warhol</td> <td>Print Pop Art</td> </tr> <tr> <td></td> <td>Robert Rauschenberg</td> <td>Print Pop Art</td> </tr> </table>		Andy Warhol	Print Pop Art		Robert Rauschenberg	Print Pop Art	<p style="text-align: center;"><u>Inspired by Flora & Fauna</u></p> <p style="text-align: center;">Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork</p> <table border="1" data-bbox="1144 359 1659 810"> <tr> <td></td> <td>Henri Rousseau</td> <td>Post - Impressionist</td> </tr> <tr> <td></td> <td>Erin Anfinson</td> <td>Animator</td> </tr> <tr> <td></td> <td>Hannah Berger</td> <td>Pottery painter</td> </tr> <tr> <td></td> <td>Eric Carle</td> <td>Author and illustrator</td> </tr> </table>		Henri Rousseau	Post - Impressionist		Erin Anfinson	Animator		Hannah Berger	Pottery painter		Eric Carle	Author and illustrator	<p style="text-align: center;"><u>Making Birds</u></p> <p style="text-align: center;">Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p> <table border="1" data-bbox="1691 391 2116 762"> <tr> <td></td> <td>Andrea Butler</td> <td>Visual artist (sculpture, photography & paint)</td> </tr> <tr> <td></td> <td>Hoang Tien Quyet</td> <td>Origami artist</td> </tr> <tr> <td></td> <td>Dusciana Bravura</td> <td>Mosaic sculptor</td> </tr> </table>		Andrea Butler	Visual artist (sculpture, photography & paint)		Hoang Tien Quyet	Origami artist		Dusciana Bravura	Mosaic sculptor									
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Years 1 & 2 (Cycle B)	<p style="text-align: center;"><u>Explore & Draw</u></p> <p style="text-align: center;">Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> <table border="1" data-bbox="219 975 651 1426"> <tr> <td></td> <td>Rosie James</td> <td>Textile artist</td> </tr> <tr> <td></td> <td>Alice Fox</td> <td>Embroiderer and textile artist</td> </tr> <tr> <td></td> <td>Andy Goldsworthy</td> <td>Sculptor</td> </tr> <tr> <td></td> <td>Hassan Hajjaj</td> <td>Contemporary artist</td> </tr> </table>		Rosie James	Textile artist		Alice Fox	Embroiderer and textile artist		Andy Goldsworthy	Sculptor		Hassan Hajjaj	Contemporary artist	<p style="text-align: center;"><u>Expressive Painting</u></p> <p style="text-align: center;">Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life.</p> <table border="1" data-bbox="674 984 1099 1426"> <tr> <td></td> <td>Marela Zacarias</td> <td>Muralist painter and sculptor</td> </tr> <tr> <td></td> <td>Charlie French</td> <td>Abstract artist</td> </tr> <tr> <td></td> <td>Vincent Van Gogh</td> <td>Post-Impressionist painter</td> </tr> <tr> <td></td> <td>Cezanne</td> <td>Post-Impressionist painter</td> </tr> </table>		Marela Zacarias	Muralist painter and sculptor		Charlie French	Abstract artist		Vincent Van Gogh	Post-Impressionist painter		Cezanne	Post-Impressionist painter	<p style="text-align: center;"><u>Music & Art</u></p> <p style="text-align: center;">Explore how we can make art inspired by the sounds we hear.</p> <table border="1" data-bbox="1144 904 1644 1417"> <tr> <td></td> <td>Kandinsky</td> <td>Textile artist</td> </tr> <tr> <td></td> <td>Tomoko Kawao</td> <td>Embroiderer and textile artist</td> </tr> <tr> <td></td> <td>Alex Rinsler</td> <td>Creative producer and public artist</td> </tr> <tr> <td></td> <td>Hannah Coulson</td> <td>Painter and Illustrator</td> </tr> </table>		Kandinsky	Textile artist		Tomoko Kawao	Embroiderer and textile artist		Alex Rinsler	Creative producer and public artist		Hannah Coulson	Painter and Illustrator	<p style="text-align: center;"><u>Be an Architect</u></p> <p style="text-align: center;">Explore how we use our imaginations to make architectural models</p> <table border="1" data-bbox="1691 968 2116 1209"> <tr> <td></td> <td>Hundertwasser</td> <td>Architect and artist</td> </tr> <tr> <td></td> <td>Zaha Hadid</td> <td>Architect</td> </tr> </table>		Hundertwasser	Architect and artist		Zaha Hadid	Architect
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Artists we look at throughout our Art Curriculum



Years 3 & 4
(Year A)

Gestural Drawing with Charcoal

Making loose, gestural drawings with charcoal, and exploring drama and performance.

	Edgar Degas	Impressionist
	Laura McKendry	Illustrator
	Heather Hansen	Performative and visual artist



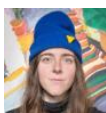
Working with Shape and Colour

"Painting with Scissors": Collage and stencil in response to looking at artwork.

	Henri Rousseau	Visual painter
	Romare Bearden	Artist, author and song writer





Festival Feasts

How might we use food and art to bring us together?

	Claes Oldenburg	Sculptor
	Lucia Hierro	Multimedia artist
	Nicole Dyer	Mixed Media artist

Telling Stories Through Making

Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.

	Rosie Hurley	3D illustrator
	Inbal Leitner	Animator
	Roald Dahl	Writer
	Quentin Blake	Illustrator and author

Years 3 & 4
(Year B)




Storytelling Through Drawing

Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.

	Laura Carlin	Illustrator and ceramicist
	Shaun Tan	Artist, writer and filmmaker
	Christian Robinson	Illustrator and animator





Exploring Pattern

Exploring how we can use colour, line and shape to create patterns, including repeating patterns.

	Rachel Parker	Surface pattern designer
	Shaheen Ahmed	Artist, writer and filmmaker
	Andy Gilmore	Graphic designer





Using Natural Materials to Make Images

Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype

	Frances Hatch	Surface pattern designer
	Anna Atkins	Artist, writer and filmmaker
	Genevieve Rudd	Anthotype artist
	Zhang Dali	Graffiti artist




































































































Making Animated Drawings

Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.

	Lauren Child	Children's author and illustrator
	Floyd Norman	Disney animator
	Andrew Fox Steve Kirby	Collaborating duo in animation, illustration and graphic design
	Lucinda Schreiber	Animator and illustrator

Artists we look at throughout our Art Curriculum



Years 5 & 6 (Year A)	<p>Typography & Maps</p> <p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p>	<p>Activism</p> <p>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p>	<p>Mixed Media Land & Cityscapes</p> <p>Explore how artists use a variety of media to capture the spirit of the place.</p>	<p>Architecture: Dream Big or Small?</p> <p>Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p>																																																			
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Years 5 & 6 (Year B)	<p>2D Drawing to 3D Making</p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a graphic design outcome.</p>	<p>Exploring Identity</p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait</p>	<p>Fashion Design</p> <p>Explore how designers work to bring their own background, culture, passions and concerns into their fashion design.</p>	<p>Set Design</p> <p>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p>																																																			
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