

## Big Picture for Curriculum Subjects

(to be used alongside subject specific curriculum overview)



# Art

What are the Key Concepts and Ideas that we want children to learn about in this subject through their education?

1. Children make conscious decisions based on the formal elements of art to create a purposeful piece and justify their choices using visual literacy.
2. Children use technical and artistic language to critique, evaluate and reflect on their own and the work of others.
3. Using historical and cultural literacy, children develop an in-depth knowledge of context and influences of artists and their artwork.
4. In each year group, children progressively learn a set of skills using a range of techniques, mediums and styles (drawing, painting, sculpture and craft).

How do these concepts progress throughout the school?

EYFS	KS1	KS2
<ul style="list-style-type: none"><li>• Children use their experiences and ideas to begin artwork. (1)</li><li>• Children explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (1,4)</li><li>• Explain the choices they have made to create their artwork. (2)</li></ul>	<ul style="list-style-type: none"><li>• Children use their own experiences and influences from artist to express themselves through art. (1)</li><li>• Children are able to select the best technique for their work from a range of taught skills and apply these confidently. (1,4)</li><li>• Children describe similarities and differences between their choices and the choices of others. (2)</li><li>• Children make links between a range of artists to influence their artwork. (3)</li></ul>	<ul style="list-style-type: none"><li>• Children use the influences of great artists, architects and designers in history and reflect this in their own artwork. (1,3))</li><li>• Children become more accurate with the application of skills, techniques and styles. (1,4)</li><li>• Children develop and master their knowledge of artists, to make comparisons and connections between them. (2,3)</li></ul>

**WHY** are children learning this and **WHY** are they learning this **now**?

	Autumn	Spring	Summer
EYFS	<p><u>Formal elements of art-</u> Children begin to explore primary colours through mixing using playdough, paint, coloured water. Children explore shape and pattern.</p>	<p><u>Art and design skills-</u> Children learn how to hold and use different tools. Focusing on drawing and painting.</p>	<p><u>Creation-</u> Consolidating the skills they have learnt throughout the year through different methods and pieces of art. They will focus on the artist Van Gogh and his portraits in order to begin to draw more precisely. They will use their drawing skills to create portraits of themselves.</p>
Year 1	<p><u>Formal elements of art-</u> Children begin to learn about the formal element of art, shape, line and colour. Children create secondary colours using paint. They begin to explore shape by making a piece of art using shapes. They explore line drawings including continuous line drawings and study the art of Paul Klee</p>	<p><u>Art and design skills-</u> Following on from the Autumn term, children create different tones using colour mixing and develop their painting skills creating pictures. Finally they begin to evaluate the work of two artists LS Lowry and Pieter Bruegel and produce a painting of everyday life in their style.</p>	<p><u>Landscapes-</u> Children create their own landscape using different textures and painting. They will mix colours using their prior knowledge from EYFS and the formal elements of art topic. They will be exposed to the artwork of Vincent Van Gogh's landscapes and making comparisons to their own work.</p>
Year 2	<p><u>Formal elements of art-</u> Children focus on pattern and composition in the abstract work of Mondrian. They develop their use of primary colours and the use of a ruler and produce a piece of artwork based on an aerial view of the school using lines.</p>	<p><u>Art and design skills- Sculpture</u> This has a focus of sculpture and sculptors. They study the 3D work of Barbara Hepworth and learn how to use lines and texture along with other sculpting techniques to produce a clay sculpture.</p>	<p><u>Painting</u> This follows on from the previous units developing brush skills. It builds on the knowledge of primary and secondary colours and the effects of light and dark. They learn a new type of brushwork called pointillism. They will study the work of Georges Seurat and produce a painting using the technique of pointillism. This also links with work done in Computing.</p>
Year 3	<p><u>Formal elements of art-</u> Drawing The children focus on line tone and texture through drawing including foreshortening and adding depth to a piece. They will use different grades of pencil and draw a selection of 3D shapes.</p>	<p><u>Art and design skills- Colour and Pastels</u> During this topic children the children focus on the use of pastels and the techniques associated with them such as finger blending. They will study the work of Claude Monet and Use a viewfinder to re-create a close up, detailed oil pastel piece of artwork based on Monet's Water Lilies.</p>	<p><u>Art and Design Skills- Egyptian Art and Sculpture.</u> The children will study tomb painting alongside the history topic and will learn of their significance to the ancient Egyptians. They will learn about the colours used and will produce a profile picture in the</p>

			style. They will draw a pyramid using the techniques studied in the Autumn term.
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Year 4	<p><u>Formal elements of art-</u> The children will build on learning about colour from previous units and study colour and light through the work of Frieda Khalo . This is taught alongside a geography unit on The Americas. They will produce a self portrait using the elements of colour and light studied.</p>	<p><u>Art and design skills- Painting</u> As part of a unit of work in English about Shackleton’s Expedition the children will study the work of JMW Turner and then produce a painting of The Endurance using the skills learnt about colour and line.</p>	<p><u>Drawing and Printing</u> To draw 3D objects using contouring and rippling. They learn about the work of M.C Escher and the mathematical elements in his work. They study tessellation and pattern and produce a piece of artwork containing tessellation and pattern.</p>
Year 5	<p><u>Formal elements of art-Drawing</u> Children will now use their knowledge of the formal elements of art focusing on trees. They draw trees from observation and look at artists’ paintings of trees. They will take a photograph of a tree in the school grounds and using drawing and shading techniques , produce a drawing of the tree from the photograph.</p> <p><u>Greek Pottery</u> Alongside the history unit about the ancient Greeks the children will learn about the importance of pottery ion Greek culture and the techniques used to produce it. They will design and make their own plate, mixing paints appropriately to decorate using patterns and images from artefacts.</p>	<p><u>Art and design skills- Islamic Art - Patterns</u> The children will learn about the use of Islamic art in mosques and buildings around the world and will learn how to construct Islamic style patterns using grids and lines. They will study patterns used in The Alhambra Palace in Andalusia in Spain and create their own. This will link with the unit of work in History about Baghdad AD900 .</p>	<p><u>Architecture- Gaudi</u> The children will learn about the fundamentals of what it means to be an architect and will study the work of some great architects Wren, Gaudi and Gehry. They will study different architectural styles and look for different styles around school and will produce a mosaic in the style of Gaudi.</p>

Year 6	<p><u>Art and design skills- Painting- colour, tone and shade.</u> The children will build upon their previous colour knowledge to create tints and tones for light and shade, referring to the work of Georgia O' Keeffe. They will produce a painting of a flower from very close observation.</p>	<p><u>Drawing and Perspective</u> Throughout this unit children re-visit their knowledge of the artist Vincent Van Gogh (studied in Year One) and review all previous drawing lessons from the drawing scheme that they have studied throughout their art lessons in school. They learn how to draw doorways and windows and become to understand that 'one-point perspective' is a drawing technique involving alignment of all objects to a single focal point in a picture.</p>	<p><u>Drawing and Painting</u> This unit has very close links with the History unit of World War Two that children study throughout the same term. Children learn important information about the author/artist Thomas Lea and how he was influenced by his time working as a war artist travelling around the world during World War 2. Children study further drawing tutorials of how to draw a forward-facing figure featuring proportion, position and movement and practice how to draw facial features with increasing accuracy through studying and re-creating Thomas Lea's 'Two-thousand-yard stare'</p>
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