Be Brave, Be Curious, Be Kind

Subject Leader Summary – Art and design



Year Group Narrative – A summary of what learning is taught in each phase.

	Cycle A			Cycle B		
〈S1	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	Spring	<u>Summer</u>
	Mix It Y1 - In this	Rain and Sunrays	Street view	Mix it Y2 –	<u>Flower Head</u>	Portraits and Poses
	project, children are	In this project,	In this project,	In this project, children revisit	In this project children build	IN this art project, children
	introduced to colour	children are	children are	colour theory, including	on their understanding of	revisit the theme of
	theory. They revisit	introduced to the	introduced to relief	recalling the names of	sculptural forms through the	portraiture initially studied in
	the names of the	method of	sculpture and mural	primary colours and to use	subject matter of flowers.	the Y1 project Funny faces
	primary colours and	collagraph	making. They	them to make the secondary	They build on their earlier	and fabulous features and the
	use them to make	printmaking. They	observe local	colours. They explore ways of	experiences of relief sculpture	concept of monarchy
	the secondary	are introduced to	buildings and their	making hues by varying the	in Y1 project Street View.	introduced in the Y1 project
	colours. They	the term 'motif' and	features, take	amount of each primary	Children draw from direct	Bright lights, big city. Children
	explore ways of	practise making	photographs and	colour that they mix. They	observation, both in and out	are introduced to Tudor
	making hues by	simple weather	make thumbnail	explore and describe the use	of the classroom and study	portraits and study their style
	varying the amount	motifs using	sketches. They	of colour in various paintings	floral art from different artists	and symbolic importance.
	of each primary	transient materials.	explore and compare	from different artists and	and genres, focusing on how	They make simple sketches of
	colour they want to	They learn about the	art on the theme of	genres and describe them	artists use visual elements to	each other holding a pose or
	mix. They explore	visual elements of	urban landscapes	using colour-related	create interesting pieces. In	prop to mimic symbolism in
	and describe the use	line and shape and	and discuss how	vocabulary. They paint a	practical activities, children	Tudor art. They use art
	of colour in various	their importance in	they are similar or	simple colour wheel and use	explore the properties of	software to create simple line
	paintings from	printmaking.	different. They are	primary and secondary	shape, form, texture, colour	drawings from their initial
	different artists and	Children use the	introduced to	colours to paint a colourful	and pattern and use various	studies, building on their
	genres and describe	collagraph method	American artist	composition.	materials to make simple 3D	experiences with software in
	them using colour	to design and make a	James Rizzi's work	Still Life –	forms. Children are	the Y1 project funny faces
	related vocabulary.	simple print block on	and are taught about	In this art project, children	introduced to the Japanese	and fabulous features.
	They paint a simple	the theme of	his techniques and	are introduced to the term	artist Yayoi Kusama and her	Children also learn about
	colour wheel and	weather symbols	use of bright and	'Still Life'. They observe and	giant flower sculptures. They	methods of modern
	use primary and	then make single	lively colours. They	make thumbnail sketches of	use paper or clay to make 3D	portraiture, using digital
	secondary colours to	and repeated	revisit previous	famous still life artworks and	flowers sculptures in her	devices to take photographs
	paint a colourful,	patterns.	learning about the	discuss the use of visual	style.	of each other. They edit their
	patterned		colour wheel from	elements, including subject		portraits, using art software
	composition.		the project Mix it Y1	matter, colour, composition		to create a regal portrait.

	Y1 - Funny faces and		before working	and texture, They study still		
	fabulous Features.		collaboratively to	life paintings by significant		
	In this project,		make a relief mural	artists including Paul Cezanna,		
	children are		about their local	Van Gogh and George Braque,		
	introduced to the		community in the	and explore the use of colour		
	theme of		style of James Rizzi.	in more depth by identifying		
	portraiture. They			colours in a small section of		
	explore the meaning			painting and mixing and		
	of the term portrait			matching colours. In a		
	and look at and talk			carousel of activities on the		
	about examples			theme, children practise		
	from different artists			drawing an object first hand,		
	and genres. They are			drawing outlines and making		
	introduced to the			forms with texture from clay.		
	term collage and use			They use their learning to		
	paper, fabric and			organise a still life and paint it		
	digital software to			using powder paint.		
	make funny face					
	imaginative					
	portraits. They					
	explore how facial					
	features and					
	expressions make a					
	portrait interesting					
	and use a range of					
	textural materials to					
	compose a self-					
	portrait with details					
	like eyebrows, teeth,					
	lips and hair.					
LKS2	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Contrast and	<u>Ammonite</u>	Beautiful Botanicals	Contrast and Complement –	<u>Vista</u>	In this art project, children
	<u>Complement – Y3</u>	In this art project,	In this project,	<u>Y4</u>	IN this art project, children	revisit the theme of figurative
	In this project,	children revisit the	children revisit the	IN this project, children build	revisit the theme of	art, last studied in the Y3
	children build on	theme of nature as a	idea of nature as a	on their learning from Mix it	landscapes from the Y3	project People and Places.
	learning from the	starting point for	starting point for art,	Y1 & Y2 and Y3 contrast and	project people and places.	They explore the 3D
	projects Mix Y1 & Y2,	artwork studied	explored in projects	complement, revisiting their	They explore and discuss	representation of the human
	revisiting and	previously in the Y2	such as Flower Head	understanding of colour	examples of famous	form in sculpture, including

extending their understanding of colour theory by learning about colour families, including analogues, complementary, warm, cool and tertiary colours. Children are introduced to watercolour paint and explore the properties and techniques of watercolour painting. They revisit the concept of a colour wheel from their earlier learning and paint colour wheels to record each colour family. They also analyse a favourite painting to make and mix its colours accurately, using them to design and create an imaginative colour composition.

Prehistoric Pots

In this project, children learn about the cultural and artistic significance of Bell Beaker Pottery and make

project Flower Head. They use fossils and other natural forms to create a suite of work that includes printmaking and clay sculpture. Children are introduced to drawing techniques, including simple line drawing, shading and crosshatching to portray form in pencil drawings. They build on their understanding of motif in prints using one or two colours and make a 3D sculpture of a natural form in clay, building on their previous experiences of clay sculpture.

People and Places

In this art project, children revisit the genre of figure drawing first studied in Y2 project Portraits and Poses. They learn more about the genre by studying the works of various artists, including an in depth study of LS Lowry's work. They learn

and Ammonite. They explore the genre of botanical art and use natural materials from the local environment to create a botanical weaving. They investigate the botanical subject matter by making sketches and colour studies. Children are introduced to th work of botanical artists and make observations about the similarities and differences across the genre. They use their drawing as inspiration for a two colour botanical print and use what they have learned throughout the project to create a detailed botanical painting of fruit.

Mosaic Masters

IN this project, children learn about the cultural and artistic significance of mosaic making. They explore Roman mosaics and make sketches to record

theory by learning about colour families, including analogues, complementary, warm, cool and tertiary colours. Children are introduced to watercolour paint and explore the properties and techniques of watercolour painting. They revisit the concept of colour wheel from their earlier learning and paint colour wheels to record each colour family. They also analyse a favourite painting to make and mix its colours accurately, using them to design and create an imaginative colour composition.

Warp and Weft In this art project, children

revisit the method of loom weaving studied in the Y3 project Beautiful Botanicals. They explore the craft of weaving through time and learn about the properties of yarns, including how they vary in texture, colour and type. They sort yarns into colour groups, such as warm or cool colours and record their findings in a sketchbook. They make mini loom weavings and progress to learning how to weave shapes. Children use their

weaving skills and knowledge

landscapes and learn how to use a viewfinder to isolate a viewpoint. They work outdoors to practise the technique, finding interesting perspectives to sketch. They study mountainous landscapes through drawings and paintings and discuss their similarities and differences. Children are introduced to atmospheric perspective and

explore the technique by making sketchbook studies using pen, pencil and ink. They explore the concept further by manipulating photographic images. Children use their knowledge about warm and cool colour families, introduced in the projects contrast and complement Y3 and Y4 to compare and contrast the use of colour in landscape art. They create a landscape using a photograph as a starting point.

Animal

In this art project, children revisit nature as a starting point for artwork. They learn how animals have inspired artists to create artworks in various forms, such as sculpture and compare examples from different

statues, statuettes and figurines. They learn about the purpose and characteristics of each type of sculptural form and study examples from ancient civilisations, including ancient Egypt, ancient Sumer and the Indus Valley. Children draw examples from the ancient civilisations and practise clay sculpting skills. They use their clay skills and knowledge of Sumerian sculpture to create a Sumer-style figurine.

Islamic Art

In this art project, Children build on their understanding of motifs explored in the Y1 project Rain and Sunrays and Y3 project ammonite. They explore geometric shapes used in Islamic art, circles as the basis for patterns and make motifs and patterns using a traditional pencil and compass technique. They build on their developing clay skills to create relief sculptures based on geometric motifs.

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& Y4. They are introduced to the terms tint, tone and shade and learn how to mix tints, tones and shades of colour with systematic accuracy. They study how artists use tints. tones and shades in landscape painting, building on their understanding of the genre previously explored in Y4 project Vista. They explore ways in that tints, tones and shade can be used in paintings to represent light, shadow and perspective.

Taoite

In this project, children are introduced to cast making and casting. They explore the cultural significance of the taotie motif in ancient Chinese culture and learn about the process of bronze piece mould casting. They build on their understanding of

line to explore how and shape. Children progress to fabric significant artist such collage and use as Pablo Picasso and stitching to join Rembrandt use line pieces. They explore to create exciting and innovative art. mixed media artworks and then Children are introduced to a use their learning to range of shading create a small scale techniques, including mixed media collage. **Expression** cross hatching scribbling, ink wash In this art project,

and contouring. They

use digital

equipment to take

black and white

photographs and use

pencils, pens and ink

washes to

reimagines their

photograph's in a

shaded drawing.

Nature's Art

In this art project,

children revisit the

theme of nature and

natural forms

previously studied in

the Y3 projects

Ammonite and

Beautiful botanicals.

They are introduced

to the genre of land

art and learn about

the materials used

by artists. They work

outdoors to sketch

and photograph

children revisit the theme of portraiture previously studied in funny face and fabulous create, portraits and poses and people and places. They learn about the characteristics of Expressionist art movement and explore the work of the Father of Expressionism, Edvard Much to find out about the techniques features and significance of his work. Children explore different ways to portray feelings and emotions in art, including sketching self-portraits,

how to mix tints tones and shades of colour with systematic accuracy. They study how artists use tints, tones and shades in landscape painting, building on their understanding of the genre previously explored in the Y4 project Vista. They explore ways that tints, tones and shades can be used in paintings to represent light, shadow and perspective.

<u>Trailblazers, barrier breakers</u> IN this art project, children

explore the work of barrier breaking black artists. They research the pieces of a favourite artist then create and present a digital mood board about their works and significance. The children explore how artists portray narrative and meaning in their work and make replicas of a piece of art, working in the style of a specific artist. Children use a sketchbook to develop sketches based on their ideas about human rights, equality and race represented in the artworks studied.

craftspeople. Significant Inuit artists studied include Kenojuak Ashevak, Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona. Children build on their experience of reduction painting previously studied in the Y3 project Ammonite to create detailed drawing of traditional carvings. Children carve simple lines and animal shapes into soap blocks. They are introduced to the stencilling technique and study the significance and artistic elements of the famous print The Owl. Children develop their ideas about a stencil print, combining ideas from printed

chosen colour combinations. Environmental Artists

examples and images of

animals. They make stencils

using card or acetate and

make a series of prints using

In this art project, children revisit the theme of nature and land art studied in the Y5 project Nature's Art. They are introduced to the genre of environmental art and study ways that artists address environmental issues through their work. Children collect

including line, shape and colour, and learn how to create abstract art using each visual element. They use their knowledge of the visual elements of abstraction and the concepts of Orphism to create a musically – inspired abstract painting.

Bees, Beetles and Butterflies

In this art project, children revisit the theme of nature and the natural world. They are introduced to the work of significant illustrators and make links with scientific drawings. Children sketch the visual elements of insects and combine materials to create detailed illustrations.

malleable materials	natural forms and	portrait photography	and explore found and
and learn casting	explore the artistic	and colour theory.	recycled materials and use
techniques with	potential of natural	They apply their	them to create artworks with
silicone, paper and	and seasonal	learning to create	an environmental message.
clay. They use their	materials. They work	and imaginative self-	They record their work using
knowledge of casting	collaboratively to	portrait that	digital technology and
methods to make a	create art in the	expresses an	manipulate images using
taotie relic using a	outdoors and record	emotion or feeling.	video editing software.
clay mould and	their working using		
plaster cast. Children	philosophy. Children		
revisit medium of	use their knowledge		
watercolour	and experience to		
introduced in the	develop small scale		
projects Contrast	gallery installations.		
and complement Y3			
& 4 to add colour to			
their plaster taotie			
pieces.			