



# Long Term Curriculum Overview

## Art



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R</b>						
<b>1</b>	<p><b><u>Drawing</u></b> <i>Using pencil, pen, charcoal, chalk and pastels.</i></p> <p>Extend the variety of drawing tools Explore different textures. Observe and draw landscapes. Observe patterns. Observe anatomy</p>	<p><b><u>Painting</u></b> <i>Using watercolours, thick paints and a variety of brushes and techniques.</i></p> <p>Name all the colours. Mixing of colours. Find collections of colour. Applying colour with a range of tools.</p> <p>Kandinsky Rothko Terry Frost</p>	<p><b><u>3-D</u></b> <i>Relief work, hanging installations, models, artefacts and clay. Construct.</i></p> <p>Use materials to make known objects for a purpose. Carve. Pinch and roll coils and slabs using a modelling media. Make simple joins.</p> <p>Aardman Puppet makers (e.g Morph)</p>	<p><b><u>Drawing</u></b> <i>Using pencil, pen, charcoal, chalk and pastels.</i></p> <p>Extend the variety of drawing tools Explore different textures. Observe and draw landscapes. Observe patterns.</p>	<p><b><u>Painting</u></b> <i>Using watercolours, thick paints and a variety of brushes and techniques.</i></p> <p>Name all the colours. Mixing of colours. Find collections of colour. Applying colour with a range of tools.</p>	<p><b><u>3-D</u></b> <i>Relief work, hanging installations, models, artefacts and clay.</i></p> <p>Construct. Use materials to make known objects for a purpose. Carve. Pinch and roll coils and slabs using a modelling media. Make simple joins.</p>

	(faces and limbs)  Eric Carle illustrations.			Observe anatomy (faces and limbs)		
2	<p><b><u>Drawing</u></b> <i>Using pencil, pen, charcoal, chalk and pastels.</i></p> <p>Experiment with tools and surfaces. Draw as a way of recording experiences and feelings. Discuss use of shadows. Light and dark.</p>	<p><b><u>Painting</u></b> <i>Using watercolours, thick paints and a variety of brushes and techniques.</i></p> <p>Begin to describe colours by objects. Make as many tones of one colour as possible using white. Darken colours without using black. Using colour on a large scale.</p> <p>Rothko</p>	<p><b><u>3-D</u></b> <i>Relief work, hanging installations, models, artefacts and clay.</i></p> <p>Awareness of natural and manmade forms. Expression of personal experiences and ideas. To shape and form from direct observation.(malleable and rigid materials). Decorative techniques. Replicate patterns and textures in a 3-D form.</p> <p>Andy Goldsworthy Sophie Munns</p>	<p><b><u>Drawing</u></b> <i>Using pencil, pen, charcoal, chalk and pastels.</i></p> <p>Experiment with tools and surfaces. Draw as a way of recording experiences and feelings. Discuss use of shadows.Light and dark. Sketch to make quick records.</p>	<p><b><u>Painting</u></b> <i>Using watercolours, thick paints and a variety of brushes and techniques.</i></p> <p>Begin to describe colours by objects. Make as many tones of one colour as possible using white. Darken colours without using black. Using colour on a large scale.</p>	<p><b><u>3-D</u></b> <i>Relief work, hanging installations, models, artefacts and clay.</i></p> <p>Awareness of natural and manmade forms. Expression of personal experiences and ideas. To shape and form from direct observation.(malleable and rigid materials). Decorative techniques. Replicate patterns and textures in a 3-D form.</p>

	Sketch to make quick records.  Frida Khalo Tai-Shan Schierenberg					
3	<p><b><u>Drawing</u></b> <b><i>Using pencil, pen, charcoal, chalk and pastels.</i></b></p> <p>Experiment with the potential of various pencils. Close observation. Draw both the positive and negative shapes. Initial sketches as a preparation for painting. Accurate drawings of</p>	<p><b><u>Painting</u></b> <b><i>Using watercolours, thick paints and a variety of brushes and techniques.</i></b></p> <p>Colour mixing. Make colour wheels, Introduce different types of brushes. Techniques- apply colour using dotting, scratching, splashing.</p> <p>Seurat Yay oi Kusama Aboriginal Art</p>	<p><b><u>3-D</u></b> <b><i>Relief work, hanging installations, models, artefacts and clay.</i></b></p> <p>Shape , form, model and construct(malleable and rigid materials). Plan and develop ideas. Understanding of different adhesives and methods of construction. Aesthetics.</p> <p>Henry Moore Jeff Koons</p>	<p><b><u>Drawing</u></b> <b><i>Using pencil, pen, charcoal, chalk and pastels.</i></b></p> <p>Experiment with the potential of various pencils. Close observation. Draw both the positive and negative shapes. Initial sketches as a preparation for painting.</p>	<p><b><u>Painting</u></b> <b><i>Using watercolours, thick paints and a variety of brushes and techniques.</i></b></p> <p>Colour mixing. Make colour wheels, Introduce different types of brushes. Techniques- apply colour using dotting, scratching, splashing</p>	<p><b><u>3-D</u></b> <b><i>Relief work, hanging installations, models, artefacts and clay.</i></b></p> <p>Shape , form, model and construct(malleable and rigid materials). Plan and develop ideas. Understanding of different adhesives and methods of construction. Aesthetics.</p>

	people, especially faces.  Caravaggio			Accurate drawings of people, especially faces.		
4	<b><u>Drawing</u></b> <i>Using pencil, pen, charcoal, chalk and pastels.</i> Identify and draw the effect of light. Scale and proportion. Accurate drawings of whole people, including proportion and placement. Work on a variety of scales.	<b><u>Painting</u></b> <i>Using watercolours, thick paints and a variety of brushes and techniques.</i> Colour mixing and matching tint,tone,shade. Observe colours. Suitable equipment for the task. Use colour to reflect mood.  Edvard Munch Tracey Emin	<b><u>3-D</u></b> <i>Relief work, hanging installations, models, artefacts and clay.</i> <b>Plan and develop initial ideas.</b> Experience surface patterns and textures. Discuss own work and work of other Sculptors. Analyse and interpret natural and manmade forms of construction.  Anthony Gormley Ron Mueck	<b><u>Drawing</u></b> <i>Using pencil, pen,charcoal, chalk and pastels.</i> Identify and draw the effect of light. Scale and proportion. Accurate drawings of whole people, including proportion and placement. Work on a variety of scales. Computer generated drawings.	<b><u>Painting</u></b> <i>Using watercolours, thick paints and a variety of brushes and techniques.</i> Colour mixing and matching tint,tone,shade. Observe colours. Suitable equipment for the task. Use colour to reflect mood.	<b><u>3-D</u></b> <i>Relief work, hanging installations, models, artefacts and clay.</i>  Plan and develop initial ideas. Experience surface patterns and textures. Discuss own work and work of other Sculptors. Analyse and interpret natural and manmade forms of construction.

	Computer generated drawings.  Jack Vettriano					
5	<p><b><u>Drawing</u></b> <i>Using pencil, pen, charcoal, chalk and pastels.</i></p> <p>Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective.</p>	<p><b><u>Painting</u></b> <i>Using watercolours, thick paints and a variety of brushes and techniques.</i></p> <p>Hue, tints, tones, shades and mood in colour exploration. Explore the use of texture in colour. Colour for purposes.</p> <p>Kandinsky Terry Frost</p>	<p><b><u>3-D</u></b> <i>Relief work, hanging installations, models, artefacts and clay.</i></p> <p>Plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media. Discuss and evaluate own work and that of other sculptors.</p> <p>Barbara Hepworth</p>	<p><b><u>Drawing</u></b> <i>Using pencil, pen, charcoal, chalk and pastels.</i></p> <p>Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective.</p>	<p><b><u>Painting</u></b> <i>Using watercolours, thick paints and a variety of brushes and techniques.</i></p> <p>Hue, tints, tones, shades and mood in colour exploration. Explore the use of texture in colour. Colour for purposes</p>	<p><b><u>3-D</u></b> <i>Relief work, hanging installations, models, artefacts and clay.</i></p> <p>Plan and develop ideas. Shape, form, model and join. Observation or imagination. Properties of media. Discuss and evaluate own work and that of other sculptors.</p>

	Cezanne					
6	<p><b><u>Drawing</u></b>  <i>Using pencil, pen, charcoal, chalk and pastels.</i></p> <p>Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective.</p> <p>Degas Gavin Mayhew</p>	<p><b><u>Painting</u></b>  <i>Using watercolours, thick paints and a variety of brushes and techniques.</i></p> <p>Hue, tints, tones, shades and mood in colour exploration. Explore the use of texture in colour. Colour for purposes. Colour to express feelings.</p> <p><i>Naomi Renouf Sidney Nolan</i></p>	<p><b><u>3-D</u></b>  <i>Relief work, hanging installations, models, artefacts and clay. Plan and develop ideas.</i></p> <p>Shape, form, model and join. Observation or imagination. Properties of media. Discuss and evaluate own work and that of other sculptors.</p> <p><i>Henry Moore Jeff Koons</i></p>	<p><b><u>Drawing</u></b>  <i>Using pencil, pen, charcoal, chalk and pastels.</i></p> <p>Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective.</p>	<p><b><u>Painting</u></b>  <i>Using watercolours, thick paints and a variety of brushes and techniques.</i></p> <p>Hue, tints, tones, shades and mood in colour exploration. Explore the use of texture in colour. Colour for purposes. Colour to express feelings.</p>	<p><b><u>3-D</u></b>  <i>Relief work, hanging installations, models, artefacts and clay. Plan and develop ideas.</i></p> <p>Shape, form, model and join. Observation or imagination. Properties of media. Discuss and evaluate own work and that of other sculptors.</p>

All year groups to include one collaborative task during the year. (Children working in a group or whole class project) that will culminate in a finished “exhibit” to display in school.

**Study current Artists, Craftspeople and Designers as well as from the past and other cultures and consider the medium used.**