



## Art Whole School Overview



	Unit	Substantive Knowledge	Disciplinary Knowledge
Nursery	<b>Autumn</b> <b>Marvellous Me</b> Self Portraits <b>Polar Express</b>	<ul style="list-style-type: none"> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>	<ul style="list-style-type: none"> <li>Use pre-made paints and names colours.</li> <li>Represent familiar objects through independent drawing and painting.</li> <li>drawing</li> <li>Experiment with colour mixing.</li> <li>Draw circles and lines.</li> <li>Create closed shapes using horizontal and vertical lines.</li> <li>Draw simple faces with features.</li> <li>Show different emotions in their pictures.</li> <li>Represent movement and sounds in their pictures.</li> <li></li> </ul>
	<b>Spring</b> <b>On the Move</b> <b>On the Farm</b>	<ul style="list-style-type: none"> <li>Explore colour and colour-mixing</li> </ul>	
	<b>Summer</b> <b>Once Upon a Time</b> <b>All Creatures Great and Small</b>	<ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or noise.</li> <li>Create closed shapes with continuous lines and use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail.</li> </ul>	
Reception	<b>Autumn</b> <b>Me and My World</b> <i>All about me, my school and my family</i> <b>My Heroes</b> <i>People who help us and superheroes</i>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Select colours appropriately for a task.</li> <li>Know how to mix primary colours to make secondary colours.</li> <li>Add white or black paint to alter tint or shade</li> <li>Add detail to drawings and paintings.</li> <li>Draw an object from careful observation talking about the features they have included.</li> </ul>
	<b>Spring</b> <b>Castles, knights and dragons</b> <i>Fantasies and fairy tales</i> <b>Spring in our Step</b> <i>Exploring life cycles</i>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	
	<b>Summer</b> <b>Where we live</b> <i>Our local area and significant buildings and individuals, both now and in the past</i>	<ul style="list-style-type: none"> <li>Return to previous learning, refining ideas</li> <li></li> </ul>	



Science Detectives				
Unit	Substantive Knowledge	Disciplinary Knowledge		
Year 1	<b>Autumn</b>  <b>I am an Artist</b>	<b>Practical</b>  <b>Control of materials</b> <ul style="list-style-type: none"> <li>Drawing using a continuous <b>line</b>.</li> <li>Using a paintbrush to apply <b>poster paint</b> to sections of their continuous <b>line</b> drawing.</li> </ul> <b>Exploration of mark-making</b> <ul style="list-style-type: none"> <li>Experimenting with <b>drawing</b> materials, i.e., 'what mark does <b>charcoal</b> make?'</li> <li>Using pencils, pens and crayon to create <b>lines</b> of different weight.</li> </ul> <b>Line</b> <ul style="list-style-type: none"> <li>A <b>line</b> is a mark made on a surface that joins different points.</li> <li><b>Lines</b> can vary in length, width, direction and shape.</li> </ul> <b>Colour</b> The primary <b>colours</b> are blue, red and yellow. They cannot be mixed by blending other <b>colours</b> together	<b>Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>A sketchbook is a special book that artists use.</li> <li>Artists experiment, explore and play.</li> <li>Artists draw with lots of different media e.g., pencils, pens, charcoal and chalk.</li> <li>Art doesn't have to be representational. It can be abstract or non-figurative.</li> </ul>	
	<b>Spring</b>  <b>Paper Sculptures</b>	<b>Practical</b> <b>Control of materials</b> <ul style="list-style-type: none"> <li>Using previous learning to exert greater control over materials.</li> <li><b>Drawing</b> with purpose: dots, short <b>lines</b>, <b>patterns</b>.</li> <li>Folding and twisting paper and gluing onto a card base to create sculptural <b>forms</b> as well as areas of <b>tone</b>.</li> </ul> <b>Mark-making</b> <ul style="list-style-type: none"> <li><b>Drawing</b> with pen to create strong <b>lines</b> showing contrast between black and white.</li> <li>Trying different pens (e.g. <b>fineliner</b>, <b>biro</b>, <b>felt tip</b>) and question which shows the strongest contrast.</li> </ul> <b>Formal elements</b> <ul style="list-style-type: none"> <li>Shadows are created when we build 3D <b>forms</b>.</li> <li>A <b>form</b> is a 3D object.</li> <li>Space is the area around an object.</li> <li><b>Space</b> can be created by making a 3D <b>form</b>.</li> <li>Pattern is a design with repeating <b>lines</b> or <b>shapes</b>.</li> </ul> <b>Theoretical</b> <ul style="list-style-type: none"> <li><b>Charles McGee</b> was an American artist who made paintings, assemblages and sculptures.</li> <li>Charles McGee's early work was realistic representations of people, but later on became abstract black and white shapes, lines and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Art is a way for humans to make sense of the world around them, either by documenting it, reinterpreting it or celebrating it visually.</li> </ul>	



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Year 2	<p><b>Summer</b></p> <p><b>Natural World</b></p>	<p><b>Practical</b></p> <p><b>Observational drawing</b></p> <ul style="list-style-type: none"> <li>Looking at an object to see the details, <b>shape</b> and <b>form</b> and translate this into a <b>drawing</b>.</li> <li>Creating shadow <b>drawings</b> directly from plants onto paper helps us form shapes.</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>Printing a leaf onto fabric as an introduction to <b>printmaking</b>.</li> </ul> <p><b>Wax resist and watercolour</b></p> <p>Using <b>oil pastels</b> or <b>wax crayons</b> to resist <b>watercolour paint</b> and create <b>pattern</b></p> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li><b>Leonardo Da Vinci</b> said, 'nature is the source of all true knowledge'.</li> <li>Leonardo was an observer and recorder of nature and used his observations to develop scientific theories which were centuries ahead of their time.</li> <li>His drawings are so accurate that they can still be used by scientists today.</li> <li><b>Frances Hatch</b> documents nature by creating artworks outdoors using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>Artists can be inspired by the natural world and have been making art based on the natural world for almost as long as humans have existed.</li> </ul>
	<p><b>Autumn</b></p> <p><b>Our School</b></p>	<p><b>Practical</b></p> <p><b>Photography</b></p> <ul style="list-style-type: none"> <li>Using <b>cameras</b> or <b>tablets</b> to take photographs around the school site.</li> <li>Exploring light and <b>space</b> by taking photographs from inside looking out and through playground equipment.</li> <li>Photographs inspired by the <b>Boyle Family</b> show at <b>texture</b> and <b>pattern</b> of the built environment.</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>Collecting surface <b>textures</b> from the school site using <b>crayons</b> or <b>pastels</b>.</li> <li>Making copies of photographs to create <b>monoprints</b>.</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>Documenting the process in sketchbooks</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>All buildings are designed by a specific type of artist called an architect. Our school building was designed in the same way.</li> <li><b>Zaha Hadid</b> was a British-Iraqi architect who designed buildings such as the London Aquatics Centre and the Guangzhou Opera House. She used large curving shapes in her designs.</li> <li>The <b>Boyle Family</b> is a group of artists from Scotland, originally Marc Boyle and Joan Hills, but later their two children as well. They recreated areas of streets which show different surface textures and details.</li> </ul>	<ul style="list-style-type: none"> <li>Art can be for a specific purpose, such as designing a building.</li> <li>Artists can be inspired by architecture and the man-made world.</li> <li>Artists can be inspired by the fragmented or broken and notice details that others wouldn't usually see.</li> </ul>
	<p><b>Spring</b></p>	<p><b>Practical</b></p> <p><b>Formal Elements</b></p>	<p>Artists paint representations of the world around them</p>



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	<p><b>Colour and Tone</b></p>	<ul style="list-style-type: none"> <li>• Secondary <b>colours</b> are created by mixing two primary <b>colours</b> together.</li> <li>• Tints are made by adding white to a <b>colour</b>.</li> <li>• <b>Tones</b> are made by adding grey to a <b>colour</b>.</li> <li>• Shades are made by adding black to a <b>colour</b>.</li> <li>• We can paint a picture to illustrate a theme in one <b>colour</b>.</li> </ul> <p><b>Control of materials</b></p> <ul style="list-style-type: none"> <li>• Mixing <b>paint</b> creates tints <b>tones</b> and shades.</li> <li>• Using paintbrushes to build a gradient of tints, <b>tones</b> and shades in a primary <b>colour</b>.</li> <li>• Applying <b>paint</b> in a controlled manner.</li> </ul> <p><b>Photography</b></p> <ul style="list-style-type: none"> <li>• Using torches to create shadows.</li> <li>• Exploration of <b>tone</b> and <b>space</b> using torches.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• <b>Pablo Picasso's</b> work from his Blue Period shows a range of tints, tones and shades within the colour.</li> <li>• <i>The King Who Banned the Dark</i> by <b>Emily Haworth-Booth</b> shows tints, tones and shades in yellow and allows pupils to explore colour mixing with purpose.</li> <li>• <b>Colours</b> can be divided into two broad groups, warm colours (e.g. red, orange) and cool <b>colours</b> (e.g. blue, green). <b>Colour</b> can also be interpreted in particular ways, e.g. blue is often used to represent sadness, whereas red suggests anger.</li> </ul>	
<p><b>Summer</b></p> <p><b>Water</b></p>		<p><b>Practical</b></p> <p><b>Formal elements</b></p> <ul style="list-style-type: none"> <li>• Applying less water makes the <b>watercolour paint</b> appear opaque. Applying more water makes it appear more translucent.</li> </ul> <p><b>Control of materials</b></p> <ul style="list-style-type: none"> <li>• Painting using <b>watercolours</b> is a different way of working with <b>paint</b>.</li> <li>• Mixing <b>colours</b> and using the appropriate amount of water</li> <li>• Using <b>oil pastels</b> to create <b>wax resist patterns</b>.</li> <li>• Using <b>scissors</b> to cut out fish <b>paintings</b>.</li> <li>• Tying on thread to suspend fish <b>paintings</b>.</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Documenting experiments and design process in sketchbook</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• <b>Katsushika Hokusai</b> was a Japanese artist who was most famous for his woodblock prints, including <i>The Great Wave off Kanagawa</i>. He was inspired by the natural world.</li> <li>• <b>Claude Monet</b> was a French artist whose work was inspired by <b>Hokusai</b>. He painted outdoors and tried to recreate the changing effect of light on the landscape.</li> <li>• <b>David Hockney</b> is a British artist who grew up in Bradford but moved to Los Angeles. Arriving in LA by aeroplane, he saw that many of the houses had swimming pools in their gardens. He was inspired by this sight to create a series of paintings of swimming pools.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use new and evolving technology to create different ways of making art.</li> </ul>



	<p><b>Autumn</b></p> <p><b>Why do we make art?</b></p>	<p><b>Practical</b></p> <p><b>Control of materials</b></p> <ul style="list-style-type: none"> <li>• <b>Line</b> drawings to create representational depictions of animals.</li> <li>• Application of <b>paint</b> using a variety of tools to gain an understanding of how the palaeolithic artists created the images at Lascaux.</li> </ul> <p><b>Formal elements</b></p> <ul style="list-style-type: none"> <li>• Tertiary <b>colours</b> are mixed with equal amounts of a primary and secondary colour.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• The Lascaux Cave network was discovered in 1940. The walls are covered in artwork, mostly of prehistoric animals.</li> <li>• The cave was opened to the public and was visited by artists such as <b>Pablo Picasso</b>, who said 'we have invented nothing' after seeing the 19,000-year-old artworks there.</li> <li>• Creating art, or simply documenting our existence, is something which is intrinsically human, and is something we have done for as long as we have existed.</li> </ul>	<ul style="list-style-type: none"> <li>• Art is ancient. Humans have expressed themselves artistically throughout our existence.</li> <li>• Artists document the world around them, using whatever tools and materials they can create.</li> <li>• Artists can be inspired by ancient art created by our ancestors.</li> </ul>
	<p><b>Spring</b></p> <p><b>Fairy Tale Tiles</b></p>	<p><b>Practical</b></p> <p><b>Control of materials</b></p> <ul style="list-style-type: none"> <li>• Design ideas based on <b>Anthony Browne's</b> <i>Into the Forest</i>, exploring use of detail and <b>tone</b> using <b>pencil</b>.</li> <li>• Creating a <b>tile</b> with images carved into the surface, as an introduction to <b>clay</b>.</li> </ul> <p><b>Formal Elements</b></p> <ul style="list-style-type: none"> <li>• Exploring use of <b>tone</b> in Browne's drawings</li> <li>• Creating <b>texture</b> and <b>pattern</b> in <b>clay</b></li> <li>• Working with a <b>raised relief</b> form.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• <b>Anthony Browne's</b> book <i>Into the Forest</i> is a visual journey through familiar fairy tales with hidden images throughout the illustrations.</li> <li>• <b>Quentin Blake</b> illustrated Roald Dahl's <i>Revolting Rhymes</i>, in which familiar characters are presented very differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists can be inspired by cultures which are not their own and reinterpret traditional artwork from those cultures to create their work.</li> </ul>
	<p><b>Summer</b></p> <p><b>Mythology</b></p>	<p><b>Practical</b></p> <p><b>Photography</b></p> <ul style="list-style-type: none"> <li>• Framing and taking <b>photographs</b> of each other acting scenes of a myth.</li> </ul> <p><b>Control of materials</b></p> <ul style="list-style-type: none"> <li>• Cutting out figures from their photographs to create a <b>mixed media collaged</b> artwork depicting the myth.</li> <li>• <b>Painting</b> or <b>drawing</b> (e.g. dragon) to be added to <b>collaged</b> background producing a <b>mixed media</b> response to a chosen myth or legend.</li> </ul> <p><b>Observational drawing</b></p>	<ul style="list-style-type: none"> <li>• Stories from classical mythology, literature and religious texts all inspire artists.</li> <li>• Art has been used to tell stories when the majority of people couldn't read.</li> </ul>



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		<ul style="list-style-type: none"> <li>• <b>Drawing</b> from a secondary source to learn how to <b>draw</b> a human figure.</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Developing design ideas in sketchbooks.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• Introduction of key terms to describe periods in Western Art History: <ul style="list-style-type: none"> <li>• <b>Traditional art</b> describes everything from early Christian art right through to the modern period and is characterised by accurate representations.</li> <li>• <b>Modern art</b> is a term usually used to describe art made from around the 1850s to the 1970s, which is often characterised by valuing self-expression over representation.</li> <li>• <b>Contemporary art</b> describes artwork being made by living artists, or art that has been made recently (e.g., 1980s onwards).</li> </ul> </li> </ul>	
Year 4	<p><b>Autumn</b></p> <p><b>Patterns and Pumpkins</b></p>	<p><b>Practical</b></p> <p><b>Ceramics</b></p> <ul style="list-style-type: none"> <li>• Using <b>clay</b> to create a 3D <b>form</b>.</li> <li>• Using <b>clay</b> to create a <b>raised relief</b> tile.</li> </ul> <p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• <b>Printing</b> using bubble wrap to explore <b>texture</b> and <b>pattern</b>.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• <b>Controlling materials</b> to produce <b>pattern</b> in the style of Yayoi Kusama.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• <b>Yayoi Kusama</b> is a Japanese contemporary artist whose work includes paintings, sculptures and performance. Her most famous work is her <i>Infinity Rooms</i>, in which she uses mirrors to endlessly reflect a pattern of dots.</li> <li>• She has often used pumpkins as the inspiration for her work, saying that they have a 'humorous form, warm feeling and a human-like quality'. Pupils' focus will be on her use of <b>pattern</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists create compositions based on objects that are meaningful to them.</li> <li>• Artists include images in their artwork that might have more than one meaning.</li> </ul>
	<p><b>Spring</b></p> <p><b>The Tropical Rainforest</b></p>	<p><b>Practical</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• We can blue and yellow to create a range of greens.</li> <li>• We can mix tints, <b>tones</b> and shades within green.</li> </ul> <p><b>Control of materials</b></p> <ul style="list-style-type: none"> <li>• Using <b>paint</b> to apply <b>colour</b>.</li> <li>• Using <b>scissors</b> to cut out leaves.</li> <li>• <b>Blending oil pastels</b>.</li> <li>• Using <b>oil pastels</b> to create <b>wax resist</b> details in <b>watercolour painting</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists paint representations of the world around them.</li> <li>• Art is a way for humans to make sense of the world around them, either by documenting it, reinterpreting it or celebrating it visually.</li> </ul>



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		<p><b>Observational studies</b></p> <ul style="list-style-type: none"> <li>Learning the importance of studying an object (leaves and plants) in order to create a representational artwork.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li><b>Abel Rodríguez</b> is a contemporary artist from Colombia who uses felt tip pens and ink to create detailed botanical illustrations documenting his rainforest home.</li> <li>His work is markedly different to that of modern artist <b>Henri Rousseau</b>, whose painting <i>Surprised!</i> (1891) was one of a series of 'jungle' paintings which made the artist famous. <b>Rousseau</b> had in fact never left his native France, and <i>Surprised!</i> was based on his house plants and a trip to the Botanical Gardens in Paris.</li> </ul>	
Year 5	<p><b>Summer</b></p> <p><b>My Favourite Things</b></p>	<p><b>Practical</b></p> <p><b>Observational studies</b></p> <ul style="list-style-type: none"> <li>Working from a <b>still life</b> arranged in the classroom and complete a series of timed <b>drawings</b>.</li> <li><b>Drawings</b> to include continuous <b>line</b> and blind <b>drawings</b> so that the pupils can explore the process of <b>drawing</b> rather than focus on a 'good' outcome.</li> <li>Select a group of objects which are meaningful or interesting to them and arranging a <b>still life composition</b>.</li> </ul> <p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Artists can create a <b>tonal</b> gradient using <b>pencil</b> to give the appearance of <b>form</b>.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>Pupils should consider what is meant by a collection, why we value particular objects and what determines their importance.</li> <li>Pupils will ideally have an opportunity to visit a local museum or gallery to explore the idea of how a collection is curated.</li> <li><b>Joseph Cornell</b> was an American modern artist who is best known for his work creating assemblages. He created several framed collections of collaged papers with additional objects.</li> <li>Art history paradigms of tradition, modern and contemporary art only apply to western art.</li> <li>Still life is one of the most famous types of artwork in Western art and there are many prominent examples of it in traditional, modern and contemporary art. It is typically a depiction (in any media) of a collection of objects grouped together.</li> </ul>	<ul style="list-style-type: none"> <li><b>Art can celebrate identity through representation of objects.</b></li> <li><b>Artists create compositions based on objects that are meaningful to them.</b></li> <li><b>Artists can be inspired by objects or possessions.</b></li> </ul>
	<p><b>Autumn</b></p> <p><b>Illustration</b></p>	<p><b>Practical</b></p> <p><b>Illustration</b></p> <ul style="list-style-type: none"> <li>Using <b>drawing</b> skills to develop a creative response to a chosen text.</li> <li>Selecting key features from a text to create an imaginative response.</li> </ul>	<p>Artists use symbols and images that have meaning to the viewer to tell stories visually.</p>



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		<ul style="list-style-type: none"> <li>• <b>Storyboarding</b> ideas within a frame to show development of storyline.</li> </ul> <p><b>Digital art</b></p> <ul style="list-style-type: none"> <li>• Use an appropriate site/app/programme to build a <b>storyboard</b> or develop character design.</li> <li>• (Creating an animated response using appropriate site/app/programme).</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• A contemporary interpretation of narrative art is illustration, either from graphic novels or comic book storyboards where the images form the basis for the narrative; or children’s books, in which the images are for the benefit of a developing reader.</li> <li>• <b>Marjane Satrapi</b>, <b>Mel Tregonning</b> and <b>Paula Rego</b> have produced illustrations of stories in different ways.</li> <li>• Examples which pupils can explore more freely include Dav Pilkey (<i>Dogman</i>), Jeff Kinney (<i>Diary of a Wimpy Kid</i>), Kazu Kibuishi (<i>Amulet</i>), and Cece Bell (<i>El Deafo</i>).</li> </ul>	
<p><b>Spring</b></p> <p><b>Journeys</b></p>		<p><b>Practical</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Using photographs and old maps to create a <b>collage</b> in a sketchbook.</li> <li>• Using different <b>coloured</b> string or <b>embroidery thread</b> to chart journeys around the local area onto their <b>collaged</b> map.</li> </ul> <p><b>Collagraph</b></p> <ul style="list-style-type: none"> <li>• Using <b>tracing paper</b> and <b>charcoal</b> to transfer string lines to a surface.</li> <li>• Creating <b>collagraph printing</b> plate based on above.</li> </ul> <p><b>Mixed Media</b></p> <ul style="list-style-type: none"> <li>• Designing a postcard</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Making clear links between artist research and design ideas in sketchbook.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• <b>Frida Kahlo</b> was inspired to paint <i>Self-Portrait on the Borderline between Mexico and the United States</i> (1932) when she was spending a lot of time in the USA due to her husband’s artistic success there. She wanted to return to Mexico, and this painting shows her almost as a bridge between the two worlds.</li> <li>• Journeys are a common theme in modern and contemporary art (<b>Lubaina Himid’s</b> <i>Between the Two my Heart is Balanced</i> (1991), <b>Richard Long’s</b> <i>A Line Made by Walking</i> by Richard Long (1967), or <b>Mona Hatoum’s</b> <i>Routes II</i> (2003).)</li> <li>• Artists recount journeys in lots of different ways. They can they show people travelling, use maps and/or show the footsteps the person took as they walked.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use symbols and images that have meaning to the viewer to tell stories visually.</li> </ul>
<p><b>Summer</b></p> <p><b>Making a Murmuration</b></p>		<p><b>Practical</b></p> <p><b>Observational drawing</b></p> <ul style="list-style-type: none"> <li>• <b>Drawing</b> from <b>secondary sources</b> to create realistic <b>tonal pencil drawings</b> of UK birds.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists are inspired by the past and its impact on the present.</li> </ul>



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		<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Using <b>watercolour paint</b> to emulate the style of artist Jackie Morris.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Using <b>origami</b> to fold paper <b>sculptures</b> in the <b>form</b> of birds.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>Using <b>pattern</b> inspired by nature to create <b>abstract drawings</b> which can then be folded into <b>origami</b> bird <b>sculptures</b>.</li> <li><b>Th Jackie Morris'</b> illustrations for Robert Macfarlane's book <i>The Lost Words</i> show a variety of UK wildlife, including several birds. The illustration for the starling shows a murmuration.</li> <li><b>Mark Hearld</b> is an illustrator and printmaker whose work is inspired by the natural world.</li> <li>Origami is the famous Japanese art of paper folding, dating back to the 1600s.</li> </ul> <p><b>eoetical</b></p>	
Year 6	<p><b>Autumn</b></p>	<p><b>Practical</b></p> <p><b>Installation art</b></p> <ul style="list-style-type: none"> <li>Creating <b>sculptural</b> pieces using plastic bottles</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li><b>Crochet</b> using 'plarn' in the style of <b>Ifeoma Anyaeji</b></li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>There are lots of artists whose work highlights the damage we're doing to our planet with non-recyclable materials.</li> <li><b>Ifeoma Anyaeji</b> is a Nigerian artist who uses plastic bags as the basis for large sculptural forms based on the traditional hair-plaiting technique known as threading.</li> <li><b>Serge Attukwei Clottey</b> is a Ghanaian artist who creates wall hangings using tiles cut from discarded water containers.</li> <li><b>Veronika Richterová</b> is a Czech artist who creates animal sculptures from plastic bottles.</li> <li><b>Katharine Harvey</b> is a Canadian artist who has created large scale installations known as Waterfalls for several public spaces to highlight the issue of non-recyclable plastics.</li> </ul>	<ul style="list-style-type: none"> <li>Artists use their own cultural understanding in their artwork.</li> </ul>
	<p><b>Spring</b></p> <p><b>Displacement</b></p>	<p><b>Practical</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Producing a <b>collage</b> in their sketchbook based on the work of <b>Kurt Schwitters</b>, using newspaper articles that reflect a theme (e.g. forced migration, climate change or conflict).</li> </ul> <p><b>Composition design</b></p>	<ul style="list-style-type: none"> <li>Artists are inspired by injustice, and they use their work to challenge it.</li> </ul>



### Art Whole School Overview

		<ul style="list-style-type: none"> <li>• Consider the work of the artists and develop an independent response.</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Go through a process of editing and improving their ideas in their sketchbook, adding annotations to explain their thoughts.</li> </ul> <p><b>Theoretical</b></p> <p>A selection of artists who have been displaced:</p> <ul style="list-style-type: none"> <li>• <b>Camille Pissarro</b> (Franco-Prussian war)</li> <li>• <b>Judith Kerr</b> (Child refugee fleeing Nazism)</li> <li>• <b>Frank Auerbach</b> (Child refugee fleeing Nazism)</li> <li>• <b>Piet Mondrian</b> (Fled to USA 1940)</li> <li>• <b>Salvador Dali</b> (Fled to USA 1940s)</li> <li>• <b>Wassily Kandinsky</b> (Fled to France in 1933)</li> <li>• <b>Kurt Schwitters</b> (Fled to Cumbria to escape Nazism)</li> </ul>	
<p><b>Summer</b></p> <p><b>Global Connections</b></p>		<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook to explore the different communities represented in the local area (responding to firsthand accounts from guest speakers and local groups)</li> </ul> <p><b>Drawing from observation</b></p> <ul style="list-style-type: none"> <li>• <b>Draw</b> a series of small <b>self-portraits</b> based on <b>photographs</b>.</li> <li>• <b>Draw</b> the proportions of the face.</li> <li>• <b>Draw a self-portrait</b> using a mirror.</li> </ul> <p><b>Developing a response</b></p> <ul style="list-style-type: none"> <li>• Use a range of <b>media</b> and materials to develop their <b>portrait</b>, reflecting the work of the artists they've studied.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• <b>Yinka Shonibare</b> is a Nigerian-British artist whose work is inspired by many different cultures. He has explored the theme of colonialism in his artwork, most notably in <i>Scramble for Africa</i> (2003)</li> <li>• The Blk Art Group was a collective based in Wolverhampton in the 1980s and included artists such as <b>Lubaina Himid</b> and <b>Sonia Boyce</b>.</li> <li>• <b>Sonia Boyce</b> engages in social practice, involving the public in her art. Her ongoing work <i>Devotional</i> celebrates Black female singers.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists bring difficult or contentious issues to light and provoke debate and discussion through their work.</li> </ul>

### KS3 Curriculum

Key Themes	Explorations	Key Questions
<ul style="list-style-type: none"> <li>• Exploring why and how artists make marks.</li> <li>• Benefits of experimentation.</li> <li>• How Art can impact on all of our senses.</li> <li>• How works of Art speak in various ways.</li> <li>• How different elements are combined to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Experimental mark making using ink and handmade tools.</i></li> <li>• <i>Introduction to 3D mark making.</i></li> <li>• <i>Exploring colour, application, expression, and interpretation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How has the way we make marks changed from childhood to now?</i></li> <li>• <i>What is the role of Art and how does it benefit Artists, us and the wider world?</i></li> <li>• <i>How does Art communicate to all senses?</i></li> <li>• <i>Does Art effect everyone equally.</i></li> </ul>



**Art Whole School Overview**

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|  | <ul style="list-style-type: none"><li>• <i>Developing expressive/experimental responses with mixed media.</i></li><li>• <i>Sculptures using a range of materials (card, string, wire tape) in response to music/poetry/text.</i></li></ul> | <ul style="list-style-type: none"><li>• <i>Is Art a language? What similarities does it have with written, spoken, signed word?</i></li></ul> |
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