



ATAM Academy

Art

Curriculum Overview

Year Group	Autumn	Spring	Summer
Early Years	<p>To learn about art and music of Africa for Black History Month.</p> <p>To use different colours and materials to make Rangoli Patterns.</p> <p>To make salt dough Diva's.</p> <p>To make Christmas cards and decorations for friends and family using a range of media.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p>To give meaning to the marks that are made.</p> <p>Self portraits, Colour mixing, painting, drawing, collage</p> <p><u>Nursery:</u></p> <p>All About Me</p> <p>Homes</p> <p><u>Reception:</u></p> <p>Settling In.</p> <p>Marvellous Me</p> <p>Let's Celebrate!</p>	<p>To learn about different textures and talk about them.</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>To know how colours can be mixed to make a new colour.</p> <p>To use their imagination to create different works of art.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p> <p>To explore and recreate Aboriginal Art.</p> <p>To draw a range of plants and fruits.</p> <p>Sculpture/ Modelling (Making puppets), painting, drawing, painting, Observational drawings, printing, Papier mache</p> <p><u>Nursery:</u></p> <p>People from around the World</p> <p>Growth</p> <p><u>Reception:</u></p> <p>Around the world!</p> <p>Once upon a time...</p>	<p>To use puppets and props to act out different traditional stories</p> <p>To make masks for role play.</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p> <p>To show different emotions in pictures clearly.</p> <p>Explore different materials freely, using them with a purpose.</p> <p>To describe the texture of things.</p> <p>To use what has been learnt about media and materials in an original way and be able to explain the choices</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Nursery:</u></p> <p>People Who Help Us</p> <p>Amazing Animals! (Farm, Food and Growing)</p> <p><u>Reception:</u></p> <p>Animals</p> <p>Fun at the Seaside!</p>
1	<p>Drawing: Making a mark</p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p>	<p>Sculpture and 3D: Paper play</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p>	<p>Craft and Design: Woven Wonders</p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p>



2	Drawing -Tell a story Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.	Painting and mixed Media: Life in colour Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.	Craft and Design- Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas. Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.
3	Painting and mixed media: Prehistoric painting (ART) Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.	Drawing: Growing artists (ART) Developing an understanding of shading and drawing techniques to create botanical inspired drawings.	Sculpture and 3D: Abstract shape and space (ART) Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro
4	Painting and mixed media: Light and dark Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.	Craft and design: Fabric of nature Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	Sculpture and 3D: Mega materials Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p>Painting and mixed media: Portraits</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media</p>		<p>Drawing: I need space</p> <p>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>		<p>Craft and design: Architecture</p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</p>	
6	<p>Painting and mixed media: Artist study</p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them</p>		<p>Drawing: Make my voice heard</p> <p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p>		<p>Sculpture and 3D: Making memories</p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>	
7	<p>Formal Elements</p> <p>Exploring the formal elements: Tone, Line, Colour, Shape, Form, Texture</p> <p>Students will complete an Artist study on Vincent Van Gogh.</p> <p>Assessment 1 - Artist study Assessment 2 - Observational Skills Assessment 3 - Final Piece</p>		<p>Portraits</p> <p>This Project introduces various Art Media and materials. Students will paint with Acrylic Paint on two different water colour paper and Acetate, and explore different ways of applying paint. The project looks at different artists and designers, their work, that all explore portraiture. Examples include Frida Kahlo, Julian Opie and George Seurat. Students are asked to create their portrait inspired by one of the above artists.</p> <p>Assessment 1 - Artist study Assessment 2 - Observational Skills Assessment 3 - Final Piece</p>		<p>Cultural Art Textiles</p> <p>This Project introduces various Textiles techniques, such as embroidery, embellishment and fabric manipulation. The project looks at different artists and designers, their work, then asks students to create mini final pieces inspired by different cultures around the world.</p> <p>Assessment 1 - Artist study Assessment 2 - Observational Skills Assessment 3 - Final Piece</p>	
8	<p>Pop Art</p> <p>Students will explore the Pop Art movement through print. They will learn how to use lino to create intricate Pop Art Prints. They will have the opportunity to explore other Pop Art artists, including Roy Lichtenstein.</p> <p>Assessment 1 - Artist study Assessment 2 - Observational Skills Assessment 3 - Final Piece</p>		<p>Art Textiles</p> <p>Students will use Textiles and Art techniques to create a final piece.</p> <p>Assessment 1 - Artist study Assessment 2 - Observational Skills Assessment 3 - Final Piece</p>		<p>Identity</p> <p>Students will draw a self portrait using the grid method and then explore with oil pastel to create an impressionist. The project looks at different artists and designers, their work, that all explore self portraiture. Students will be asked to create their Final piece inspired by either Vincent Van Gogh or Chuck Close.</p> <p>Assessment 1 - Artist study Assessment 2 - Observational Skills Assessment 3 - Final Piece</p>	
9	<p>Vessels</p> <p>This Project introduces working with clay. The project looks at the work of Heather Knight. Students will then create a vessel inspired by Heather Knight and the theme of 'underwater'. Students will learn a number of techniques, including scoring clay, incising and applying.</p>		<p>Natural Forms</p> <p>Students will examine both the natural world around us and , working from animals, anatomy, tools and objects. They will develop accuracy in their drawing. They will learn a variety of different skills and techniques that will help make them stronger artists. Students will choose sources that inspire us, decide what</p>		<p>Natural Forms Textiles</p> <p>In this unit students will continue to examine the natural world around us, animals, anatomy, etc. They will use Textiles techniques to create a final piece of a natural form.</p> <p>Assessment 1 - Artist study</p>	



Assessment 1 - Artist study Assessment 2 - Observational Skills Assessment 3 - Final Piece	materials we want to use and create skilful and meaningful outcomes. Assessment 1 - Artist study Assessment 2 - Observational Skills Assessment 3 - Final Piece	Assessment 2 - Observational Skills Assessment 3 - Final Piece
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10	Elements of Art Introduction to AQA Art and Design Classroom health & safety expectations. The AQA grade boundaries. The value behind a well presented sketchbook. The principles of 'Line' within art. The principles of 'Value' within art. The principles of 'Shape' within art	Elements of Art Produce research on artists relevant to Elements of Art Present & review findings on 'Texture', 'Space' & 'Form' topic. Shading and tonal bar experimentation task. First hand photographs of 'Value' Colour Wheel and tonal bar experimentation First hand photographs of 'colour'. Monoprint experimentation in relation to 'Texture' Research into principles of composition, perspective and scale. First hand photographs of 'composition, perspective and scale'	Perspective Create a title page for the sketchbook Create a collage, with appropriate images Create a word based mind map Research Edward Ruscha, (OR an artist of students choice), critique example images and present accordingly Reproduction of artists work (Edward Ruscha – Paint or coloured pencil) and evaluate.	Perspective Artist Research 2. Bridget Riley, Maria Helena Viera da Silva, Iwao Yamawaki, Julian Opie OR artist not researched in previous task. Final Piece Plan Template Ideas Development & Artist Research 3 Final Piece Plan Page Final Piece Production	Outline Create an opening Page, Collage & Mind Map. Artist Research 1 – Michael Craig Martin, Christopher Richard Wynne Nevinson & High Ability Artist of choice.	Outline First Hand Images of Perspective, Pencil Sketch & Analysis Artist Research 2. Final Piece Plan & Production
11	Food Create a title page for the sketchbook Create a collage, with appropriate images Create a word based mind map Research Artist 1 (May Van Millengen OR Patrick Caulfield OR an artist of students choice), critique example images and present accordingly Reproduction of Artist 1 work (May Van	Food Research Artist 2, critique example images and present accordingly Reproduction of artists 2 work and evaluate Use the imagery from artist research to produce primary images Present work with an understanding of visual language. Complete a plan and production final piece.	Natural Forms Create a title page for the sketchbook Create a collage, with appropriate images Create a word based mind map Research selected Artist 1, critique example images and present accordingly Reproduction of Artist 1 work (using materials selected by student) and evaluate.	Natural Form Research Artist 2, critique example images and present accordingly Reproduction of artists work (using materials selected by student) and evaluate. Use the imagery from artist research to produce primary images Present work with an understanding of visual language. Complete a plan and production final piece	End of course	



<p>Millengen OR Patrick Caulfield OR an artist of student choice) and evaluate. Reproduction of Artist 1 work (using materials selected by student) and evaluate.</p>					
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