**CATFORTH PRIMARY SCHOOL**

**ART COVERAGE ACROSS THE SCHOOL**

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| **YEAR GROUP** | **AUTUMN TERM** | | **SPRING TERM** | | **SUMMER TERM** | |
| **Cycle A** | | | | | | |
| **Tigers**  **Years 1 & 2** | **Spirals**  How can we use our whole bodies to make drawings?  Disciplines; Drawing, Collage, Sketchbooks  Key Concepts   * That drawing is a physical and emotional activity. That when we draw, we can move our whole body. * That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. * That we can draw from observation or imagination. * That we can use colour to help our drawings engage others.  **Artists: Molly Haslund** | **Making Birds**  How can we transform materials into sculpture?  Disciplines; Sculpture, Drawing, Collage  Key Concepts   * That there is a relationship between drawing & making – we can transform 2d to 3d. * That we can use observational drawing and experimental mark-making together to make art. * That we can work from similar stimulus or starting point but end up with very different individual results. * That the individual results can then be brought together to make a whole artwork.   **Artists: A variety (see resource)** | **Playful Making**  How can we transform the materials around us into sculpture?  Disciplines; Sculpture, Drawing  Key Concepts   * That when we make art in 3 dimensions it is often called Sculpture. * That we can generate ideas through playful exploration. * That we can build understanding of the properties of materials through manipulation. * That making sculpture is a partnership between materials, ideas, hands and tools. * That we can reflect upon our intention when we see our ideas made physical.  **Artists: Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett** | **Flora and Fauna**  How can we use shape, line and colour to make collages inspired by flora and fauna around us?  Disciplines; Drawing, Collage, Sketchbooks  Key Concepts   * That artists can be inspired by the flora and fauna around them. * That we can use careful looking to help our drawing, and use drawing to help looking. * That we can use a variety of materials to make images, and that the images we make can become imaginative. * That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.  **Artists: Eric Carle, Joseph Redoute, Jan Van Kessel** | **Simple Printmaking**  How can we make prints using the things we find around us?  Disciplines; Printmaking, Collage, Drawing  Key Concepts   * That we can make a “plate” from which to “print” * That there is a relationship between plate and print: e.g. negative / positive. * That we can use print to create “multiples” * That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention. | **Exploring Water Colour** How can we use the properties of watercolour to make experimental images?  Discipline; Painting (Watercolour)  Key Concepts   * That watercolour paint has special characteristics. * That we can use the elements of surprise and accident to help us create art. * That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.  **Artists: Paul Klee, Emma Burleigh** |
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| **Jaguars**  **Years 3 & 4** | **Gestural drawing with charcoal** **Disciplines: Drawing, Sketchbooks****Key Concepts:****That when we draw we can use gestural marks to make work.****That when we draw we can use the expressive marks we make to create a sense of drama.****That when we draw we can move around.****That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.****Artists:  Heather Hansen, Laura McKendry, Edgar Degas** | **Telling Stories through drawing and making** **Disciplines:** Drawing, Sculpture, Sketchbooks**Key Concepts:****That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.****That through making work in another medium we can make the work our own, re-interpreting and re-inventing.****That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.****Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake** | **Cloth, Thread, Paint** **Disciplines:** Painting, Sewing, Drawing, Sketchbooks**Key Concepts:****That artists can combine art and craft using painting and sewing together to make art.**That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.**That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.****That we don’t have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.****Artists: Alice Kettle, Hannah Rae** | **Making animated drawings** **Disciplines:** Drawing, Animation, Sketchbooks**Key Concepts:****That artists can make animations by creating drawings which move in a sequence.****That we can use all our mark making skills and imagination to make our drawings visually engaging.****That we can use our moving drawings to share narratives.****Artists: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber** | **Working with shape and colour** **Disciplines: Printmaking (Stencil/Screen Print), Collage****Key Concepts:****That we can be inspired by key artworks and make our own work in creative response.****That we can use shape and colour as a way to simplify elements of the world.****That shapes have both a positive and negative element.****That we can arrange shapes to create exciting compositions.****That we can build up imagery through layering shapes.****That we can use collage to inspire prints.****Artist: Henri Matisse, Claire Willberg** | **Using natural materials to make images** **Disciplines:** Cyanotype, Anthotype, Painting with Natural Pigments, Drawing, Sketchbooks**Key Concepts:****That we can use the world around us as “ingredients” with which to make art.****That photographs are created when a light sensitive surface is exposed to light.****That we can manipulate the world around us, transforming it into art.****Artists: Frances Hatch, Anna Atkins** |
| **Panthers**  **Years 5 & 6** | **2D into 3D sculptures** **Disciplines:** Drawing, Sculpture, Graphic Design, Collage, Sketchbooks**Key Concepts:****That drawing and making have a close relationship.****That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.****That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.****That we can use methods such as the grid method and looking at negative space to help us draw.****That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.****Artists: Lubaina Himid, Claire Harrup** | **Take a seat** **Disciplines:** Design, Making, Drawing, Sketchbooks**Key Concepts:****That artists who create furniture are often called craftspeople or designers.****That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker.****That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others.****There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like.****We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.****Medium: Construction Materials****Artists: Yinka Ilori** | **Brave colour** **Disciplines:** Installation Art, Sketchbooks**Key Concepts:****That as humans we react emotionally to colour.****That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.****That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.****That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.****Artists: Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West** | **Exploring identity** **Disciplines: Collage, Drawing, Sketchbooks****Key Concepts:****That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.****That people are the sum of lots of different experiences, and that through art we can explore our identity.****That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.****That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.****Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett** | **Activism** **Disciplines:** Printing, Collaging, Drawing**Key Concepts:****That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.****That artists acting as activists often use print because it allows them to duplicate and distribute their message.****That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.****That through art as activism we can come together.****Artists: Luba Lukova, Faith Ringgold, Shepard Fairey** | **Shadow puppets** **Disciplines:** Making, Drawing, Sketchbooks**Key Concepts:****That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories.****That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.****That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.****That we can work in collaboration with others to make a shared experience.****Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrlaga, Thomas Witte** |
| **Cycle B** | | | | | | |
| **Tigers**  **Years 1 & 2** | **Explore and Draw**  How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?  Disciplines  Drawing, Sketchbooks, Collage  Key Concepts   * That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. * That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. * That we can use the things we find to draw from, using close observational looking. * That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. * We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.   **Artists:** **Rosie James, Alice Fox** | **Exploring the world through mono print** How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?  Disciplines  Printmaking (Mono Print), Drawing, Collage  *Key Concepts*  • When we make mono prints we use mark making to create one off prints. • When we make mono prints we create an impression of a drawing.• That we can generate playful narratives and inventions through drawing.• That we understand that using a range of marks will generate different effects when creating mono prints.• That we can create creative responses to different stimuli and make the work our own.**Artists: Xgaoc’o X’are, Leonardo Di Vinci** | **Stick transformation project**  How can we transform an object and turn it into sculpture, using our imagination.    Disciplines  Making, Drawing, Sketchbooks  *Key Concepts*  That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things.  • That making art can be playful and fun. That we can create things for other people to enjoy/use.  • That we can use our imagination to help us shape the world. **Artists: Chris Kenny** | **Expressive painting**  How can we explore colour using a variety of mark-making tools? Disciplines Painting, Sketchbooks  Key Concepts  That artists sometimes use loose, gestural brush marks to create expressive painting.  • Expressive painting can be representational or more abstract.  • Artists use impasto and sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page. **Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne** | **Music and art**  What is the connection between art and music? How can we use one to inspire the other?  Disciplines  Drawing, Making, Sketchbooks  Key Concepts  That artists sometimes use sound to inspire their work.  • That artists sometimes work in partnership with musicians.  • That we can use both aural and visual senses to make art.  • That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive.  • That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans. **Artists: Kandinsky, Various “Projection Mapping” artists** | **Be an architect**  How can we make our own architectural models and design structures which other people respond to? DisciplinesArchitecture, Drawing, Sketchbooks, Collage, Making Key Concepts  That architects design buildings and other structures which relate to our bodies and which enhance our environment.  • That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.  • That we can use drawing as a way to help us process and understand other people’s work.  • That we can use digital tools such as drones and film to inspire us.  • That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.  • That we can use “Design Through Making” (some call it Make First) as a way to connect our imagination, hands and materials. **Artists:  Hundertwasser, Zaha Hadid, Heatherwick Studios** |
| **Jaguars**  **Years 3 & 4** | **The art of display** **Disciplines:** Sculpture, Creative Thinking Sketchbooks**Key Concepts:****That artists think carefully not just about**what**they make, but also how they**present**what they make.****That when we view sculpture (or other art), the context (way it is presented) affects how we react to it.****That how something will be seen can help us shape what is made.****That we can give thought to how we display the art we make, to help us understand how people will view our work.****Artists: Anthony Gormley, Yinka Shonibare, Thomas J Price** | **Storytelling through drawing** **Disciplines:** Drawing, Sketchbooks**Key Concepts:****That we can tell stories through drawing.****That we can use text within our drawings to add meaning.****That we can sequence drawings to help viewers respond to our story.****That we can use line, shape, colour and composition to develop evocative and characterful imagery.****Artists: Laura Carlin, Shaun Tan** | **Exploring pattern** **Disciplines: Drawing, Collage, Design****Key Concepts:****That the act of making drawings can be mindful.****That we can use line, shape and colour to create patterns.****That we can use folding, cutting and collage to help us create pattern.****That we can create repeated patterns to apply to a range of products or outcomes.****Artists:  Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont** | **Exploring still life** **Disciplines:** Painting, Drawing, Collage, Sketchbooks, Relief**Key Concepts:****That when artists make work in response to static objects around them it is called still life.****That still life has been a genre for many hundreds of years, and is it still relevant today.****That when artists work with still life, they bring their own comments and meaning to the objects they portray.****That we can make a still life creative response in many media: drawing, painting, collage, relief…****That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.****Artists: Paul Cezanne, Peter Claesz,**Melchior d’ Hondecoeter, **Jan Davidsz,**Jacob Vosmaer, Hilary Pecis,  Nicole Dyer, Baas Meeuws, **Hirasho Sato** | **Sculpture, structure, inventiveness and determination** **Disciplines: Drawing, Sketchbooks, Sculpture****Key Concepts:****That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves.****That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world.****That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism.****That we can express our personality through the art we make.****That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure.****That making art can be hard, but that doesn’t mean we aren’t doing it right or aren’t good at it. It just means we are doing it.****Artists: Marcus Coates** | **Festival feasts** **Disciplines:** Sculpture, Painting, Drawing, Collage, Sketchbooks**Key Concepts:****That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.****That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.****That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.****That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.****Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer** |
| **Panthers**  **Years 5 & 6** | **Architecture, dream big or small?** **Disciplines:** Architecture, Drawing, Sketchbooks**Key Concepts:****That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.****That we can make creative choices which both serves ourselves as individuals and the communities we belong to.****That we can use form, structure, materials, and scale to design innovative buildings.****That we can build architectural models to test out our ideas and share our vision.****Artists: Shoreditch Sketcher, Various Architects** | **Making monotypes** **Disciplines:** Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks**Key Concepts:**That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.That we can combine monotype with other disciplines such as painting and collage.That we can make art by expressing our own personal response to literature or film.**Artists: Kevork Mourad** | **Fashion design** **Disciplines:** Fashion, Painting, Collage, Sketchbooks**Key Concepts:****That designers bring their own culture, experiences and passions into their designs, for other people.****That as individuals we can grow our experience of the world by experiencing  (seeing, listening, taking the time to understand) the creativity expressed by other people.****That we can use colour, pattern, line, shape, form, material, texture to express our creativity.****That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?****That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.****Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla** | **Mixed media landscapes** **Disciplines:** Painting, Drawing, Sketchbooks**Key Concepts:****That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.****That artists often work outside (plein air) so that all their senses can be used to inform the work.****That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”.****We can share our artistic discoveries with, and be inspired by each other.****We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.****Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones** | **Set design** **Disciplines:** Set Design, Making, Drawing, Sketchbooks**Key Concepts:****That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation).****That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.****That we can create our own “sets” to create models for theatre design, or backgrounds for an animation.****That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.****Artists: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson** | **Typography and maps** **Disciplines:** Design: Typography, Drawing, **Collage, Sketchbooks****Key Concepts:****That when designers work with fonts and layout it is called Typography.****That we can use the way words look to help us communicate ideas and emotions.****That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.****Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny** |