Year A Art overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| FS2  Art and Design | Experiment mixing with colours.  Know about the artist **Kandinsky** and some of his technique.  Know that they are an artist.  Draw their face (life size), picking out noticeable features. | Safely explore different techniques for joining materials.  Construct with large objects – junk modelling | Children will explore and use a variety of artistic effects to express their ideas and feelings.  Work collaboratively on art. | Experiment with different textures – collaging.  Sketch items from the natural environment (and draw some as their actual size and some smaller than their actual size) | Children will make props and costumes for different role play scenarios.  Experiment using different materials and exploring their properties.  Enjoy, and comment on, art from around the world. | Children will share creations, talk about process and evaluate their work.  Weaving waves to create the sea. |
| Year 1/2 | **Term 1 Van Gogh** Paint | | **Term 3 GFoL art** Pastels | | **Term 6 Dégas** Beach clay | |
| KNOWLEDGE | **Generating Ideas -** Secure knowledge of shapes - Observe a view within a frame. - knows how to sketch objects using lines.  **Making** - knows when to use different paint brushes. - understands to draw carefully in line from observation, recording shapes and positions with some care  **Evaluating** - Can make quick line and shape drawings from observation adding light/dark tone, colour and features  **Art in context**  knowledge of Van Gogh and his work –  - Knows what a view is. - understands how a frame can help us in sketching. - Knows about different types of views | | **Generating Ideas -** identify warm and cold colours - compare contrasting colours - Describe shapes seen in a painting  **Making** - Extend the variety of drawings tools − Explore different textures - select and use different techniques to make different marks − mixing of colours  **Evaluating** - identify the purpose of different techniques (eg, wide for large areas, narrow for fine details)  **Knowledge of Art in context**  - knowledge of how art depicted the GFoL | | **Generating Ideas -** can recreate images of beach activities - knows how to work in a group to create an image/scene - understands how annotations can develop ideas - understands how to pick images to match a theme.  **Making** - can use tools to shape and form materials. - knows some materials that are malleable and rigid. - can apply decorative techniques  **Evaluating** - can talk about how to improve theirs, and others, work -  **Art in context -** knowledge of Edgar Degas and his work - knowledge of activities that occur at the beach | |
| Year 3/4 | **Term 1 Cezanne**- Still life Sketching | | **Term 5 Monet** (Rivers) Painting | | **Term 6 Pre-historic art** Charcoal Sketching | |
| KNOWLEDGE | **Generating Ideas -** knows how to select drawing tools for effect (different grades of pencil) - plans and researches techniques - Uses a sketchbook to plan and develop ideas, gather evidence and investigating testing media  **Making -** knows how to use pencil to represent ideas with accuracy - can use a sketchbook to support the development of a design over several stages  **Evaluating** - understand skills of critiquing own, and others, work - know how to suggest improvements to technique  **Art in context** –  - knowledge of Cézanne and his work  - know how to describe an object (lines, shapes, colours, texture) - understand close observation skills | | **Generating Ideas** - understanding of themes in Monet’s work. - can discuss shape, colour and form of artwork. - notices the different background and foreground styles  - observe how the light changes over different times  **Making** - uses appropriate brushes to paint with water colours  **Evaluating** - knows how to reflect on their own work. - can talk about effects and techniques they like to use.  **Art in context**  - building on knowledge of Impressionism (covered in KS1)  - can identify themes from studied work in other artists' work. - create work inspired by key artwork | | **Generating Ideas -** - can experiment with different form.  - using art to tell a story.  **Making -** Have a knowledge of different types of techniques and what they might be used for - apply paint and charcoal using different techniques.  **Evaluating** - reflect on own ideas to develop and improve.  - can talk about the story that their work tells the viewer.  - evaluating different techniques  **Art in context** - Has a good knowledge of cave painting.  - discuss the tools traditionally used. - understands the importance of cave paintings found. | |
| Year 5/6 | **Term 2 Clay busts of Caesar** 3D Sculpture | | **Term 3 Emily Carr**  Painting Landscapes | | **Term 6 Shang symbols and patterns**  Printing (Painting) Lino tiles | |
| KNOWLEDGE | **Generating Ideas -** knows how to plan and sketch an idea based on known stimulus  - knows how to sketch from different perspectives.  **Making** - can use clay tools to mould and sculpt  - understands different joining techniques.  **Evaluating** - can make personal feedback to reflect on their work.  - effectively critiques their own, and others, work.  **Art in context** - know about Caesar and busts from the time | | **Generating Ideas** -Can express their ideas and observations responding to advice from others to rework and improve design ideas -  - Can convey tonal qualities well, showing good understanding of light and dark on form  - Understand the colour wheel and complimentary colours  - Understand perspective  **Making** - Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/ designs - Confidently and strongly uses paint in response to their understanding of colour theory  **Evaluating** - can describe the effect of colour choice - reflect on the skills they are practising. - support peers with constructive feedback.  **Art in context** - can talk about how artists portray colour in their work. - Recognises that objects further away appear smaller and objects nearer appear larger. | | **Generating Ideas** - uses research to form initial ideas - knows different techniques for printing - has tested out overlaying and overlapping for effects - explored shapes and repeating patterns  - uses sketching to develop initial ideas for printing  **Making** - can select appropriate tools for work - knows how to etch out a design on lino/print blocks - identifies colour schemes for effect/impact  **Evaluating** - evaluate own work, and that of others, against own success criteria - reflect on own final piece of work  **Art in context** - know about Shang dynasty symbols, prints and printing techniques  -Know how and why they were used - know how they influence designs today | |

|  |  |  |
| --- | --- | --- |
|  | Year A | Year B |
| FS2 | Kadinsky  Matisse  Georgia O’Keefe | |
| Year 1/2 | Van Gogh (story settings)  Dégas (beach scenes)  History/portraits (GFoL) | David Hockney (plants)  Katsushika Hokusai (oceans)  Alma Thomas (celebrations)  **Printing** |
| Year 3/4 | Cézanne (what’s on the menu)  Prehistoric Art (stone age)  Monet (Rivers) | Turner (landscapes/Narnia)  William Morris (Victorians)  Volcano artist  **Printing**  **Clay**  **Paint** |
| Year 5/6 | Ancient Greek Art  Jean-Michel Basquiat (Holes) | Picasso (World)  Corey Barksdale (Being human)  **No printing or clay** |

Banksy, Frida Kahlo, Andy Warhol, Seurat (pointillism), Juan Miró