



Moorgate Primary School



Art INTENT

Overview 2020/2021

Subject Lead: Diane Clare

Date Completed: July 2020



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Whole School Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Mini Moorgate	Mark Making		Card Making	Making Masks	
Nursery	Recognising colours Autumnal colours	Materials and textures	Fruit printing		Colour mixing
Reception	Colours for a purpose Self portraits	Creating calendars and cards using different media		Creating and decorating plant pots	
Year 1	Self Portraits Create a space picture	Design and make a party hat	Sculpture		Decorating Textiles
Year 2	Self portraits	Moving Pictures Ted Harrison Collage		Claude Monet	Art and Nature
Year 3	Drawing fruit bowls	Greek Urns	L.S. Lowry		Van Gogh Flowers
Year 4	Mosaics	Using different materials	Painting and sculptures	Artist study: Hokusai	Stone age: Cave
Year 5	Sketching (Artist Frida Kahlo)	Painting and Colour mixing	Computer Aided/ Digital Artwork		Using a range of media
Year 6	Close up images of the human body	Blitz Silhouette Pictures		Shadow sculptures	Artists and their approaches to art – compare artists from the 19th to the 20th century



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Mini Moorgate					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
	Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.				
National Curriculum Area	<u>Mark Making</u>		<u>Card Making</u>	<u>Making Masks</u>	
Enquiry Question	Can you make marks on the paper?		Should we make mummy a special card? What do we need?	What animal mask can you make?	
Throughout the year, the children will be assessed against these EYFS statements	<p><u>Maths - 22-36 months</u></p> <ul style="list-style-type: none"> • Begins to make comparisons between quantities. • Uses some language of quantities, such as ‘more’ and ‘a lot’. • Notices simple shapes and patterns in pictures. <p><u>Physical Development - 22-36 months</u></p> <ul style="list-style-type: none"> • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. <p><u>Communication and Language - 22-36 months</u></p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. • Uses a variety of questions (e.g. what, where, who) • Uses simple sentences • Beginning to use word endings <p><u>Personal, social and emotional Development - 22-36 months</u></p> <ul style="list-style-type: none"> • Expresses own interests and preferences • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. <p><u>Understanding the world - 22-36 months</u></p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background 				



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

	<u>Expressive Arts and Design - 22-36 months</u> <ul style="list-style-type: none">• <i>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</i>• <i>Experiments with blocks, colours and marks</i>
Key Vocabulary	paint, draw, colour names, chalk, crayon, pen, pencil, paper, card, stick, glue



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Nursery					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
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National Curriculum Area	<u>Recognising colours</u> <u>Autumnal colours</u>	<u>Materials and textures</u>	<u>Fruit printing</u>		<u>Colour mixing</u>
Enquiry Question	Can you identify colours? Can you make an autumn picture?	Can you make your own sculpture?	What different marks/patterns can you make?		Can you make new colours?
Throughout the year, the children will be assessed against these EYFS statements	<p><u>Expressive art and design - 30-50 Months</u></p> <ul style="list-style-type: none"> • <i>To explore colour and how colours can be changed.</i> • <i>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</i> • <i>To begin to be interested in and describe the texture of things.</i> • <i>To develop a preference for forms of expression.</i> • <i>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</i> • <i>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</i> 				
Key Vocabulary	paint, draw, colour names, shapes, chalk, crayon, felt tip, pencil crayon, paper, tissue, card, metal, stick, glue,				



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Reception					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
	Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.				
National Curriculum Area	<u>Colours for a purpose</u> <u>Self portraits</u>	<u>Creating calendars and cards using different media</u>		<u>Creating and decorating plant pots</u>	
Enquiry Question	What is this colour?	What textures have you found to make your calendar? What do they feel like?		Can you name the colours and textures you have used?	
Throughout the year, the children will be assessed against these EYFS statements	<p><u>Physical Development –40-60 Months</u></p> <ul style="list-style-type: none"> • To use simple tools to effect changes to materials. • To handle tools, objects, construction and malleable materials safely and with increasing control. • To show understanding of the need for safety when tackling new challenges and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To practise some appropriate safety measures without direct supervision. <p><u>Expressive Arts and Design –40-60 Months</u></p> <ul style="list-style-type: none"> • To explore what happens when they mix colours. • To experiment to create different textures. • To understand that different media can be combined to create new effects. • To manipulate materials to achieve a planned effect. • To construct with a purpose in mind, using a variety of resources. • To use simple tools and techniques competently and appropriately. • To select appropriate resources and adapt work where necessary. • To select tools and techniques needed to shape, assemble and join materials they are using. • To create simple representations of events, people and objects. • To choose particular colours to use for a purpose. <p><u>Physical Development – Early Learning Goal</u></p> <ul style="list-style-type: none"> • To handle equipment and tools effectively, including pencils for writing. <p><u>Expressive Arts and Design – Early Learning Goal</u></p> <ul style="list-style-type: none"> • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • To use what they have learnt about media and materials in original ways, thinking about uses and purposes. 				



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

	<ul style="list-style-type: none"><i>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</i>
Key Vocabulary	paint, draw, colour names, hue, shapes, chalk, crayon, felt tip, pencil crayon, paper, tissue, card, metal, collage, stick, glue,
Skills to be revisited	drawing, painting, printing, collaging, textile, artist, photographic, digital skills



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Year 1					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Self Portraits</u> <u>Create a space picture</u>	<u>Design and make a party hat</u>	<u>Sculpture</u>		<u>Decorating Textiles</u>
Enquiry Question	What colours can I use to create a space picture?	How would you design a party hat?	What colours can I mix?		Can you create texture using different materials?
Skills Taught	<ul style="list-style-type: none"> use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; 	<ul style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; 	<ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; 		<ul style="list-style-type: none"> show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail;
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, 		<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

	<p>colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
Key Vocabulary	<p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>		<p>textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>
Skills to be revisited	<p>Drawing, designing and painting</p>	<p>Drawing, designing and mixing</p>	<p>Drawing, designing and mixing</p>		<p>Drawing, designing, mixing and evaluating</p>



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Year 2					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Self portraits</u>	<u>Moving Pictures</u> <u>Ted Harrison Collage</u>		<u>Claude Monet</u>	<u>Art and Nature</u>
Enquiry Question	What shapes can I see in my reflection?	Can a picture move?		Can we create artwork in the style of Monet?	What has nature got to do with art? (William Morris)
Skills Taught	<ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; 	<ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; 		<ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; 	<ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials;
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> To use range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination. 		<ul style="list-style-type: none"> Copy an original print; To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern,



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>texture, line, shape, form and space.</p> <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Key Vocabulary	work, work of art, idea, starting, portrait	portrait, self-portrait, line drawing, building, drawings, line, bold,		detail, landscape, cityscape, pastels, size, space.	collage, squares, gaps, mosaic, features, cut, place, arrange.
Skills to be revisited	<ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; 	<ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; Mixing primary colours 		<ul style="list-style-type: none"> describe the work of famous, notable artists and designers; 	<ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued;



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Year 3					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Drawing fruit bowls</u>	<u>Greek Urns</u>	<u>L.S. Lowry</u>		<u>Van Gogh Flowers</u>
Enquiry Question	Can you sketch to show shadows?	What patterns would the Greeks have on their urns?	Can you show texture with paint?		How would you describe Van Gogh's flowers?
Skills Taught	<ul style="list-style-type: none"> • use sketchbooks to record ideas; • explore ideas from first-hand observations; • question and make observations about starting points, and respond positively to suggestions; • adapt and refine ideas; 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop understanding of different adhesives and methods of construction • aesthetics 	<ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; 		<ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect;
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	<ul style="list-style-type: none"> • To learn about great artists, architects and designers in history. 		<ul style="list-style-type: none"> • To learn about great artists, architects and designers in history.



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Key Vocabulary	line, pattern, texture, form, record, detail, question, observe, refine.	Adhesion, strength, stability, smooth, rough, texture, materials	colour, foreground, middle ground, background, abstract, fresco.		emotion, warm, blend, mix, line, tone
Skills to be revisited	Drawing, designing, mixing and evaluating	Question and evaluate	Sketch, reflect, question and evaluate		Sketch, reflect, question and evaluate



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Year 4					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Mosaics</u>	<u>Using different materials</u>	<u>Painting and sculptures</u>	<u>Artist study: Hokusai</u>	<u>Stone age: Cave</u>
Enquiry Question	What inspiration will you use to make a mosaic?	How can we select the right material for our task?	Can sculptures show emotion?	Who is Hokusai?	How can we show the texture of a cave?
Skills Taught	<ul style="list-style-type: none"> replicate patterns from observations; make repeated patterns with precision; select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; 	<ul style="list-style-type: none"> select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; 	<ul style="list-style-type: none"> cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; 	<ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; 	<ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing;
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> Learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Key Vocabulary	line, pattern, colour, shape, texture, form, mosaic.	pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow.	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	
Skills to be revisited	Drawing, designing, mixing and evaluating	Question and evaluate	Sketch, reflect, question and evaluate	Sketch, reflect, question and evaluate	Sketch, reflect, question and evaluate



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Year 5					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Sketching</u> <u>(Artist Frida Kahlo)</u>	<u>Painting and Colour</u> <u>mixing</u>	<u>Computer Aided/</u> <u>Digital Artwork</u>		<u>Using a range of media</u>
Enquiry Question	Can you use different strokes to create dimensions in your picture?	Can we colour mix?	Can I use computers for art?		Can I use a range of media?
Skills Taught	<ul style="list-style-type: none"> Add decoration to create effect. Give detailed observations about notable artists and designers work Offer facts about notable artists and designer lives. 	<ul style="list-style-type: none"> Review and revisit ideas in their sketchbooks Create a colour pallet demonstrating colour mixing technique Use a range of paint to create a range of interesting pieces 	<ul style="list-style-type: none"> Use digital technology as sources for developing ideas 		<ul style="list-style-type: none"> Use a variety of tools and select the most appropriate
Knowledge Taught (Curriculum Objectives)	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture. To be taught about great artists, architects and designers in history 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture. To be taught about great artists, architects and designers in history 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture. To be taught about great artists, architects and designers in history 		<ul style="list-style-type: none"> To improve their mastery of art and design techniques, To be taught about great artists, architects and designers in history including drawing, painting and sculpture.



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Key Vocabulary	Form, structure, texture, shape, mark	Blend, mix, line, tone shape, abstract.	Texture, layers, Computer Aided Design,		Texture, layers, Computer Aided Design, Digital
Skills to be revisited	Question, evaluate, reflect and justify	Question, evaluate, reflect and improve	Understand, layer, evaluate, reflect and justify		Understand, layer, evaluate, reflect and justify



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Year 6					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u>Close up images of the human body</u>	<u>Blitz Silhouette Pictures</u>		<u>Shadow sculptures</u>	<u>Artists and their approaches to art – compare artists from the 19th to the 20th century</u>
Enquiry Question	What techniques could we use to make our sketches look realistic?	Can you show mood in a picture?		What techniques show depth?	What inspired artists throughout the years?
Skills Taught	<ul style="list-style-type: none"> Offer feedback using technical vocabulary Think critically about their art and design work. Plan and create a sculpture Use materials other than clay to create a 3D sculpture. 	<ul style="list-style-type: none"> Give detailed observations about notable artists and designers work Offer facts about notable artists and designer lives. 		<ul style="list-style-type: none"> Use a variety of techniques to add effect e.g. shadow, reflection, hatching, cross hatching Depict movement and perspective in drawing Use a range of mixed media 	<ul style="list-style-type: none"> Plan and design a collage Experiment with a range of media by overlapping and layering in order to create texture, effect and colour. Use a range of paints to create visual interesting pieces
Knowledge Taught	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture. To be taught about great artists, architects and designers in history 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture. To be taught about great artists, architects and designers in history 		<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture. To be taught about great artists, architects and designers in history 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture. To be taught about great artists, architects and designers in history



ART INTENT

ART Overview 2020/21 – Subject Lead: Diane Clare

Key Vocabulary	Atmosphere Representation engaging Inconsistent Delicate Flowing Vibrant	Atmosphere Representation engaging Inconsistent Delicate Flowing Vibrant		cartridge / tissue media Distance Symbolic Subtle Complex	cartridge / tissue media Distance Symbolic Subtle Complex
Skills to be revisited	Understand, evaluate, reflect and justify	Understand, evaluate, reflect and justify		Understand, evaluate, reflect and justify	Understand, layer, evaluate, reflect and justify