

St Bartholomew's C of E Primary School Art Curriculum Overview



**St Bartholomew's C of E
Primary School**

Year 1

| Autumn | Spring 2 | Summer 2 |
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| <p align="center">Topic: Amazing Me Artist focus: Picasso <u>Topic overview:</u></p> <p>This term we will be looking at the work of Picasso and exploring a variety of techniques to create self-portraits.</p> <p align="center"><u>Skills taught:</u> Drawing</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <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; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. <p align="center">Painting</p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <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; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | <p align="center">Topic: Roots Shoots and Muddy Boots Artist focus: Augusta Savage <u>Topic overview:</u></p> <p>In this unit we will be creating sculptures of animals. We will make observational drawings of different animal figures before using clay to sculpt them.</p> <p align="center"><u>Skills taught:</u> Sculpture</p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <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; use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | <p align="center">Topic: Our World Our Future Artist focus: William Morris <u>Topic overview:</u></p> <p>In this unit we will be exploring printing techniques, using a variety of resources. We will make observational drawings of William Morris' work and then create printing blocks using foam sheets and cardboard to recreate their drawings.</p> <p align="center"><u>Skills taught:</u> Printing</p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. |

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| Curriculum links: | Curriculum links: DT – Healthy eating | Curriculum links: |
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| <p>Work of other artists (to be covered over the course of the year):</p> <p>To understand 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> <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; use key vocabulary to demonstrate knowledge and understanding in this strand. |
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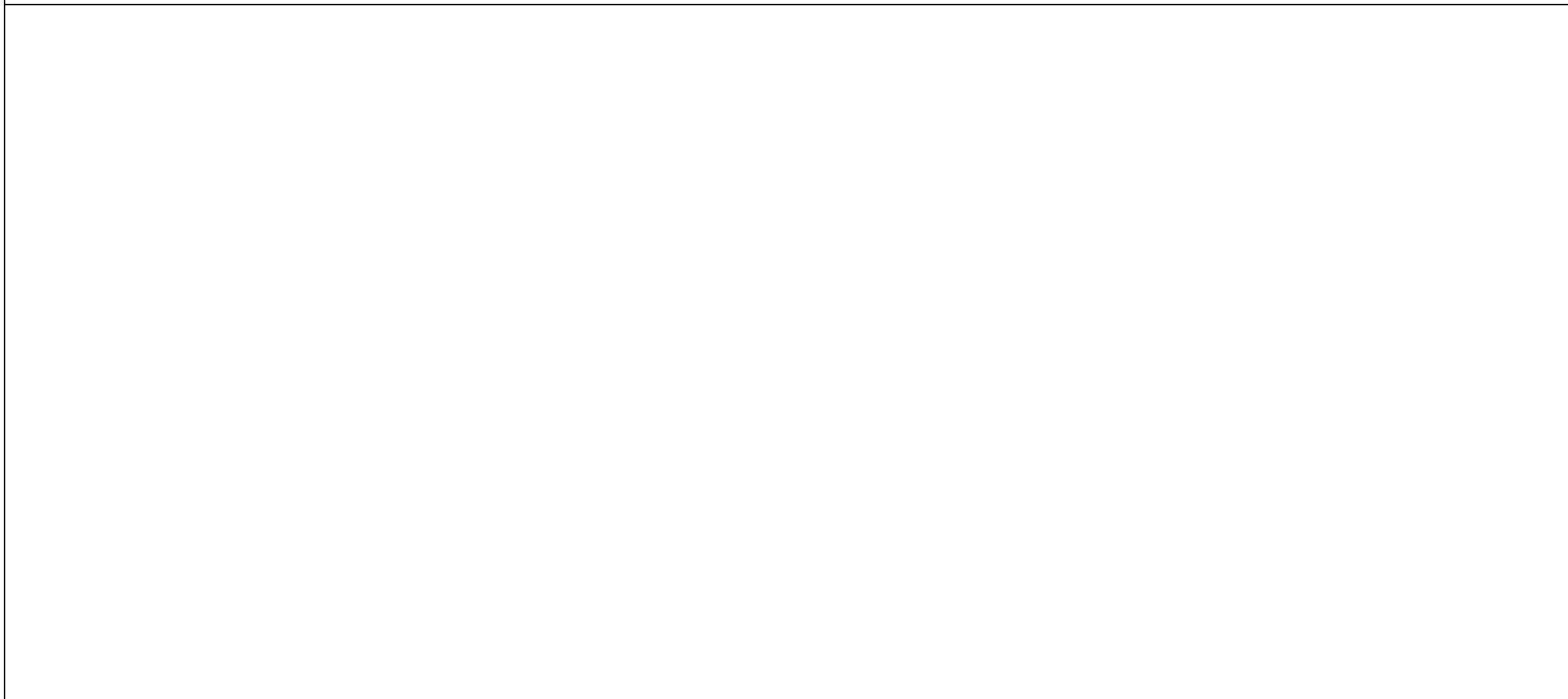
Year 2

| Autumn | Spring | Summer |
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| <p>Topic: Castles</p> <p>Artist focus: <u>Leonid Afremov</u></p> <p><u>Topic overview:</u> Children will work with mixed media to create an image of a castle inspired by Leonid's work. They will explore primary, secondary colours, tints, tones and shades before exploring the best drawing method to create a castle. These will be combined to create their image.</p> <p><u>Skills taught:</u> Painting</p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. <p><u>Skills taught:</u> Drawing</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. <p>Curriculum links: Writing through theme – diary entry about attending a pageant English – Rapunzel and non-chronological report about Queen Elizabeth D.T – making a castle</p> | <p>Topic: The Great Fire of London</p> <p>Artist focus: <u>Jesse Treece</u></p> <p><u>Topic overview:</u> The children will experiment with different collage materials, learn how to create a mosaic using both tiles and other media, before creating a city scape and creating a collage fire over the top, taking inspiration from the work of Jesse Treece</p> <p><u>Skills taught:</u> Collage</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. <p>Curriculum links: Writing through theme – newspaper article about the events of the GFoL English – Toby and the Great Fire of London and poem on fire D.T – making Tudor houses</p> | <p>Topic: Seaside</p> <p>Artist focus: <u>Lucy Poskitt</u></p> <p><u>Topic overview:</u> In this unit children will learn about weaving through the artwork of Lucy Poskitt, experiment and learn how to dye material to create a sea texture and add detail to their sea scape by gluing and sowing seas animals.</p> <p><u>Skills taught:</u> Textiles</p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <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; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p> <p>Curriculum links: Writing through theme – postcard and poster about Edwardian seaside holidays</p> |

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| <p>Science – making catapults Computing – collecting data on their favourite Disney princes and princesses History – Different types of castles, castle life, The Battle of Hastings, peasant revolt and The Tower of London</p> | <p>Geography – the city of London Computing – creating a GFoL scene by superimposing a photograph of themselves onto a background depicting a Tudor street Science – testing materials to see which would make the best pair of curtains for a house in London History – The Great Fire of London</p> | <p>English – Lighthouse Keepers Lunch and ocean creature riddles D.T – making ice lollies Computing – PowerPoint about Bridlington Science – food chains History – Seaside holidays in the past Geography – oceans, continents and physical and human features of the seaside</p> |
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Work of other artists (to be covered over the course of the year):
 To understand 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.
 Children can:

- 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;
- use key vocabulary to demonstrate knowledge and understanding in this strand.



Year 3

| Year 3 | | |
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| Autumn | Spring | Summer |
| <p align="center">Topic: Local Scenes Artist focus: Vincent Van Gough Topic overview: The children will be exploring the work of Vincent Van Gough and will be mimicking his style through the mediums of drawing and painting. The children will be creating their own representations of his famous works.</p> <p align="center">Skills taught: Drawing To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <p align="center">Painting To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | <p align="center">Topic: Anglo saxons Artist focus: Anglo saxon artefacts Topic overview: The children will be exploring Anglo-Saxon artefacts and the designs used on shields. The children will be creating their own printing blocks to create a repeating pattern to adorn a shield. Skills taught: Printing To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | <p align="center">Topic: Frozen characters Artist focus: Alberto Giacometti Topic overview: The children will be exploring the sculptures of Alberto Giacometti and the human form. The children will be creating statues in the style of Giacometti linked to the frozen characters in literacy. Skills taught: Sculpture To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. |
| Curriculum links: Literacy | Curriculum links: Literacy | Curriculum links: History/DT |
| <p>Work of other artists (to be covered over the course of the year): To learn about great artists, architects and designers in history. Children can:</p> <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;
- use key vocabulary to demonstrate knowledge and understanding in this strand

Year 4

| Autumn | Spring | Summer |
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| <p align="center">Topic: Victorian street scenes Artist focus: L S Lowry Topic overview:</p> <p>The children will be exploring the famous art work of L S Lowry and will be mimicking his style whilst building skills in drawing and painting. The children will be creating a skyline picture of Armley Town Street in his famous style.</p> <p align="center">Skills taught: Drawing</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. <p align="center">Painting</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | <p align="center">Topic: Amazonian Dreamcatchers Artist focus: Native American artists Topic overview:</p> <p>The children will be exploring the history of dreamcatchers and creating one using a variety of techniques. This will encompass weaving and printing as a main focus.</p> <p align="center">Skills taught: Textiles</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <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; • use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. | <p align="center">Topic: Egyptian collages Artist focus: Kurt Schwitters Topic overview:</p> <p>The children learn about collages and look at examples of Kurt Schwitter’s work. They then use a variety of techniques to create a collage of Tutankhamun.</p> <p align="center">Skills taught: Collage</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> • 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; • use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. |
| <p>Curriculum links: History – The Victorians</p> | <p>Curriculum links: Geography – Amazon Rainforest History – Native Americans</p> | <p>Curriculum links: History – Ancient Egypt</p> |

Work of other artists (to be covered over the course of the year): To learn about great artists, architects and designers in history.

Children can:

- 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;
- use key vocabulary to demonstrate knowledge and understanding in this strand

Year 5

| Autumn | Spring | Summer |
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| <p align="center">Topic: Mysteries in History Artist focus: Banksy <u>Topic overview:</u> The children will be exploring the famous artwork of Banksy. They will be impersonating his style whilst building skills in shading, hatching and cross-hatching. They will use colour mixing to create light and shadows to complement their perspective drawings and making their individual graffiti tags stand out.</p> <p align="center"><u>Skills taught:</u> Drawing</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. <p align="center">Painting</p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. | <p align="center">Topic: Sculpture Artist focus: Angela Haseltine <u>Topic overview:</u> Children will explore animals from the ocean and how pollution is affecting them. They will then create their chosen animal using plastic items that would normally go to landfill or find its way into the ocean.</p> <p align="center"><u>Skills taught:</u> Sculpture</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; • use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast. | <p align="center">Topic: Printing Artist focus: Andy Warhol, Henri Matisse and Pablo Picasso <u>Topic overview:</u> The children will explore different methods of printing including creating their own print blocks and relief printing. We will use our blocks to print onto t shirts or bags.</p> <p align="center"><u>Skills taught:</u> Printing</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; |
| <p>Curriculum links: History – Mysteries in history</p> | <p>Curriculum links: History – Vikings English – Viking Boy</p> | <p>Curriculum links: History – Ancient Greeks English – Myths and Legends</p> |

Work of other artists (to be covered over the course of the year): To learn about great artists, architects and designers in history.

Children can:

- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives;
- use key vocabulary to demonstrate knowledge and understanding in this strand

Year 6

Autumn

Topic: World War 2
Artist focus: Jaqueline Hurley

Topic overview:

Children will study drawings and art from the British official remembrance artist who has documented WW2. Idea is that classes will have an opportunity to use pencil charcoal and watercolour to create a 3d war time landscape. Lots of shade and light will be used to create accurate landscapes. Perspective will be employed effectively when drawing Landscapes.

Skills taught:
Drawing

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

Children can:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate;
- use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

Painting

To become proficient in painting techniques.

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

Curriculum links:

History – WW2
PSCHE – Feelings conveyed in pictures4

Spring

Topic: Islamic Art
Artist focus: E C Esher

Topic overview:

Children will study the history of Islamic art and how its influence can be seen all around us. Children will create begin by using calligraphy pens and ink to create a scrap book title that we will add to during the topic. They will then study the artist critiquing his work and create an artist page in their art books.

We will then look at tessellations and the children will create their own style and pattern from the given shape. We will be printing our own wallpaper and fabric using our tessellation and printing skills.

We will look at the world of textiles around us and Career opportunities within the design field of work.

During two RE lessons we will be visiting the church and the Sikh temple to look at the Islamic influences in the building.

We will also make our own tessellations during computing adding these finds to our scrap book.

Skills taught:
Textiles

To improve their mastery of art and design techniques with a range of materials – textiles.

Children can:

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Curriculum links:

History – The Maya, Aztecs and Incas

Summer

Topic: Collage
Artist focus: Jesse Treece and John Stezaker

Topic overview:

Studying two different artists who deconstruct media and photos, children will look at creating pieces that represent themselves, the journey through school and the future ahead.

Children will need access to post cards, magazines, newspapers and any media that could be cut up. Old books could be used and children can bring their own work in.

Once completed a desired focus would be for the class to create a class collage to represent their time in school and their memories.

Skills taught:
Collage

To improve their mastery of art and design techniques with a range of materials – collage.

Children can:

- add collage to a painted or printed background;
- create and arrange accurate patterns;
- use a range of mixed media;
- plan and design a collage;
- use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix

Curriculum links:

Work of other artists (to be covered over the course of the year): To learn about great artists, architects and designers in history.

Children can:

- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives;
- use key vocabulary to demonstrate knowledge and understanding in this strand