

## Long Term Subject Overview

# Art and Design

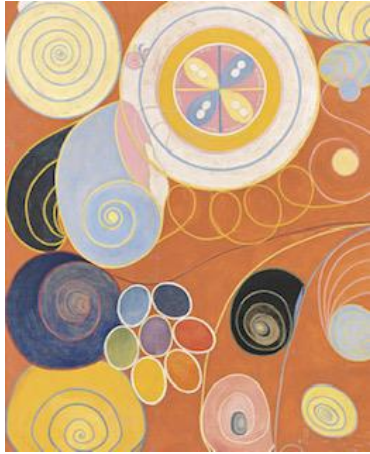
### Term 2


EYFS Educational Programme (expressive arts and design):

- artistic and cultural awareness supports their imagination and creativity.
- opportunities to engage with the arts
- explore and play with a wide range of media and materials.

National Curriculum Expectations:

- 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
- 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.

| Knowledge  | Early Years<br>Portraits- Mirror Mirror  | Year 1<br>All shapes and sizes<br>Abstract  | Year 2<br>How are you feeling today?   |
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| <p><b>Practical</b><br/><i>Drawing, painting, sculpture<br/>Methods, techniques, media</i></p> | <p>Drawing and observe face- own and others.<br/>Use mirrors to look closely<br/>Mirrors help children develop an awareness of many things. Reflection, symmetry,</p> <p>Place picture frame on table with mirror inside they draw directly on the mirror observing shapes and features.<br/>Is there face symmetrical?</p> <p>Paint over photograph of their face.<br/>Draw inside an oval (scaffolded support)<br/>Photograph of half their face- draw the other half.<br/>Picasso playdough faces<br/>Photograph of themselves as Edvard Munch on top of abstract background.<br/>Picasso colouring with emotion- paint face to convey emotion.</p> | <p>Painting<br/>To learn how to use and look after painting equipment safely<br/>Identify primary colours by name<br/>To be able to use primary colours to mix secondary colours<br/>Orange, green, purple<br/>Make interesting patterns and shapes with fingers.<br/>Create an abstract piece using different colours and shapes in an interesting way<br/>Printing<br/>Print with a range of materials<br/>Explore press printing, roll printing, rubbing and stamps to make prints<br/>Evaluate<br/>Review what they and others have done and say how they think and feel about it<br/>Identify what they might change in their current work<br/>Inspired by Kandinsky</p> | <p>Drawing</p> <ul style="list-style-type: none"> <li>• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>• Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>• Draw for a sustained period of time.</li> <li>• Experiment with the visual elements; line, shape, pattern and colour.</li> </ul> <p>Painting</p>  <p>Represent their emotions or those of another in a drawing- mixed collage</p> |
| <p><b>Substantive</b></p>  | <p>To know features of a face.<br/>To know the shapes and structure of a face.</p>   | <p>Know what abstract art is.<br/>Know artists' work can be influenced by different things.<br/>Identify primary colours</p>  | <p>To know that inspiration can come from many places and these are as unique as an individual.</p>  |

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| <p><b>Theoretical</b><br/>Artists<br/>history of art, including meanings and interpretations.</p> | <p>Picasso – abstract<br/>Edvard Munch – the scream painting</p>  <p>Spanish</p> | <p>Describe the work of notable artists, artisans and designers – Wassily Kandinsky, who was born over a 100 years ago. He was special because he was one of the first artists to invent a new way of painting. Instead of painting people or landscapes he painted pictures of colours and shapes. He thought of paintings as a kind of music, when he heard sounds, he would see colours and he always listened to music when painting. This inspired his work.</p> <p>Russian</p>                   | <p>Hilma AF Klint – painted not what she saw on the outside but what she saw on the inside. She didn't paint trees or people she painted feelings. HAF 10 largest painting and explain that each painting is full of different shapes and colours and represents different stages in life – from young to old. Explore with focus on what colours and shapes they see?</p> <p>Swedish</p> |
| <p><b>Disciplinary</b><br/>What is art?<br/>Traditional, modern, contemporary- period</p>         | <p>Expressionism<br/>Modern art</p>   | <p><a href="https://kids.kiddle.co/Hilma_af_Klint">https://kids.kiddle.co/Hilma_af_Klint</a> - picture and facts about her<br/><a href="https://www.youtube.com/watch?v=-5ZWxTdWuI4&amp;ab_channel=Tepper%27sTots">https://www.youtube.com/watch?v=-5ZWxTdWuI4&amp;ab_channel=Tepper%27sTots</a><br/><a href="https://www.modernamuseet.se/stockholm/en/exhibitions/hilma-af-klint-2013/abstract-art/">https://www.modernamuseet.se/stockholm/en/exhibitions/hilma-af-klint-2013/abstract-art/</a></p> | <p>Understand how art has reflected things that can't be seen- emotion, mood etc. She was described as visionary. Abstract art rooted in nature. At the heart of her artistic journey was a desire to understand the forces behind life on earth.<br/>First abstract works known in western history.</p>  |
| <p><b>Vocabulary</b></p>  | <p>Oval, reflection, symmetry</p>   | <p>Influence, abstract, feelings,</p>  | <p>Harmony discord inseparable visionary</p>  |
| <p><b>Texts</b></p>   | <p>Picasso and the girl with the ponytail<br/>Laurence Holt<br/>The Boy who Bit Picasso Anthony Penrose</p>   | <p>Meet Kandinsky</p>  | <p>Mixed- Arree Chung. (a story of how the colours mixed)</p>   |
| <p><b>Enhancements</b><br/>How the art curriculum is enriched.</p>                                | <p>Exhibition.</p>  |  |   |

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**National Curriculum Expectations:**

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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 with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

| Knowledge   | Year 3<br>Roman Pottery   | Year 4<br>Colour Theory  |
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| <b>Practical</b><br><i>Drawing, painting, sculpture<br/>Methods, techniques, media</i>      | Use sketchbooks to record visual information Roman pots- form, decoration.<br>Attempt to show 3d form through drawing- shade and light.<br>Join clay adequately and construct a simple base for extending and modelling other shapes.<br>Handle and manipulate clay<br>To build up coil walls from base<br>Explore properties of clay and manipulate shapes.<br>Explore imprinting design, pattern on clay tile.<br>Design, make, evaluate (pot)<br><br><b>Drawing</b><br>Tonal scale<br>Tonal drawing<br>from 6H to 6B<br>Refine graduation of tone. | Alter tint and shade of a colour<br>Tone = the area of dark and light in a painting or photograph<br>Tint = to make a colour lighter<br>Shade= to make it darker<br>I know I can make a tint by adding white to a colour<br>I know I can make a shade by adding black to a colour<br>Do they think the figures and objects looks realistic, almost like a photograph, as though they are really there, or you could touch them? Explain that the artist, Diego Velázquez, has created this illusion using tone – which is areas of light and dark. An artist creates tone by adding darker or lighter colours to the original colour. The simplest way to create tones of colour is by adding black or white to the colour.<br><br>What is colour? Is colour important in art? Look at paintings on this site:<br><a href="https://www.mensaforkids.org/teach/lesson-plans/introduction-to-color/">https://www.mensaforkids.org/teach/lesson-plans/introduction-to-color/</a> ask questions below paintings.<br><br>Explain that we/artists use a colour wheel to organise colours and show their relationship to each other, This shows the colours and how they are related to each other. |
| <b>Substantive knowledge</b>  | Art can tell us about the lives of people in the past (link to History)   | An old woman cooking eggs, 1618, Diego Velázquez<br>Illusion of tone<br>Artemisia Gentileschi  |
| <b>Theoretical</b><br><i>Artists history of art, including meanings and interpretations</i> | The role and purpose of artists, craftspeople and designers from different times and cultures Compare to contemporary artist- Grayson Perry and his pots. Record and respond to his work.   | Diago Valaquez- Spanish 1599- 1660<br>His work influenced Picasso, Dali and Manet. He was the leading artist in the court of King Phillip IV.  |

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| <b>Disciplinary</b><br>What is art?<br>Traditional,<br>modern,<br>contemporary-<br>period | Link History<br>Roman society – considering that they lived over 1600 years ago – early romans in Britain lived nearly 2000 years ago. The significance of art in ancient civilisations   | Baroque period , this was highly ornate and elaborate style of architecture and art and design. In the 17 <sup>th</sup> and 18 <sup>th</sup> Century.<br>It was the first visual style to have worldwide impact.   |
| <b>Vocabulary</b>   | Coarse ware, fine ware, amphorae, coil pot, malleability, tonal scale, tone Ancient civilisation  | Illusion of tone, light, dark, tint, shade, tone, blend smoothly, colour wheel   |
| <b>Texts</b>  | The Ancient Roman Art – Art history for kids Children’s art books.<br>Publisher baby Professor.   | The art and life of Hilma af Klint – a book not just about the art but about the magic that surrounded her.  |
| <b>enhancements</b>   | <a href="https://www.youtube.com/watch?v=O6j83z22yr8&amp;ab_channel=PottedHistory">https://www.youtube.com/watch?v=O6j83z22yr8&amp;ab_channel=PottedHistory</a><br><a href="https://www.youtube.com/watch?v=xCLNKXM1pao&amp;ab_channel=PenguinBooksUK">https://www.youtube.com/watch?v=xCLNKXM1pao&amp;ab_channel=PenguinBooksUK</a><br><a href="https://www.youtube.com/watch?v=62-7qHckMMM&amp;ab_channel=TheClayTeacher">https://www.youtube.com/watch?v=62-7qHckMMM&amp;ab_channel=TheClayTeacher</a><br>Use a pottery wheel. | <a href="https://www.mensaforkids.org/teach/lesson-plans/introduction-to-color/">https://www.mensaforkids.org/teach/lesson-plans/introduction-to-color/</a><br><a href="https://www.youtube.com/watch?v=LO30zFqpi-c&amp;t=18s&amp;ab_channel=Wendy%27sLoo">https://www.youtube.com/watch?v=LO30zFqpi-c&amp;t=18s&amp;ab_channel=Wendy%27sLoo</a><br><a href="https://www.youtube.com/watch?v=8gxyZC4clrU&amp;ab_channel=EmilyAicher">https://www.youtube.com/watch?v=8gxyZC4clrU&amp;ab_channel=EmilyAicher</a><br><a href="https://www.youtube.com/watch?v=5Fc5hU0Ray4&amp;ab_channel=ThatArtTeacher">https://www.youtube.com/watch?v=5Fc5hU0Ray4&amp;ab_channel=ThatArtTeacher</a> |

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| Knowledge  | Year 5<br>Looking to the future<br>Landscape  | Year 6<br>Make do and Mend<br>Textiles  |
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| <b>Practical</b><br><i>Drawing, painting, sculpture</i><br><i>Methods, techniques, media</i> | <p>Understand proportion and scale.</p> <p>Identify the foreground, middle-ground, and background in any landscape image. Understand proportion and scale and how this knowledge will help them to understand how landscape paintings and drawings are created by artists. Using images on a computer to identify foreground, middle ground, and background and drawing around them in pairs.</p> <p>Use photography to extend and apply knowledge of proportion and scale by creating and recording images that successfully show fore, middle and background. Take note of the scale and proportion by measuring objects and features on photographs and through the eye of a lens with a ruler or like artists do, with one eye shut and a finger and pencil. Model setting up several scenes and taking pictures from different angles and heights. Photographs will be checked. concept of one point perspective.</p> <p>Outcome: to draw a fictional landscape scene onto a watercolour background.</p> | <p>sewing skills</p> <p>Outcome: make a small toy using fabric to comfort and provide emotional support for a child (refugee).</p> <p>learn the importance of learning how to stitch during WW2. Watch make do and mend clip below:</p> <p><a href="#">Link</a></p> <p>Sketchbook study of toys in world war II. Observational skills.</p> <p>Sketchbook study- still life of bears. Viewfinder close up.</p> <p>Sketchbook study of Jane Mogford bears and Jean-Michel Basquiat. Own independent research.</p> <p>Design toy to create, annotate.</p> <p>Tie knots, thread needle, use the running stitch, blanket cross stitch, cast off.</p> <p>Use a template to produce a pattern to turn into a 3D form. Minimal waste (environmental issues)</p> <p>Select quality materials, appropriate for design</p> |
| <b>Substantive knowledge</b>   | <p>Know what these terms mean in art: foreground, background, middle ground. Now these three areas overlap each other -which give images form and depth. Know things in the foreground are usually the biggest in size and detail because they are closest.</p>   | <p>To understand that the economic situation impacts on people’s lifestyle and art.</p>   |
| <b>Theoretical</b><br><i>Artists history of art, including meanings and interpretations.</i> | <p><b>C.S Lewes</b> to create the magical world of Narnia. Use this discussion to get the CHN excited about landscapes-use visual images on IW of Narnia land and film. Explain that C.S Lewes began to come up with idea of Narnia when he was just 16 from landscapes in his hometown of Surrey. Yet, he built up his imagination using landscapes he visited throughout his lifetime.</p>  | <p>Understanding of how economy can influence craft and design.</p> <p><b>Jane Mogford</b> (UK award winning artist) Handmade bears that are considered artwork.</p> <p>Pipkinsbears.com</p> <p><b>Jean Michel Basquiat</b> bearbrick</p>   |

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| <b>Disciplinary</b><br>What is art?<br>Traditional, modern,<br>contemporary- period | Creativity spans across artforms.<br>Landscapes inspire people.<br>They can move people to respond emotionally and impact on well being. | Art can influence emotion and provide sense of security and well being.<br>Can everyday objects be considered art?<br>Understand concept of an item being collectable.<br>Contemporary |
| <b>Vocabulary</b>   | Form foreground, middle ground background<br>scale proportion landscape  | Economy recession repurpose  |
| <b>Enhancements</b>   | Landscape exhibition for school  | Link to literacy- create a story for the character they create   |