

Long Term Subject Overview

Art and Design


Term 3

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 Water Lilies	Year 1 Portraits- Wonderful Us	Year 2 Still Life
<p>Practical <i>Drawing, painting, sculpture Methods, techniques, media</i></p>	<p>Drawing and Painting</p> <ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour. <p>Try to replicate colours, image in own way.</p> <p>Create a whole class collaborative water Lily painting, Large scale as Monet painted. Create a collage water lily piece of art.</p> 	<p>Explore drawing faces. Know proportions of a face- eyes, nose, mouth.</p> <p>Guidelines to support (adaptation may not be needed for all) Mix the right colours for my skin, hair, and features.</p> <ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades • using different types of paint. • Create different textures <p>To paint my portrait using colour to show emotion. (link PSHE) drawing on techniques and approaches used by artists studied.</p> <p>To create a cubism collage portrait.</p> <p>To draw a digital self- portrait in the style of Julian Opie.</p> <p>To create body Sculptures by working in collaboration with others (link phonics- letter shapes)</p> <ul style="list-style-type: none"> • use their bodies to creatively to make part of a letter • To take effective photographs to record the letters made by groups. 	<p>Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, pens, chalk To draw lines of different thicknesses Observe and draw shapes focus: form, shadow. Show areas of darkness and shadow using materials effectively Mix paints in a variety of colours and describe them using appropriate language e.g. Light, dark, pale. Mix a range of secondary colours, shades and tones.</p> <ul style="list-style-type: none"> • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. <p>Explore techniques to make 2D drawings look 3D. Charcoal or ink/diluted ink, Variety of grade of pencil. Consider composition and negative space. No rubbers- gestural drawings are full of mistakes- encourage them to make new marks on top of old ones.</p> <p>Outcome – create still life inspired by works seen.</p>
<p>Substantive</p>	<p>To know that Monet was an artist.</p>	<p>Know what a portrait is and a self portrait. Know different colours can show emotion. Know and identify 'warm and cold' colours.</p>	<p>Know what form is Introduce negative space and composition</p>

Theoretical Artists history of art, including meanings and interpretations.	Monet There are more than 250 water lilies paintings. He revisited this subject many times!	Pablo Picasso Holbein King Henry Renoir portrait of Infant Leonardo Da Vinci Mona Lisa Henri Matisse Madam Matisse Gustav Klimt Adele Bloch-Bauer Andy Warhol self portrait Vincent Van Gogh self portrait Julian Opie How artists convey emotion and personality in portraits.	Georgia O'Keefe Hilmer Af Klint
Disciplinary What is art? Traditional, modern, contemporary- period	Modern art	Compare portraits- traditional, modern and contemporary. Why paint portraits? similarities and difference between 3 famous portraits. Identify defining features of cubism https://www.bbc.co.uk/bitesize/clips/zdfgkqt Contemporary – digital art https://www.youtube.com/watch?v=jhhNzxbSOBc&ab_channel=NGVMelbourne	Why have artists painted still life through time? Compare a classical still life with a modern. Identify differences.
Vocabulary	Water reflection landscape	Emotion, interpretation, expression, immortalise	Shadow, shade, tone, composition
Texts	Where is the frog? A children's book inspired by Claude Monet Claude Monet the painter who stopped the trains. Julie Danneberg	Books that celebrate identity: That's not my name Anoosha Syed Eyes that kiss in the corners Joanna Ho Just like me Vanessa Brantly Newton	Georgia O'Keefe: Little people big dreams
Enhancements How the art curriculum is enriched.		End of Term exhibition- Wonderful Us!	exhibition/ performance Debate

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 Landscape	Year 4 Mayan Masks
<p>Practical <i>Drawing, painting, sculpture</i> <i>Methods, techniques, media</i></p>	<p>Drawing sketching Experiment with different grades of pencil and other implements.</p> <ul style="list-style-type: none"> • Plan, refine and alter their drawings as necessary. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <p>Painting Mix a variety of colours and know which primary colours make secondary colours.</p> <ul style="list-style-type: none"> • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. <p>Colour mix and match. Gestural brush strokes.</p> <p>Experiment with brush strokes- gestural taking influence from Van Gogh Use Wheat Field With Cypresses as inspiration. Look at other paintings by Van Gogh and describe features in common,</p> <p>Pupils select own aspect of locality to create in the style of. Seven sisters. Sketchbook- paint over photograph in scene. Exploratory sketch work before final piece. Collage</p>	<p>Drawing:</p> <ul style="list-style-type: none"> • Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. <p>Painting:</p> <ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process <p>Make informed choices about the 3D technique chosen.</p> <ul style="list-style-type: none"> • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. <p>Paper mache and creating forms, relief, embellishing with paint and collage. Adapting and evaluating during lessons</p> <p>Outcome: create a mask inspired by Mayan Masks. Linked to text below Rain God Mask</p>
<p>Substantive knowledge</p>	<p>Know what Landscape painting is Know what a still life painting is</p>	<p>To know why masks were worn. To know that art is important in rituals and ceremonies.</p>

Theoretical Artists history of art, including meanings and interpretations.	Vincent Van Gogh https://www.bbc.co.uk/bitesize/clips/z8fgkqt https://www.tate.org.uk/kids/explore/who-is/who-vincent-van-gogh https://www.vangoghmuseum.nl/en/art-and-stories/stories/5-things-you-need-to-know-about-van-goghs-sunflowers Compare and contrast the work of Deborah Roberts	<i>The Family of Man</i> Three pieces from <i>The Family of Man</i> , a series of nine bronze sculptures by Barbara Hepworth, 1970 Barbara Hepworth 1903- 1975, sculptor whose works were among the earliest abstract sculptures produced. Her lyrical forms and feeling for material made her one of the most influential sculptors of the mid-20th century. Link to similarities that can cross cultural and time boundaries.
Disciplinary What is art? Traditional, modern, contemporary- period	Post-impressionism- How his art reflected emotion through colours and bold brush strokes.	Cultural Mayan (links to History) To the ancient Maya, all things, living as well as inanimate, had an inherent “power”. Maya ceremonies often included dancing, usually involving the rulers who were called upon to intercede with the gods on their people's behalf. Ceremonies
Vocabulary	Landscape Impressionism Gestural	Ceremony culture ritual funeral
Texts	Landscapes Claude Delafosse	Rain Player David Wisniewski
Exceeding the National Curriculum Enhancements		Dance and performance using masks to parents.

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Knowledge	Year 5 Portraits Pop Art	Year 6 Eric Ravillious
<p>Practical <i>Drawing, painting, sculpture</i> <i>Methods, techniques, media</i></p>	<p>Revisit blank 6-part colour wheel. Can they remember the 3 primary colours? Fill these into demonstration colour wheel. Explain that these 3 colours are the most important on the colour wheel as all other colours are mixed from these.</p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <ul style="list-style-type: none"> · Work on preliminary studies to test media and materials. · Create imaginative work from a variety of sources <p>Revisit colour theory</p> <p>Explore common techniques used in Pop Art: Printing, collage, mixed media Ben Day dots.</p> <p>Revisit proportions of the face and anatomy.</p> <p>Sketchbook exploration of Pop art and artists.</p> <p>Take photographs of face aim to capture mood, expression and personality. Trace or draw photograph. Add Benday style dots to add colour.</p> <p>Outcome- self portrait in style of a Pop artist.</p>	<p>Outcome: watercolour painting of Eastbourne Landscape</p> <ul style="list-style-type: none"> • Learn about the work of Eric Ravillious • Use drawing to collect examples of his' style • Use viewfinders to carry out observational drawings • Use a range of techniques to show light and dark- colour mixing using water colour. • Use a range of techniques to show depth in a landscape painting.  <p>Visit gallery and see work first hand- sketch and capture in sketchbooks. Take photographs of Eastbourne- stick in sketch books.</p> 

Substantive knowledge	Know the characteristics of Pop Art.	To know how water colour is different to other medium. To know how to create depth in a painting using line, tone, perspective, size and scale.
Theoretical Artists history of art, including meanings and interpretations.	Pop artists often use primary colours and complementary colours. Peter Blake, Richard Hamilton, Andy Warhol, Keith Haring, Roy Lichtenstein	Eric Ravillious- 1903 – 1942) was a British painter, designer, book illustrator and wood-engraver. He grew up in Eastbourne, and is particularly known for his watercolours of the South Downs, modernist sensibility and clarity. He served as a war artist, and was the first British war artist to die on active service in World War II when the aircraft he was in was lost off Iceland. 
Disciplinary What is art? Traditional, modern, contemporary- period	Mid-1950s style how mass production influenced art.	Modernist – he was one of the greatest watercolourists of the 20th Century.
Vocabulary	Popular transient expendable gimmicky commonplace vibrant irony	Perspective scale
Enhancements	Sketchbooks to develop ideas and practice skills Gallery visit Museum visit	Film Eric Ravillious Drawn to War
		Towner gallery visit Field trip to Cuckmere- sketching Link Geography Link to History World War II

