

Long Term Subject Overview

Art and Design


Term 6


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	EYFS Rainbow Fish	Year 1 Klimt	Year 2 seaside
Practical <i>Drawing, painting, sculpture Methods, techniques, media</i>	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Select coloured drawing implements for a purpose.</p> <p>Uses drawing tools to make marks, lines and curves.</p> <p>Recognise and describe key features of their own and others' work.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Print a school of fish using potato print.</p> <p>Use collage to create effect.</p> <p>Paper plate cut out to form a fish- explore ways to create scales:</p> <p>Weaving through body. Sticking collage on.</p> <p>Painting. Wax resist.</p>	<p>Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>•Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p> <p>Mixed media- collage, pattern</p>  <p>-observe pattern and repeated shapes .Sketchbook studies of pattern. Identifying repeated shapes in Klimt patterns.</p> <p>Collage of image taking inspiration from Klimt.</p> <p>Outcome, see above. Apply Klimt pattern to own image, portrait.</p> <p>Own Tree of Life painting or a photo frame using collage</p>	<p>Use a variety of techniques, inc. printing, cutting, Name the tools and materials they have used.</p> <p>Experiment with a range of media: paint, collage, overlapping, layering, stencil etc.</p> <p>Experiment creating expression through paint- brush strokes. Paint scraping,</p> <p>Creating textures.</p> <p>Understand horizon and distance.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Sketchbook study of artists' work.</p> <p>Explore different techniques to create backgrounds, scraping, marbling, overlay stencils and use black and white paint to create layered design (negative space)</p> <p>Explore art works and create a narrative based on the paintings (link oracy and English)</p> <p>Create collage of seascape.</p> <p>Fishing boats on the beach at Saintes-Maries-de-la-Mer' by Vicent Van Gogh</p> <p>Identify different textures in a scene</p> <p>Identify colours used in artists' works</p> <p>Mix colours to match those I've seen. Final painting of seascape.</p>
Substantive Knowledge	<p>To know that art can be created in lots of ways.</p> <p>To know that art can look very different.</p>	<p>To know that art can be created in lots of ways.</p> <p>To know that art can look very different and does not need to look realistic.</p>	<p>To know that art can be created in lots of ways.</p> <p>To know that art can look very different with a growing awareness of different ways of creating art.</p> <p>To know that objects appear smaller if they are in the distance.</p>

<p>Theoretical Artists history of art, including meanings and interpretations.</p>	<p>To talk about their own and others work. Link to RE Fish symbolise Jesus Christ.</p> <ul style="list-style-type: none"> • Fish also symbolize the church, or all believers in Christ who make up his body on earth. • The fish represents Christians as individuals and as a group 	<p>Klimt Austrian artist (1907-1908) He painted in an innovative and imaginative way. His work eventually became very decorative and symbolic, which meant that many of his images had hidden meaning. Klimt would continue to develop his style of ornamentation throughout his life</p>	<p>Vincent Van Gogh Pierre Auguste Renoir Peder Severin Kroyer 1851- 1909 Danish</p>
<p>Disciplinary What is art? Traditional, modern, contemporary- period</p>	<p>Look at a range of art portraying fish- different styles.</p>	 <p>His style became increasingly organic looking, in the Art Nouveau style. (natural inspiration and organic form)</p>	<p>Understand how landscapes have been portrayed through time and how this is influenced by the artists' intent. Eg. Impressionists capturing light.</p>
<p>Vocabulary</p>	<p>Weave feelings symbolise resist</p>	<p>Organic innovative decorative</p>	<p>Landscape Horizon distance perspective Illusion</p>
<p>Texts</p>	<p>The Rainbow Fish Marcus Pfister (links to PSHE)</p>	<p>Patterns from Nature – The Art of Klimt The Magical Tree: A children's book inspired by Gustav Klimt</p>	<p>Katie meets the Impressionists James Mayhew</p>
<p>Enhancements</p>		<p>Exhibition - make a photograph frame inspired by Klimt-</p>	<p>Visit to the seaside- sketching Visit to a museum- life boat</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 Bloomsbury in Berwick	Year 4 Illusion – how to deceive
Practical <i>Drawing, painting, sculpture Methods, techniques, media</i>	Bloomsbury group visit Berwick Church Charleston House Observational drawing of the Church murals- viewfinders. Mix a variety of colours and know which primary colours make secondary colours. · 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. Pastels, oil pastels, Design and draw a replacement image for the Church	https://www.steampoweredfamily.com https://artscentrelive.org/2021/02/01/ · Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. · Work on preliminary studies to test media and materials. · Create imaginative work from a variety of sources. Use a variety of source material for their work. · Work in a sustained and independent way from observation, experience and imagination. · Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape To create own optical illusion
Substantive knowledge	To know that the decorative art in Berwick Church is significant and of international importance. To know that important artworks can be restored and understand the work that is involved.	Know what an optical illusion is. To know what warm colours are: orange, red, yellow To know what cold colours are: blues, greens, violet. To know primary, secondary and tertiary colours.
Theoretical Artists history of art, including meanings and interpretations.	Vanessa Bell - 1879- 1961 painter and designer Duncan Grant Virginia Woolf British painters	Yaacov Agam (1928-)– Israel Agamograph which is something he invented. They incorporate light, sound, or viewer participation. It changes when you look at it from different directions · Watch clip below: https://www.youtube.com/watch?v=Qw9dBKcpARw
Disciplinary What is art? Traditional, modern, contemporary- period	20 th Century radical artists, writers and thinkers lived locally. Known collectively as the Bloomsbury group. The imagined society differently. Explore how they were influenced by the post impressionists.	Modern Art ‘Illusion’ means. Build upon knowledge and explain that optical artists use shapes, lines, colours, and patterns to create an illusion that when done correctly can trick the brain into seeing movement or lines and shapes that aren’t there

Vocabulary	Restoration commission conservation unique alter font	Illusion perspective optical illusion hologram direction deceptive
Texts		Book of impossible objects Pat Murphy
Enhancements	Visit to Berwick church / Charleston House	Link to PSHE we all have a different view point and see things differently.

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Knowledge	Year 5 Take One Picture (National Gallery)	Year 6 Art in Religion
<p>Practical <i>Drawing, painting, sculpture Methods, techniques, media</i></p>	<p>Project based on a picture in the Gallery: Painting- work linked to the painting Investigative approaches- projects shaped by child-led research. Apply previously learnt approaches, apply a new style. Collage · Create shades and tints using black and white. · Choose appropriate paint, paper and implements to adapt and extend their work. · Carry out preliminary studies, test media and materials and mix appropriate colours. · Work from a variety of sources, inc. those researched independently. · Show an awareness of how paintings are created (composition). Look and explore animal conservation and environmental issues. Select own animal to draw in Rousseau style.</p>	<p>Observational drawing Demonstrate a wide variety of ways to make different marks with dry and wet media. · Identify artists who have worked in a similar way to their own work. · Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. Explore great works of art used in religion Tone, shading and colour to give the illusion of form (3D) Sketching a design idea, reviewing, adapting and refining Painting and colour mixing - secondary and tints and shades Experiment using contour lines and shading with a variety of materials to give drawings form; the illusion of being 3D. Create shades and tints using black and white. · Choose appropriate paint, paper and implements to adapt and extend their work. · Carry out preliminary studies, test media and materials and mix appropriate colours. · Work from a variety of sources, inc. those researched independently. · Show an awareness of how paintings are created (composition). To plan design for a painting inspired by a religious story Link back to prior learning of Berwick Church.</p>
<p>Substantive knowledge</p>	<p>To know the National Gallery is in London. To know it is never too late to become an artist</p>	<p>Know what a mural is. To know how important art is in religion and why</p>
<p>Theoretical Artists history of art, including meanings and interpretations.</p>	<p>Henri Rousseau 2024 submission date. Post impressionist painter in the primitive manner. He only started painting in his early forties.</p>	<p>Historical use of art in Christian faith – murals and church decoration. Exploring symbolism in art. Raphael Renaissance Salvador Dali 1951 Christ of Saint John Many great works of art were created in the Renaissance, a movement that originated in Italy.</p>

Disciplinary What is art? Traditional, modern, contemporary- period	Post impressionist – explore how critics were dismissive of Rousseau’s work (childish – do they agree?)	Importance of art in religion. Know where murals might be seen and reasons why. Political – Belfast, celebratory, compare traditional and modern murals. Graffiti? Is this art? Banksy, school playground mural Cave painting. Sense of community. Message- form of communication.
Vocabulary	Exotic childish disparaged	Form, contour lines, observe, weight, volume, texture, shadow, geometric, organic, mural, architecture, landscape, composition
Texts	Children’s book of art- an introduction to the world’s most amazing paintings and sculptures.	https://www.youtube.com/watch?v=oL8ns821F84&ab_channel=ArtTutor.com
Enhancements	National Gallery visit	Link to Church visit - Berwick