|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Little Bowden Art Curriculum Framework** | | | **Look Learn Practice and Develop** | | Our art curriculum is carefully organised from EYFS – Year 6 into the seven focus areas of learning shown below that will enable the children to develop as artists. Our high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. | | | | | | | | | | | | |
|  | | **1** | | **2** | | | **3** | **4** | | **5** | | **6** | | **7** |
| **Areas of Study** | | **Focus Areas** | | | | | | | | | | | | |
| **Exploring and developing**  Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. | | **Drawing**  Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. | | **Painting**  Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. | | | **Sculpture**  Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. | **Collage**  Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. | | **Textiles**  Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. | | **Printing**  Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. | | **Work of other artists**  Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout EYFS and KS1. |
|  | **EYFS** | | * Landscapes and Cityscapes (Tw – Session 4) * Fabricate (Tw Sessions 1-3) * Colour Chaos (Tw Sessions 1-2)   Clay pinch-pot with repeated pattern  Throughout the year all R children will have access to Creation Station for exploring and creating their own pieces | | **Clay pinchpot – planning/drawing their final design**  **Fabricate – planning/drawing final design** | | **Colour Chaos –Rothko**   * **Basic painting skills** * **Mixing paint into new colours – experimentation** * **Chn’s own Colour Field painting**   **Landscapes and cityscapes** | | | **Clay pinch-pot – creation of final piece** | **Colour Chaos**  **Chn’s own Colour Field painting** | | **Fabricate – creation of final piece** | |  | | **Colour Chaos – Piet Mondrion**  **Colour Chaos – Rothko**  **Landscapes and cityscapes – Van Gogh** |
| **Key/Threshold Concepts** | **Y1** | | * Landscapes and Cityscapes (Tw Sessions 5-6) * Clay tiles * Printing Collography (B) * Colour Chaos (Tw Sessions 3-6) * Painting like Georgia O’Keeffe (B) * Let’s Sculpt (Tw) | | * L2 sketch a landscape (photocopy x2)   L1 ch. Make a range of rubbings using various materials (used in L2-3) for ch. To see end results  L2 to sketch and make a plan as to which materials will be used in L3 collograph  L3 Robert and Sonia Delaunay – warm and cool colours explore using pastels | | L3 Ch. explore shapes/patterns they can make with a paintbrush/finger in style of Metzinger (onto photocopy sketch)  L4 look at powerpoint 2 – ch. paint in their own style (adding to photocopied sketch)  L1 Paul Klee- exploring primary and secondary colours, tint and tone.  L2 Jackson Pollock- drip painting/action painting (prep different tools for dripping effects, big brushes, pipettes etc)  L4 Wassily Kandinsky- thinking about how music influences our painting using watercolours to create colour squares (4-6 squares, 1 music genre for each)  L2Experimenting/mixing primary to secondary colours. HA: darker/lighter tones.  L3 Draw and paint a O’Keefe inspired flower (lily, orchid) for Mother’s Day card. | | | L3 ch. Prepare collograph (textured plate) using various materials (pipe cleaner, strings, corrigated)  L1 Jill Townsley- powerpoint have prepared plastic bottle tops (mixed)link to plastic in the ocean possibly make a turtle with shell.  L2 Michelle Reader – powerpoint with a variety of junk modelling ch. Make an animal sculpture linking to Geography. |  | |  | | L1 powerpoint & print landscape using sponge  L1-2 Clay tile- animals stencil print, paint and glaze (pva)  L4 use collograph to print a design that use a range of colours | | **Van Gogh, Claude Monet, Jean Metzinger**  **L1 Georgia O’Keefe – powerpoint and look at artists’ work/discuss colour and form**  **Paul Klee, Jackson Pollock, Robert and Sonia Delaunay, Wassily Kandinsky**  **Jill Townsley, Michelle Reader** |
|  | **Y2** | | * **Let’s Sculpt (B)** * **Nature Sculptures (Tw)** * LS Lowry (Tw) * Fabricate (Tw Sessions 4-6)   Portraits (Tw) | | **Drawing from nature lesson 2.**  **Sketching ideas for sculptures.**  Lesson 4  I can draw buildings  Lesson 5  I can draw matchstick figures  Lesson 6  Creative drawing – playground setting  **Design a batik**  **Drawing a portrait**  **Line drawing**  **Pop art** | | Lesson 2 paint a seascape with colours I have mixed  Lesson 3  Perspective – paint a background  **Colour in portraits** | | | **Lesson 1**  **Clay modelling of natural objects/animal**  **Lesson 4 creating sculptures- large final piece**  **Watercolour backgrounds** | **Making a collage portrait** | | **Create a batik**  **Dyeing Batik** | |  | | **Andy Goldsworthy**  **Niki de Saint Phalle**  **Lowry**  **Andy Warhol** |
| **Little Bowden Art Curriculum Framework** | | **Look Learn Practice and Develop** | | Our art curriculum is carefully organised from EYFS – Year 6 into the seven focus areas of learning shown below that will enable the children to develop as artists. Our high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. | | | | | | | | | | | | | |
|  | | **1** | | **2** | | **3** | **4** | | | **5** | | **6** | | **7** | |
| **Areas of Study** | | **Focus Areas** | | | | | | | | | | | | | |
| **Exploring and developing**  Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. | | **Drawing**  Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. | | **Painting**  Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. | | **Sculpture**  Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. | **Collage**  Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage | | | **Textiles**  Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. | | **Printing**  Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. | | **Work of other artists**  Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Y3** | * Egypt (Tw) * Stone Age art (adapted from Oak Academy Unit 2 Painting KS1) * British Art (Tw Sessions 1,4-5)   William Morris (B) | **Drawing masks** |  | **Egyptian Clay**  **Masks** |  |  |  | **Man Ray** |
|  | **Y4** | * Autumn (Tw) * Monet * Hokasai – printing famous landscapes (B) * Pompei – Mosaics (B)   Fruit and Vegetables (Tw) | Drawing water lilies and flowers  Line drawing of photographic image from local area.  Mosaic- using a grid draw a sea creature onto A4 Paper  Observational drawings of peppers using charcoal | Use wax batik to create waterlily style work  Tints and shades- sea creature mosaic  Colour mixing for vegetable still life | **Clay sculpture of peppers** | Mosaic making of sea creature  Making a mosaic tile using wood and ceramic mosaic tiles  Using computers and clip art to create a fruity face inspired by Arcimboldo | Mosaic making of sea creature  Making a mosaic tile using wood and ceramic mosaic tiles  Using computers and clip art to create a fruity face inspired by Arcimboldo | Making the printing tile  Printing | Monet  Katsushika Hokusai  Giuseppe Arcimboldo  **Michael Brennand-Wood**  Cezanne |
|  | **Y5** | * Insects (Tw1-3) * Seaside (Tw sessions 5-6 insect focus – not fish) * Vikings (other planning) * Space | Drawing insects in pencil  Vikings landscape drawings | Insects in colour (pastels or paint)  Watercolours for Vikings landscape | Fish Lantern (Insect lanterns)  Viking tilework- Runic impressions and Celtic designs | Insect Mosaics | Viking Tree weaving designs on paper plates |  | Louise Bourgeois  John Northcote Nash  Peter Thorpe |
|  | **Y6** | * South and Central American (Tw session 3) * Bodies (Tw sessions 1-3, 5) * Greeks   Banksy | **Bodies**  Drawing body shapes in charcoal  **Greeks**  Scratch art vase designs | **Banksy**  Monochrome art  Free art using colour – expressing yourself / emotions  Compare and contrast Banksy and your own art. |  | **N&S America Dream catcher**  Layering ribbon around the ring  Materials – ribbon, beads, feathers. | **Banksy**  Using the concept of stencils to create a design to print on t-shirts | **Bodies**  Henry Moore  **Banksy**  Who is Banksy? Why is he/she staying anonymous? |  |