

Skills Overview: Art and Design

Art Rationale:

At St. Peter's we believe that our art curriculum should be rich in knowledge, ambitious and of high quality to build skills needed later in life. We understand that art, craft and design embody some of the highest forms of human creativity. Therefore, our carefully planned curriculum has been developed to inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own great works.

Our curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject.

The primary years are critical for a child to develop progressive skills and a more rigorous understanding of art, craft and design. They will be encouraged to think critically and to reflect on their own and others' work. By making connections between the work of other artists and their own, children will begin to value who they are as an artist.

Art reflects and shapes our history, contributing to our culture, creativity and wealth of our nation. It is a language, a form of expression, a platform to record a place in time, a story to tell, which belongs to all classes and ethnicity.

St Peter's also believes that creative expression is the heart of mental health and wellbeing. With reference to our school vision, St Peter built what we recognise as the Church of England today on a solid foundation (The rock of our community). It is on these foundations that our four pillars stand (Positivity, Perseverance, Passion and Presence). St Peter was an excellent communicator, so throughout our curriculum for art and design we provide and inspire personal expression, cultural understanding, creative and practical responses and promote imaginative risk taking to provide a therapeutic solution to our material, emotional, social and virtual world.

WHOLE SCHOOL Art OVERVIEW

Year 3- Previous knowledge and skills from Year 1 and 2.

Children should have experienced:

Painting- Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour

Drawing- Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels, mark making to show texture, chalk, charcoal, oil pastels

3D form- Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and paper, sculpting with natural objects.

Collage- Collage with tissue paper - tearing, cutting organic shapes, collage with textiles – colour matching

Textiles- Weaving

Printing Mono- Printing with polystyrene

Year 3 children would also be familiar with the work of artists such as Van Gogh, Picasso, Henri Rousseau, Andy Goldsworthy, Monet, William Morris, Giuseppe Arcimboldo, Andy Warhol, Rubens, Kandinsky and Marianne North.

Children will have also researched and experimented with art in nature, African colours and patterns and Aboriginal art.

	Autumn	Spring	Summer
Year 3	Art Unit: Line	Art Unit: Still Life and Form	Art Unit: Architecture

<p>Knowledge (Substantive) Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines</p> <p>What is still-life? Still-life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form</p> <p>What is architecture/ an architect? sculptures in relief-frieze (Parthenon marbles), line and symmetry in architecture (towers/domes), Gaudi's use of curved</p>	<p>Lessons</p> <ul style="list-style-type: none"> ● Exploring line and sketchbooks ● Line weight ● Studying how artists use line in different ways ● Hokusai – The Great Wave ● Printing to create line <p>Children will look at famous artist's sketchbooks and will carry out exploratory drawings using different lines and materials. They will produce a final mono-print using polystyrene. This unit will link with the mono-printing they would have done in Year 2.</p>	<p>Lessons</p> <ul style="list-style-type: none"> ● An introduction to still life ● Creating form with tone ● Drawing a still life using cross-hatching ● A study of Cezanne ● Drawing a still life using colour <p>Children will discover how artists show the form of an object and that still-life is a genre of art. They will create the illusion of three dimensions. They will produce their own still-life using oil pastels. This unit links with the previous unit Line and will link with the Year 4 unit Light.</p>	<p>Lessons</p> <ul style="list-style-type: none"> ● Introduction to architecture – The Parthenon ● Symmetry and line in architecture ● Inspiration for architecture – Gaudi and nature ● Gaudi – different materials and features ● Assessment <p>Children will discover what architecture means and will debate whether the Parthenon marbles should stay in the British Museum. They will make sculptures in relief using clay and will create their own mosaics using tissue paper. Links to Greece in Year 4 history.</p>
---	---	--	--

<p>lines, nature, mosaics and stained glass</p> <p>Types of Art: Artists sketchbooks woodblock prints</p> <p>Still-life, history painting</p> <p>Architecture, mosaics</p>			
<p>Skills (Disciplinary) Continuous line drawing, line weight, drawing contour lines, mono-printing</p> <p>Pencil techniques, to show form and tone, cross-hatching, drawing still-life, layering oil pastels</p> <p>Using lines to create a design, working with clay to create a relief, building up and carving away, collage.</p>	<p>Artists Klee Leonardo da Vinci Rembrandt Van Gogh Moore Picasso Hokusai</p>	<p>Artists Andy Warhol Morandi Stubbs Cezanne Moser Bonheur</p>	<p>Architecture Parthenon(Callicrates) St Paul's Cathedral (Wren) Sagrada Familia (Gaudi) Grand Stupa</p>

Year 4	Art Unit: Light	Art Unit: Space	Art Unit: Monuments of Ancient Rome
<p><u>Knowledge (Substantive)</u></p> <p>Light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways.</p> <p>Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth.</p> <p>What is a monument? Monuments show an emperor's power, construction and use of the Pantheon and Colosseum (domes</p>	<p>Lessons</p> <ul style="list-style-type: none"> ● Drawing dark and light ● Painting dark and light ● Painting a still life with acrylic – ground and underpainting ● Painting a still life with acrylic – adding tints and shades ● Using and showing light in different ways <p>Children will be introduced to how artists use light. This unit will further develop the concept of form by showing how light falls on an object. They will develop their skills using acrylics to paint a still-life. Children will continue to develop colour mixing skills. Links with Year 3 unit Still Life and Form.</p>	<p>Lessons</p> <ul style="list-style-type: none"> ● Introduction to space and dimensions ● Exploring space in painting: foreground, middle ground and background ● Identifying foreground, middle ground and background ● Creating foreground, middle ground and background ● Using colour and detail to show depth <p>This unit links with the previous unit Light. They will also develop their skills further by using graphite to use varying tones to create the illusion of three dimensions. They will create a cardboard landscape in relief, which will be painted and detailed with oil pastels. Links with Light unit in Year 4.</p>	<p>Lessons:</p> <ul style="list-style-type: none"> ● Introduction to Ancient Rome and the Pantheon ● Construction of the Pantheon ● The Colosseum ● Construction of the Colosseum ● Trajan's Column ● Assessment <p>Children will start this unit with the knowledge of the founding, governance and society of Ancient Rome from their history lessons from last term. They will focus on three monuments in detail and will revisit the design of the Pantheon studied in Year 3. children will then create their own model of the Pantheon in groups. Links with the Architecture Year 3 unit and the history unit Ancient Greece in Year 3 and the history unit Life in Ancient Rome in Year 4.</p>

<p>and arches), relief sculpture on Trajan's column.</p> <p>Types of Art: Still-life Landscapes Reliefs Architecture 3D form</p>			
<p>Skills (Disciplinary) Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground underpainting mixing tints and shades in acrylic.</p> <p>Using shade to create tone, using line to draw a landscape, creating a relief in cardboard.</p>	<p>Artists Caravaggio Vermeer Goncharova Rana Begum</p>	<p>Artists Matisse Millet Bonheur Bruegel Turner</p>	<p>Architecture Monuments: The Pantheon, Colosseum, Trajan's Column</p>

<p>Following instructions, model making, working as a team.</p>			
<p>Year 5</p>	<p>Art Unit: Style in Art</p>	<p>Art Unit: Islamic Art and Architecture</p>	<p>Art Unit: Art from Western Africa</p>
<p><u>Knowledge (Substantive)</u> What is style in art? Features of rococo art and design, features of modernist art and design, comparing Rococo and modernist styles, features and ideas behind abstract art, colour theory in abstract art. Features of Islamic art and design- geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork, Characteristic</p>	<p>Lessons:</p> <ul style="list-style-type: none"> ● An introduction to style in art: technique ● Rococo Style ● Rococo v Modernism ● Abstract Art ● Colour Theory <p>Children will consider style in art to see how artists use different techniques to alter their style. They will compare different artists' brush styles and will draw pears using oil pastels. Through the comparison of contrasting styles such as rococo and modernism, they will analyse chair design and will use their developing colour theory to create their own abstract work using acrylic on canvas.</p>	<p>Lessons:</p> <ul style="list-style-type: none"> ● Introduction to Islamic art and architecture ● Elements of Islamic art ● Elements of Islamic architecture ● The Alhambra ● The Taj Mahal ● The influence of Islamic art <p>Children will link their historical knowledge of Islam with this unit when they are introduced Islamic architecture. They will study calligraphy, geometric and vegetal patterns. After looking at the details and common features of Islamic architecture, children will create two works of art in Islamic style using rulers and compasses to create repeating geometric designs in colourful inks. They will then produce a 3D tile. Links with the Year 5 history unit Baghdad AD900.</p>	<p>Lessons:</p> <ul style="list-style-type: none"> ● Introduction to Western African art – Malian Antelope Headdresses ● Study of Malian Antelope Headdresses ● Benin Plaques ● Benin Art – Cross cultural Trade and Influence ● Debate about returning the Benin Plaques ● Assessment and completion of cardboard reliefs <p>Children will look at Malian antelope headdresses and the Benin plaques from Nigeria. They will explore the fact that the shapes in the headdresses represent animals. Children will also learn about the Benin bronzes and the</p>

features of Islamic architecture in mosques, palaces and tomes-domes, minarets, arches, muqarnas.

Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes, reflected in artwork, for example the influence of Portugese traders on West African art.

Types of Art:

Rococo, modernism, abstract, patterns

Architecture, calligraphy, tilework and mosaics, plasterwork

Antelope headdresses of Mali, Ivory carvings

current debate about their restitution back to Nigeria. During this unit, children will design a cardboard relief of an insect. [Links to the previous art unit Architecture in Year 3 and the history unit the Early British Empire in Year 5.](#)

<p>and bronze relief sculptures and panels from Benin.</p>			
<p><u>Skills (Disciplinary)</u> Using oil pastels and soft pastels to create light/ shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvas, painting patterns, using colour theory to make decisions on colour, creating texture with acrylic.</p> <p>Using rulers and compasses to draw geometric patterns, paintings with inks, working with clay-carving and building up, painting clay, drawing, painting 3D form.</p>	<p>Artists/Designers Munch Stubbs Watteau Chippendale Van Doesburg Breuer Mondrian Delaunay Pollock Rothko Kandinsky</p>	<p>Architecture The Dome of the Rock The Alhambra The Taj Mahal Begum</p>	<p>Art Mali antelope headdresses Ivory carvings and bronze relief sculptures and panels from Benin.</p>

<p>Using 3D mixed media to design and create relief sculptures, drawing.</p>			
<p>Year 6</p>	<p>Art Unit: Art in the Italian Renaissance</p>	<p>Art Unit: Impressionism and Post Impressionism</p>	<p>Art Unit: Art in the 20th Century- Modernism and Beyond</p>
<p><u>Knowledge (Substantive)</u> Italy and 'rebirth' (rejection of the middle games), the influence of Greek and roman art, showing humanity and the natural world, anatomical drawings, painting styles- sfumato, comparison of Leonardo and Michelangelo, realism- linear perspective Painting outdoors, landscapes, scenes</p>	<p>Lessons:</p> <ul style="list-style-type: none"> ● Introduction to Italian Renaissance Art – The School of Athens/Vitruvian Man ● Leonardo da Vinci – Anatomical drawings ● Leonardo da Vinci – Painting Techniques ● Michelangelo – The Sistine Chapel ● Realistic painting – Jan van Eyck ● Linear Perspective <p>Children will be introduced to the Italian renaissance and discover that Renaissance is a French word for rebirth, used to describe the art revival in Italy from 1400. They will investigate Leonardo's painting techniques with the contrast of Michelangelo's frescos, link realism to linear perspective, producing their own</p>	<p>Lessons</p> <ul style="list-style-type: none"> ● Introduction to Impressionism – Monet ● Use of scientific knowledge and painting en plein air ● Paintings of Modern Life – Degas and Renoir ● Post-Impressionism - Cezanne ● Post-Impressionism – Van Gogh and Gauguin ● Japanese influence on the impressionists and assessment <p>Children will be introduced to the impressionists by discovering how artists 'broke the norm' and began to paint outside (en plein air), using rapid brushstrokes. They will look at paintings showing everyday life rather than grand portraits of historical subjects, produce their own modern cafe scenes and study post-impressionism before</p>	<p>Lessons</p> <ul style="list-style-type: none"> ● Investigating statues ● Picasso and cubism ● Abstract Art – Hepworth ● The influence of world war two –Auerbach ● Figuration and Abstraction – Freud and Bowling ● Art and identity – Himid <p>The children's final unit will continue with their work on the impressionists and post-impressionists. They will learn that the late work of Monet and the brushwork of Cezanne (who are considered to be forerunners of abstraction and modernism) linked to the Year 5 unit Style. They will investigate public statuary and identity, as a starting point for their own project.</p>

<p>from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post impressionists (Cezanne, Van Gogh, Gauguin).</p> <p>Modernism, influence of impressionism and post-impressionism, influence of African art, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race, and gender, installation art.</p> <p><u>Types of Art:</u> Renaissance paintings, anatomical</p>	<p>landscape and detailed observational drawings of their own hands. At the end of the unit children will make plaster discs with painted designs.</p>	<p>creating their own collage of a mountain. This unit will link to the Year 6 art unit Art in the 20th Century.</p>	<p>Children will also learn how Picasso developed cubism and will explore the work of significant British artists. Children will then create a piece of artwork using materials of their choice about identity. This unit links with the Year 5 art unit Style and with the Year 6 history unit on World War 2 and the Holocaust.</p>
--	--	---	--

<p>drawing and sketching, sfumato painting, plasterwork.</p> <p>Landscapes, domestic scenes, Japanese woodcuts, Impressionism and Post-impressionism.</p> <p>Sculpture, public statuary, impressionism and post-impressionism, cubism, figuration, identity in art, modernism.</p>			
<p><u>Skills (Disciplinary)</u> Observational drawing, using plaster, designing and painting on plaster, using perspective to draw, 3D form.</p> <p>Painting en plein air and with broken brushstrokes, use of</p>	<p>Artists Michalangelo Leonardo da Vinci Raphael</p>	<p>Artists Monet Degas Renoir Cassatt Cezanne Van Gogh Gauguin</p>	<p>Artists Picasso Nicolson Hepworth Auerbach Frink Hockney Bowling Himid Boyce</p>

<p>chalk and charcoal for tone, collage.</p> <p>A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.</p>			
--	--	--	--