

Art and Design

Curriculum Plan



SOUTHRIDGE FIRST SCHOOL - Art and Design Long Term Plan

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- . **produce creative work, exploring their ideas and recording their experiences**
- . **become proficient in drawing, painting, sculpture and other art, craft and design techniques**
- . **evaluate and analyse creative works using the language of art, craft and design**
- . **know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.**

Subject content for Key Stage 1

Pupils should be taught:

- . 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.

Subject content for Key Stage 2

Pupils should be taught 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.

Pupils should be taught:

- . 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 (e.g. pencil, charcoal, paint, clay)
- . about great artists, architects and designers in history.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year 1

Autumn	<p>Topic: Drawing and sculpture <i>To use a range of materials creatively to design and make products.</i> <i>To develop a wide range of art using colour, line, shape, form and space.</i> <i>Explore the work of famous artists (Van Gogh and Charles R Knight).</i></p> <ul style="list-style-type: none"> • Self-portrait using various mediums including pencils and crayons. • Make different shapes using clay to create a dinosaur sculpture.
Spring	<p>Topic: Colour and collage <i>To use a range of materials creatively to design and make products.</i> <i>To develop a wide range of art and design techniques in using colour, texture, line, shape, form and space.</i> <i>Explore the work of famous artists Monet and Matisse.</i> <i>Describe differences/similarities between different practices/disciplines</i></p> <ul style="list-style-type: none"> • Introduce colour mixing and make an African sunset picture. • Use language to evaluate light/dark and warm/cool. • Recognise and name primary and secondary colours. • Gather and sort materials to make a Matisse shape collage.
Summer	<p>Topic: Weaving and printing <i>To use a range of materials creatively to design and make products.</i> <i>To use painting to develop and share ideas.</i> <i>To develop a wide range of art and design techniques in using colour, texture, line, shape, form and space.</i> <i>Explore the work of famous artists Gunta Stolzl and Paul Klee.</i> <i>Describe differences/similarities between different practices/disciplines</i></p> <ul style="list-style-type: none"> • Create patterns and pictures by printing from objects using more than one colour in the style of Paul Klee. • Use equipment and media correctly, to produce clean image. <p>Create woven patterns with paper and card.</p>

Year 2

<p style="text-align: center;">Autumn</p>	<p>Topic: Colour <i>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.</i></p> <p>Pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc</p> <ul style="list-style-type: none">• Understanding primary and secondary colours• Working from a limited palette• Experiment with dark and light – adding black and white• Make as many tones of one colour as possible using primary colours and white.• Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’• Darken colours without using black• Mix colours to match those of the natural world – colours that might have a less defined name• Experience using colour on a large scale, A3/A2 <p>Texture</p> <ul style="list-style-type: none">• Develop skills of overlapping and overlaying to create effects.• Use various collage materials to make a specific picture. <p>Suggested Artists:</p> <ul style="list-style-type: none">• Julie Bennett (artist) – see BBC bitesize clip• Colour Palette by Tony Cragg (artist)• Jan Griffier – Fire of London (artist)
<p style="text-align: center;">Spring</p>	<p>Topic: Drawing <i>To use drawing to develop and share their ideas, experiences and imagination. 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.</i></p> <p>Pencil, wax, chalk, ink, pen, brushes</p> <ul style="list-style-type: none">• Continue as Year 1 to experiment with tools and surfaces.• Continue to draw a way of recording experiences and feelings - Sketch to make quick records of something.• Simple shapes in complex situations – man-made - buildings, windows, doors, chimneys; natural – plants• Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of shading techniques - light and dark.• Work out ideas through drawing <p>Suggested Artists:</p> <ul style="list-style-type: none">• Explore the work of Edward Hopper (lighthouses became one of his most famous subjects)

Summer	<p>Topic: Form <i>To use 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.</i> 3D experience, rigid and malleable materials</p> <ul style="list-style-type: none"> • Awareness of natural and manmade forms and environments • Expression of personal experiences and ideas in work • Shape and form from direct observation • Use a range of tools for shaping, mark making, etc. • Construct from clay • Replicate patterns and textures in a 3-D form. • Use a range of decorative techniques: applied, impressed, painted, etc. • Begin to make simple thoughts about own work and that of other sculptors.
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Year 3

Autumn	<p>Drawing - Line and shape - pencil, oil pastels, chalk, ink, pen, brushes. <i>-Experiment with the potential of various pencils (2B -HB) and charcoal to show tone, texture etc.</i> <i>-Encourage close observation of objects in both the natural and man made world.</i> <i>-Observe and draw simple shapes..</i> <i>-Encourage more accurate drawings of people - particularly investigating proportions of the human body - body shape and movement in different positions/postures.</i> <i>-Investigating light and shadow in own drawings.</i> Suggested Artists: Andy Warhol Paul Klee Colour - pigment – paint, inks, pastels, etc and tools to apply colour – brushes, sponges, straws etc <i>Extend exploring colour mixing to applying colour mixing.</i> <i>Make colour wheels to show primary and secondary colours.</i> <i>Introduce different types of brushes for specific purposes.</i> <i>Begin to apply colour using dotting, scratching, blocking, splashing to imitate an artist.</i> <i>Use of IT computer generated imagery to create colour pattern work</i> Cave paintings Designing Christmas Cards Responses to music Suggested Artists: Pollock Clarice Cliff (artist and ceramicist)</p>
Spring	<p>Texture <i>- collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</i> <i>-Build on all previous experiences.</i> <i>-consolidate the awareness of the nature of materials and surfaces eg. fragile, tough, durable.</i> <i>-Use colour to express an idea in fabric/collage - seasons, moods, or create a picture - swamp, seascape.</i> Suggested Artists Contemporary textile artists e.g. Alison King Andy Goldsworthy</p>

	<p>Form- 3D experience Rigid and malleable materials -Use the equipment and media with increasing confidence. -Shape, form, model and construct from observation and / or imagination with increasing confidence. -Plan and develop ideas in sketchbook and make simple choices about media. -Have an understanding of different adhesives and methods of construction -Begin to have some thought towards size -Simple discussion about aesthetics Suggested Artists: William Heatherwick – How can a strip of folded paper lead to the design of a functional object. Anthony Gormaly- Sculptures</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p>Pattern -painted, printed, rubbed, imprinted, embossed, etc -Search for pattern around us in world, pictures, objects. -Use the environment and other sources to make own patterns. -Use sketchbooks to design own motif to repeat. -Creating individual and large scale group works Learning about great artists, architects and designers in history.</p> <p>· Creating individual and large scale group works · Create a portfolio of a famous artist or architects</p>

Year 4

Autumn	<p>Drawing -pencil, wax, chalk, ink, pen, brushes</p> <ul style="list-style-type: none">• As Year 3, plus make pencil and charcoal• Build on the concept of scale and proportion• Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.• Look at and discuss the similarities and differences with real life figures and the representation of Egyptian gods and goddesses from wall paintings.• Drawing from direction• Build on work on facial detail and proportion. Look at Egyptian death masks• Identify and draw the effect of light (shadows) on a surface, on objects and people.• Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) <p>Suggested Artists:</p> <ul style="list-style-type: none">• Egyptian Art / Art Deco <p>Context: Egyptian Gods and Goddesses, Death Masks</p> <p>Egyptian Day – Durham University</p>
Spring	<p>Colour pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc</p> <ul style="list-style-type: none">• Build on KS1-• Extend exploring colour mixing to applying colour mixing.• Introduce different types of brushes for specific purposes.• Begin to apply colour using dotting to imitate an artist.• Pointillism – control over coloured dots, so tone and shading is evident• Watery, sea scenes• Landscape imagery <p>Suggested Artists:</p> <ul style="list-style-type: none">• Seurat – Pointillism <p>Art Week (alternate years)</p> <p>Texture collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <ul style="list-style-type: none">• Build on all previous experiences.• Start to place more emphasis on observation and design of textural art.• Use initial sketches to aid work.• Continue experimenting with creating mood, feeling, movement and areas of interest.• Discuss the different types of fabric/materials• Use initial sketches to aid fabric work. <p>Suggested Artists</p> <ul style="list-style-type: none">• Henri Rousseau

Form 3D experience, rigid and malleable materials

- Plan and develop ideas in sketchbook and make informed choices about media.
- Model over armature – wire etc, paper mache etc
- Experienced surface patterns / textures.
- Work safely, to organize working area and clear away.
- Discuss own work and work of other sculptors with comparisons made.
- Consider light and shadow, space and size. Investigate, analyse and interpret natural and manmade forms of construction.

Suggested Artists:

- Giles Cenazandotti – uses recycled materials to create animals (sculptor)

Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc

- Use sketchbook for recording textures/patterns.
- Use language appropriate to skill.
- Interpret environmental and manmade patterns and form
- Discuss the nature of effects able to modify and adapt print as work progresses.
- Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc

Suggested Artists

- William Morris

Design and create a printing tile to print “wallpaper”.

Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)

- Consider different types of mark making to make patterns.
- Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher)
Create their own picture using repeating pattern, inspired by above artists.

Suggested Artists for context work:

- Contemporary North East Artists e.g. John Coatsworth, Anji Allen, Jim Edwards etc

Children create Newcastle scene in the style of above artists.