

Art & Design WHOLE SCHOOL OVERVIEW



*Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.*



St. Ethelbert's RCP

Whole School Overview for Art

ART & DESIGN STATEMENT OF INTENT

At St.Ethelbert's Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. We endeavour to provide the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

A high-quality art and design education should engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The art and design curriculum at St.Ethelbert's Primary School is based upon our progression of knowledge and skills document alongside the 2014 National Curriculum.

Children's art and design will be celebrated and displayed around the school. Alongside our curriculum provision for art and design, we also provide children with the opportunity to participate in an art after school club. Children also have the opportunity to do creative work in many other subject areas.

PREVIOUSLY COVERED IN EYFS

In the EYFS at St. Ethelbert's, we follow a play based approach to learning. Children have continuous access to painting easels, collage and junk modelling materials, scissors, a wide variety of mark making materials and playdough. Throughout the year, children also have the opportunity to join in adult led activities such as using clay, mixing their own powder paints, using marbling inks, and using paints in different ways, such as printing. We use art to express ourselves and children's work is displayed around the classroom. Children also have continuous access to mark making materials outdoors including chalk, paintbrushes and paint rollers and pencils and felt tipped pens.

KS1 National Curriculum:

Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- appreciate 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.

Year 1

Autumn Term	Spring Term	Summer Term
UNIT: Colour Creations – Kandinsky	UNIT: Sculpture – Clay pendants	UNIT: printing- TOYS
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will learn about the art of Wassily Kandinsky, noting a few key facts in their sketch books. They will compare and discuss some of Kandinsky's most famous works. Pupils will initially use coloured pencils or felt pens to draw in the style of Kandinsky's work 'Concentric Circles'. Pupils will be encouraged to look at a colour palette and look at the colours Kandinsky chose for his works. Pupils will then use chalk pastels and finally water colour paints to create a picture using concentric circles. Pupils will make a background page to display their circles, then choose their favourite medium to complete concentric circles to use for their final piece. Pupils will evaluate their work using 'what went well' and 'even better if' success criteria.	In this unit, pupils will learn how clay has been used through history to create both practical and decorative objects. They will look at the work of Barbara Hepworth and compare and comment upon the pieces. They will learn to manipulate playdough and clay skilfully. They will use their hands as tools to make balls, cylinder shapes etc. They will use simple tools to achieve texture and patterns on their designs. They will learn to make a plan and design a final piece, then work to achieve the desired outcome. Pupils will work with playdough, moving onto working with modelling clay and air dry clay. Pupils will make their own clay trinket pinch pots which will be given textured patterns, then painted. For the final piece, pupils will research, design then create their own clay pendants based on the traditional story ' <i>Maui and the Sun</i> '. Pupils will evaluate their work using 'what went well' and 'even better if' success criteria.	In this unit, pupils will learn about famous printing artist Orla Kiely, who is a designer famous for her work with printing and patterns. Pupils will learn how to print in a variety of ways using different items. They will experiment with different objects and textures, looking closely at the different prints they produce. Pupils will create different styles of printed pictures, using natural and man made materials and objects. Pupils will experiment with different types of paint and collage. For their final piece, they will make multi- layered printed pictures using different materials to make a printed background, then use a teddy bear to print on top. Children will evaluate their work using 'what went well' and 'even better if' success criteria.

KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> Know that Wassily Kandinsky was an artist and that he was born in Russia. Know that Kandinsky was most famous for his abstract art work. Know the name of a piece of Kandinsky's artwork (e.g. 'Circles in a Circle') Know that concentric shapes share the same centre , with the smaller being inside the larger. 	<ul style="list-style-type: none"> Know that a sculptor makes 2d or 3d images out of a range of materials (e.g. wood, stone, clay) Know that Barbara Hepworth was a famous sculpter, born in England. 	<ul style="list-style-type: none"> . Know that Orla Kiely is a famous designer born in Ireland in 1963. Know that printing is the technique of transferring paint or ink to paper with an object. Know that printing can be made on different materials.

Throughout the year

Cross curricular artwork; paper plate bears, Remembrance artwork- RE Advent candles – RE Christmas crafts –RE Halloween – English Halloween day, Science – flower drawings.

Year 2

Autumn Term	Spring Term	Summer Term
UNIT: Painting- Giuseppe Arcimbaldo	UNIT: Paper Sculpture	UNIT: textiles weaving
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will learn about the artist Giuseppe Arcimbaldo. They will look at and evaluate some of his most famous works. Pupils will experiment with different techniques including painting , collage and printing to create their own artworks in the style of Arcimbaldo. Pupils will then evaluate each technique and their work in each style, discussing what went well and what would they do differently next time. Pupils will produce a portrait made out of real fruit / flowers. They will evaluate their work using 'what went well' and 'even better if' success criteria.	In this unit, pupils will learn about famous paper sculpture artist Michelle Reader, who uses waste and household items to create beautiful pieces. Pupils will be encouraged to think about how this is particularly important with regards to looking after our world. They will learn how to manipulate paper in a variety of ways to make 3D paper sculptures. Pupils will begin with experimenting with very simple techniques of folding, bending, rolling and cutting to create a variety of shapes and designs. They will use 3D shapes with slits to create 3D paper shape sculptures. Pupils will look at images of playgrounds and manipulate paper to create a 'playground'	In this unit, pupils will learn the technique of Matariki weaving. Pupils will learn about famous paper weaving artist Gunta Stoltz and look at some of her most famous pieces, discussing what they like and don't like about them. They will learn some facts about her life and work and make a page of information in their sketchbooks. Pupils will begin by practising the skill of weaving with paper and card. They will practise weaving on a grill tray with ribbons and streamers. Pupils will use two colours of paper to weave a Teddy bear jumper and will make caterpillars woven from two long card strips, adding own eyes and face with pens or collage

	themed final piece incorporating all of the techniques learned in the unit. They will evaluate their work using 'what went well' and 'even better if' success criteria.	materials. Pupils will weave with string and thread onto a paper plate to create an intricate design. They will use these skills to produce a final piece. Pupils will evaluate their work using 'what went well' and 'even better if' success criteria.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> Know that Giuseppe Arcimboldo was a famous Italian painter. Know that Arcimbaldo used the technique of creating portraits with food and flowers. Know that 'portrait' is vertical and 'landscape' is horizontal 	<ul style="list-style-type: none"> Know that Michelle Reader is a famous paper sculptor Know the names of three paper sculpture techniques; roll, fringe and pleat. 	<ul style="list-style-type: none"> Know that Gunta Stolz was a textile artist who was born in Germany Know that Gunta Stolz is famous for her African weaving inspired furniture and artwork. Know that the Matariki is a cluster of stars Know that Ancient people used weaving to make baskets long before fabric was invented

Throughout the year

Cross curricular artwork: Remembrance art work, Mother's day cards, Christmas arts and crafts. Easter crafts

KS2 National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay
- appreciate great artists, architects and designers in history.
-

Year 3

Autumn Term	Spring Term	Summer Term
UNIT: Portraits - Van Gogh	UNIT: Sculpture- Dragon eyes/ Rene Magritte	UNIT: Geometric animals
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:

In this unit, pupils will learn how to use a graphite stick to produce an image. They will learn to give detailed observations about notable artists, particularly Vincent Van Gogh. In their sketchbooks, they will create a fact page on Van Gogh. They will then use the graphite drawing skill to create a portrait in the style of Vincent Van Gogh. Pupils will experiment with coffee, using different strengths of coffee solution to make different tones. Pupils will learn to review ideas and think critically about their work. They will learn to evaluate their own work and say how it could be improved upon using 'what went well' and 'even better if' success criteria.

In this unit, pupils will investigate the work of great artists, which features dragons and eyes. In particular, they will look at the work of Rene Magritte. They will compare the styles and the techniques used by Magritte and other artists in their own sketchbooks. Pupils will add pieces of their own work to their sketchbook and annotate their ideas and designs, describing the materials and techniques used. They will select from a wide range of materials including paints, pens, chalks and pastels. Pupils will learn to use research to develop a design criteria and plan their own 3D dragon eye. They will learn to select from and use a wide range of materials, tools and equipment to perform practical tasks accurately- using tools and clay to carefully sculpt their own dragon eye. Pupils will then paint their sculpted eye. They will evaluate their ideas and product using 'what went well' and 'even better if' success criteria.

In this unit, pupils will learn about artist Paul Klee, watching a powerpoint on his life and works and making a fact sheet page in their sketchbooks. They will begin by carefully choosing colours to complete a black and white geometric animal face template of their choice in the style of Picasso, before moving on to drawing their own Geometric animal faces. Pupils will paint their own animal with watercolour paints, taking care to use the paints effectively using more paint to create more vibrant colours, and less to create a more subtle tone.. They will then explore in 3D, creating their own Geometric animal faces using wooden dowel and hot glue guns. Pupils will evaluate their work and methods in their sketchbook and have the opportunity to look at the work of their peers, before deciding on a final animal face to design and create using nails on balsa wood, connected with pieces of string. Pupils will finally, evaluate their ideas and product using the 'what went well' and 'even better if' success criteria.

KEY STICKY KNOWLEDGE

- Know that Vincent van Gogh was a famous painter
- Know he was born in 1853 in the Netherlands.
- Know the names of two of his famous works – 'A Vase with Fifteen Sunflowers' / 'A Starry, Night' / 'Van Gogh Self-Portrait'
- Know that a portrait is a picture of a face

KEY STICKY KNOWLEDGE

- Know Rene Magritte was a famous sculptor from Belgium
- Know that Rene Magritte painted 'The False Mirror'

KEY STICKY KNOWLEDGE

- Know that Paul Klee was a famous artist from Switzerland
- Know the term 'Geometric' means to use straight or curved lines to create a design.

Throughout the year

Cross curricular artwork Cave paintings – History, Stonehenge paintings – History, Salt dough fossils – Science, Remembrance art- RE, Rainforest collage – Geography, Roman mosaics- History

Year 4

Autumn Term	Spring Term	Summer Term
UNIT: L. S Lowry	UNIT: Tin foil figures	UNIT: Collaged oversized animals
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit pupils will learn about a notable local artist, L.S. Lowry, and make observations about his work. They will look similarities and differences between the some of Lowry's most famous works. They will describe what they like and dislike about the pieces. Pupils will experiment with work on action poses. Then they will use a variety of different materials and techniques to create their own pieces of 'playground' artwork in the style of LS Lowry, using matchstick figures that show movement. Pupils will evaluate their work using 'what went well' and 'even better if' success criteria.	In this unit, pupils will learn about the artists Alberto Giacometti and Toshihiko Mitsuya. They will learn how to draw stick figures in action poses and begin to show movement. They will learn to give detailed observations about notable artists. Working in pairs, pupils will create different poses with their bodies and recreate some of the poses through their tin foil sculptures. Pupils will use a light source to create shadows which can then be shaded. Pupils will then create a sculpture of a figure with clay or modroc. They will use a self evaluation sheet to evaluate any of the pieces of work done in this unit.	In this unit, pupils will learn about collage artists Georges Braque and Pablo Picasso. They will look at a variety of their most famous works and discuss the techniques used to create the pieces. Pupils will then learn about a variety of collage techniques, and will have the opportunity to make their own piece of work in that style. They will use the blocking technique, watercolours, multi-layering, folding and overlapping to create a landscape scene. Pupils will evaluate their work using 'what went well' and 'even better if' success criteria.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> Know that Lawrence Stephen Lowry was a famous artist known as L.S. Lowry Know he was born in 1887 in Lancashire (local to us) Know he was famous for his 'match stick' type figures 	<ul style="list-style-type: none"> Know Alberto Giacometti was an artist famous for his textured figure sculptures. Know that an 'action pose' shows that way a person is standing or sitting Know that 'shadow' is the silhouette of an object's shape on another surface Know that 'shade' is the darkness of an object not in direct light 	<ul style="list-style-type: none"> Know that Georges Braque is an artist famous for his work using collage techniques. Know that the term 'collage' is derived from the French verb 'coller' meaning 'to glue'
Throughout the year		
Cross curricular artwork; Advent candles, collage Christmas cards, Egyptian paper and clay cartouches and pyramids, Egyptian hieroglyphics, Anglo- Saxon helmets and shields.		
Year 5		

Autumn Term	Spring Term	Summer Term
UNIT: Mountains	UNIT: Wire birds	UNIT: 1960's fashion
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p>In this unit, pupils will learn to give detailed observations about notable artists, particularly Anna Zadorozhnaya, discussing and reflecting on her artwork. They will use a variety of styles and techniques to produce watercolour paintings representing mountains. Pupils will learn to use a torn paper method to create a piece of artwork. They will learn how to use shade and tone to create a background and a foreground for a painting. They will create their own mountain range artwork using a second torn paper method, then will use a sketching technique to add details to the foreground of their artwork. Pupils will discuss which techniques they preferred and will evaluate their work using 'what went well' and 'even better if' success criteria..</p>	<p>In this unit, pupils will learn how to create bird sculptures from wire. They will learn about the artist Mike Godwin and make detailed observations about his work by making annotations in their sketchbooks. They will look closely at a variety of birds and notice the different ways in which they move. They will learn about and use the techniques of contour drawing, blind contour drawing and sketching. Pupils will then use the skill of printing using acetate and ink. They will annotate their sketches and discuss each skill taught. Pupils will then plan, design and create their own wire sculptures, adding colour and texture with collage materials. Pupils will learn how to record observations and use their sketchbooks to revisit and review ideas. They will evaluate their work using 'what went well' and 'even better if' success criteria..</p>	<p>In this unit, pupils will learn about fashion designer Yves Saint Laurent and will study work from a variety of fashion designers from the era to see the different styles and techniques adopted. They will research and plan work using their sketchbooks and use ideas to create an artistic design for a 1960's outfit. Pupils will explore colour, shape and patterns and practise techniques. They will learn to create a colour palette in their sketchbook and will refer to this as they progress towards creating their final design. They will learn to think critically about art and design work and to use key vocabulary. They will think critically about their work and evaluate it using 'what went well and even better if' success criteria.</p>
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> • Know Anna Zadorozhnaya is an artist most famous for her paintings of watercolour mountain ranges • Know that in an image, the part nearest to you is the foreground and the part furthest away is the background 	<ul style="list-style-type: none"> • Know that Mike Godwin was a famous artist who used the technique of printing. • Know that Mike Godwin was born in England in 1957. • Know that 'contour drawing' is where the artist draws the shape and outline of an object / person • Know that 'blind contour drawing' is when an artist draws the shape or outline of an object / person, without looking at the paper at all 	<ul style="list-style-type: none"> • Know that Yves Saint Laurent was a fashion designer • Recognise typical 60s style e.g. short skirts and high necklines. • Know the names of print such as paisley and dog tooth.
Throughout the year		

Cross curricular artwork; Spring collage daffodils, Clay Greek coins, Greek 3D temple of recycled materials, Stations of the Cross painting- RE , Climate change Logos ,God's kindom works in pastel – RE, Portraits of celebrities.

Year 6

Autumn Term	Spring Term	Summer Term
UNIT: Perspective - WWII	UNIT: Recycled Sculptures	UNIT: William Morris Wallpaper
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p>In this unit, pupils will learn to create a silhouette using a stencil; they will learn to explore the properties of different dry materials – chalks and oil pastels for layering, mixing and blending; fine liner pens for texture and pattern and charcoal and pastels to shade and tone in response to light and dark. Pupils will observe, discuss and reflect on the artwork of Henry Moore. They will learn key facts about him and annotate some images of his most famous works. Pupils will learn to draw an image using a one point perspective and will understand the associated language, Horizon, vertical, vanishing point, one point perspective and parallel. They will use the skill to create their own WWII 'Blitz street scene'. and 'train station' artwork.</p> <p>Children will develop their use of different viewpoints and their awareness of composition, scale and proportion. They will draw with graphite and use a tracing technique to create a final blitz scene, showing the devastation of war by modifying their original street scene when tracing. Children will evaluate their work using a self evaluation sheet- using 'what went well' and 'even better if' success criteria.</p>	<p>In this unit, pupils will learn about famous sculpture artist Darell Wakelam. They will create a fact file page about Darrell Wakelam including examples of his work. Pupils will have the opportunity to create a variety of sculptures inspired by Darrel Wakelam's work and his book '<i>Art Jumpstart</i>'. Pupils will create their own 3d models using recycled cardboard, following the instructions from Darell's book. Pupils will then design and make their own sculptures inspired by Darrel's work. Finally they will evaluate their own work using the 'what went well' and 'even better if' success criteria and evaluate the work of their peers.</p>	<p>In this unit, pupils will learn about the life and work of William Morris. They will look closely at his art work and the techniques he adopted, expressing their own thoughts and preferences. In their sketchbooks, pupils will explore colour, shape and patterns and practise techniques. They will use tracing paper to replicate designs and images in their sketchbooks, as William Morris did. They will discuss symmetry and repetition observed in the artwork of William Morris. They will learn to give detailed observations about notable artists and use a variety of different paints and printing techniques to create visually interesting pieces. They will also have the opportunity to use ICT / design software to create wallpaper designs. Pupils will evaluate their work using using 'what went well' and 'even better if' success criteria.</p>
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE

<ul style="list-style-type: none"> • Know that Henry Moore was born in 1898 in Castleford, England. • Know that 'one point perspective' a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line 	<ul style="list-style-type: none"> • Know Darell Wakelam is a sculpture artist. • Know he is famous for his innovative use of recycled materials. • Know the sculpting term 'additive' (adding materials) • Know the sculpting term 'subtractive' (removing material) • Know the term kenetic (sculpture with movable parts) 	<ul style="list-style-type: none"> • Know that William Morris was born in 1834 in Essex, England. • Know that William Morris designed wallpaper, tapestries , furniture and stained glass.
--	---	--

Throughout the year

Cross curricular artwork; Remembrance art- RE, War perspective artwork- History, Emblems- RE , Mother's day cards – PSHE,