



## 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.

### 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

### 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:



















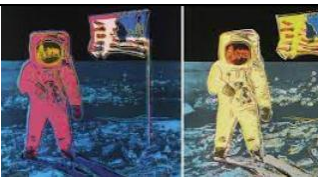



- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and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



# Girlington Primary School Art and Design Curriculum

## Whole school overview

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<b>Self-portrait</b> <i>Line, colour, shape</i>  <b>Winter collage</b> <i>Texture</i>	<b>Printing</b> <i>Texture, form</i>  <b>Drawing landmarks</b> <i>Line, shape</i>	<b>Weaving</b> <i>Texture, colour</i> <b>3D bird</b> <b>City collage</b> <i>Form</i>
<b>Year 2</b>	<b>Painting : Hockney</b> <i>Colour, lines</i>  <b>Clay flower sculpture</b> <i>Texture, form</i>	<b>Painting seascape</b> <i>Colour, line, space</i> <b>Printing</b> <b>Drawing shells</b> <i>Line, texture</i>	<b>Painting still life compositions</b> <i>Line, colour, space</i>
<b>Year 3</b>	<b>Clay beaker pot</b> <i>Form, texture</i>  <b>Painting : Lowry</b> <i>Line, space</i>	<b>Drawing fossils</b> <i>Line, shape</i>  <b>Printing</b> <i>Line, texture</i>	<b>Mosaic</b> <i>Shape, form</i>  <b>Drawing light and dark</b> <i>Value</i>
<b>Year 4</b>	<b>Clay Viking Face</b> <i>Texture, form</i>  <b>Painting illustrations</b> <i>Line, colour</i>	<b>Painting landscape</b>  <i>Colour, space, value</i>	<b>Egyptian mask</b>  <i>Form, texture</i> <b>Art Deco drawing</b> <i>Line</i>
<b>Year 5</b>	<b>Drawing Warhol</b> <i>Colour, line</i>	<b>Islamic Art</b> <i>Line, shape</i> <b>Printing / Drawing</b> <i>Line</i>	<b>Miniature portraits</b> <i>Line, space</i>  <b>Hepworth sculpture</b> <i>Space, texture, form</i>
<b>Year 6</b>	<b>Painting with a message</b> <b>Abstract Painting</b> <i>Line, colour, texture</i>	<b>Printing</b> <i>Line, colour</i>	<b>2D to 3D</b> <i>Line, space, form, value</i>

Artists and Art Movements looked at:				
Year 1	 <p>Portraits: range of artists</p>	 <p>Andy Goldsworthy</p>	 <p>Stephen Wiltshire</p>	 <p>James Rizzi</p>
Year 2	 <p>David Hockney</p>	 <p>Yayoi Kusama</p>	 <p>William Turner</p>  <p>Katsushika Hokusai</p>	  <p>Still life: range of artists</p>
Year 3	 <p>Banksy</p>	 <p>L.S. Lowry</p>	 <p>Light and dark: range of artists</p> 	 <p>Patrick Caulfield</p>
Year 4	 <p>Van Gogh</p>	 <p>Masks an art form</p>	 <p>Art Deco Movement</p>	
Year 5	 <p>Andy Warhol</p>	 <p>Maria Merian</p>	 <p>Islamic art and architecture</p>	 <p>Barbara Hepworth</p>



# Girlington Primary School Art and Design Curriculum

Year 6



Chris Ofili and other black artists



Alma Thomas



Kenojuak Ashevak



Pablo Picasso



# Girlington Primary School Art and Design Curriculum

## Year 1

Term	Autumn	Spring	Summer
<b>Prior EYFS Learning</b>	Use and refine a variety of artistic effects. Create collaboratively, sharing ideas, resources and skills. Use different paints and try 3D modelling, paper folding and sculpture.	Use and refine a variety of artistic effects. Create collaboratively, sharing ideas, resources and skills. Use different paints and try 3D modelling, paper folding and sculpture.	Use and refine a variety of artistic effects. Create collaboratively, sharing ideas, resources and skills. Use different paints and try 3D modelling, paper folding and sculpture.
<b>Topic and focused art or artists</b>	<b>Childhood Self Portraits Winter Collages</b> portraits in different styles	<b>Bright Lights, Big City Printing Drawing</b> Andy Goldworthy Stephen Wiltshire	<b>School Days Weaving Bird Sculpture 3D picture</b> James Rizzi Different landscapes to compare
<b>National Curriculum Subject Content</b>			
<b>Art Application</b> Practical knowledge	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
<b>Art Approaches</b> Practical knowledge	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	to use a range of materials creatively to design and make products
<b>Art Appreciation</b> Theoretical knowledge	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.	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.	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.
<b>Art Analysis</b> Disciplinary knowledge	<b>What is art?</b>	<b>Why do people draw?</b>	<b>Why do landscapes look so different? Which do you prefer?</b>
<b>Activities</b>	Look at a range of portraits and introduce what a portrait is. Encourage close looking at portraits in different styles and children comment on what they notice about the colour, lines, shapes they see. Children compare portraits in different styles. Introduce collage as cutting and sticking, create a funny face by selecting and sticking different features. Look at different colours and encourage children to describe the colours e.g. leafy green, loud orange. Introduce the colour wheel and children to mix primary colours to create secondary colours. Children paint paper with colours they have mixed, then draw their facial features on these and cut out to create a colourful self-portrait. Children look at paintings made with texture and non-traditional methods e.g. pouring paint / throwing paint. Children experiment with different techniques and then work collaboratively to make a winter scene by for example flicking paint to create snowfall. Once dry, children make other features to stick on and make a collage.	Look at different lines and shapes that lines can make. Look at how lines can make weather symbols – introduce idea of weather motifs. Introduce transient art and work of <b>Andy Goldworthy</b> . Children use natural materials to make weather motifs. Look at different textures and what happens when we print with different textures. Children use a pre-made collograph block to observe and describe the effects of printing with different textures. Children then design and make their own collograph block in the design of weather motif and create a repeating pattern print. Introduce landscape art in contrast to portraits, introduce word realistic and learn about the artist <b>Stephen Wiltshire</b> and how he creates his cityscapes. Children to practise creating lines of different thickness, blending lines, shading and pressing on with different pressure and looking at the effects. Children to look closely at famous London landmarks then try and draw them from memory – thinking of shapes and lines.	To look at sewing / textiles taught in schools in Victorian times. Children to use hessian and have a go at weaving different materials through. Children to select different colours and textures to weave. Introduce children to art critique – comparing different landscapes and commenting on colour, line, realism. Look at work of <b>James Rizzi</b> – ask how it compares to work of Stephen Wiltshire. Children describe his style. Children colour mix powder paints to make a bright palette. Children draw buildings in the style of James Rizzi and experiment with paint, pastels and felt tips. Children do the cardboard layering technique to give dimension to their art work. Children each draw a local building in the style of Rizzi and make a collaborative collage. Children learn about sculpture and 3D form in comparison to “flat” work. Children follow the steps to make a 3D bird of their own design.
<b>Vocabulary</b>	<b>Portrait, self-portrait, features, collage, colours, line, shapes, light, dark, mood, primary colours, secondary colours, mixing, colour wheel</b> <b>Technique, texture, collaborative, splashing, flicking, scraping, rolling.</b>	<b>Transient art, motif, collograph, printing block, ink, roller, repeated pattern.</b> <b>Landscape, realistic, memory, lines, shapes, shading, blending, smudging.</b>	<b>Weaving, textiles, materials.</b> <b>Landscapes, cityscapes, cartoonish, cardboard layering, form, 3D.</b> <b>Sculpture, form.</b>





# Girlington Primary School Art and Design Curriculum

## Year 2

Term	Autumn	Spring	Summer
<b>Prior EYFS Learning</b>	Use and refine a variety of artistic effects. Create collaboratively, sharing ideas, resources and skills. Use different paints and try 3D modelling, paper folding and sculpture.	Use and refine a variety of artistic effects. Create collaboratively, sharing ideas, resources and skills. Use different paints and try 3D modelling, paper folding and sculpture.	Use and refine a variety of artistic effects. Create collaboratively, sharing ideas, resources and skills. Use different paints and try 3D modelling, paper folding and sculpture.
<b>Topic and focused art or artists</b>	<b><u>Movers and Shakers</u></b> <b>Painting</b> <b>Clay flower sculpture</b> David Hockney Yayoi Kusama	<b><u>Coastline</u></b> <b>Painting seascape</b> <b>Drawing shells</b> <b>Printing</b> Turner and Hokusai	<b><u>Marvellous Monarchs</u></b> <b>Painting still life composition</b> Various still life artists
<b>National Curriculum Subject Content</b>			
<b>Art Application</b> Practical knowledge	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
<b>Art Approaches</b> Practical knowledge	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
<b>Art Appreciation</b> Theoretical knowledge	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.	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.	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.
<b>Art Analysis</b> Disciplinary knowledge	<b>What is art?</b>	<b>Why does the same theme look so different?</b>	<b>Are art galleries an important part of our cities?</b>
<b>Activities</b>	Look at the work of <b>David Hockney</b> and how he is an incredibly successful local artist. Children to describe his style. Look at his artwork up close in Saltaire trip – Arrival of Spring – notice how each look different up close and far away. Children to take photographs of his art work to write about in class – how it made them feel? What colours stood out? How did it look close up and from far away? In class look at the colour palette Hockney used for the winter scenes and the spring scenes. Children to have a go at colour mixing these shades. Children to draw a playground scene and depict it either in winter or spring, painting in a corresponding palette. Children try and replicate their artwork on computer linking to Hockney using an ipad. Children look at how flowers have inspired artists throughout time. Look at the work of <b>Yayoi Kusama</b> and other flower sculptures – children to describe their form, materials, texture, colour. Children experiment with form by creating petals and adding texture to their petals. Children make their own clay flower sculpture, attaching the clay with a slip and deciding the shape of their petals and the texture and colours they will use. Children to then stick a photograph of their flower sculpture in sketch books to evaluate what they have learnt about using clay, sculpture and how successful they feel they have been.	Children look at a range of artists that have depicted the sea and articulate what is similar and different for example <b>The Great Wave off Kanagawa</b> by Hokusai and Snowstorm by <b>Turner</b> . Children develop and practise their techniques in using watercolour paint by doing colour washes, layering, dabbing and splashing. Children sketch their own seascape then paint it, adding in lines or other detail once dry if they want. Children look at their classmates artwork to see how they have all done the same theme but their end results are all unique. Children then create a seascape using a gelliplate and printing ink. Children use non-traditional tools to add movement in the water by scraping off some of the ink. Children also use polystyrene tiles to create a wave that replicates itself like the great wave. Children to see drawing as a sensory experience by drawing with non-dominant hand and hidden pencil. Look at artists who have drawn shells and how they build up sketches to create a final piece. Children look at line, detail and light and dark in their own shell drawings.	Children discuss the purpose of art galleries and look at the artwork in their classroom “gallery”. Children look at how they can create different shades by adding black and white to primary colours. Introduce children to still life as a subject matter and look at different compositions and the significance of objects. Look at still life work from different artists and encourage children to say what is the same or different. Children choose their own objects and decide the arrangement of them. Children create a background by dabbing paint. Children sketch the objects. Children colour mix the correct colours for their objects and paint them. Children make a gallery information card for their art work, listing the materials used and giving their art work a title. Create a class gallery of their still lifes.
<b>Vocabulary</b>	<b>Art gallery, local artist, Colour palette, warm colours, cold colours, hue, digital art, strokes. Sculpture, form, texture, pattern, clay, slip, attach.</b>	<b>Theme, seascapes, watercolour, wash, layering, dabbing, splashing, movement. Gelliplate, printing, scraping. Continuous line, sketching, light and dark.</b>	<b>Gallery, still life, composition, objects, observation, proportions, arrangement.</b>



# Girlington Primary School Art and Design Curriculum

## Year 3

Term	Autumn	Spring	Summer
<b>Topic and focused art or artists</b>	<b>Through the Ages</b> <b>Clay Beaker Pot</b> <b>Painting</b> Banksy Lowry	<b>Rocks, relics and rumbles</b> <b>Drawing fossils</b> <b>Printing</b>	<b>Emperors and Empires</b> <b>Mosaic</b> <b>Drawing light and dark</b>
<b>National Curriculum Subject Content</b>			
<b>Art Application</b> Practical knowledge	to use and create sketch books to record their observations and use them to review and revisit ideas	to use and create sketch books to record their observations and use them to review and revisit ideas	to use and create sketch books to record their observations and use them to review and revisit ideas
<b>Art Approaches</b> Practical knowledge	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]	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]	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]
<b>Art Appreciation</b> Theoretical knowledge	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.
<b>Art Analysis</b> Disciplinary knowledge	<b>Should we consider graffiti to be art?</b> <b>Does Banksy's art have the same value as other graffiti artists?</b>	<b>What is art?</b>	<b>What is art?</b>
<b>Activities</b>	Children learn about the bell beaker pots made by the Beaker people. Children develop their clay techniques and learn how to make coils and join. Children look closely at the patterns that were etched into pots and sketch their own designs. Children make their own clay pot, using the different techniques to make the distinctive shape and scoring in patterns. Class debate about whether graffiti is vandalism or art. Children take a photograph of the local environment. Children look at the artwork of <b>Banksy</b> and recreate the segregation wall piece. Children use oil pastel to make the wall and paint their own imaginative scene. Introduce children to the work of <b>Lowry</b> . Children look at his matchstick men and imitate his style. Introduce children to the idea of scale and practise adding people of the correct size to our school playground. Children to paint our school playground and add children leaving it inspired by Lowry's painting coming out of school.	Children to sketch ammonites and fossils looking at adding detail through shading and line. Children choose one of their sketches to simplify and turn into a motif to print with. Children etch their design onto a polystyrene tile and print with it, overlaying different colours. Children then replicate drawings of fossils by using oil pastels and pressing on the reverse side to create a drawing.	Look at mosaics as an art form and how they have changed through time. Children create a thumbnail sketch of a mosaic and consider what is important to consider when designing their own mosaic tile. Make their own tile using stone tesserae and grout. Evaluate the whole process and peer-to-peer evaluation of tiles. Light and dark art project. Look at how different artists represent light and dark in drawing, painting, photography and sculpture. Encourage children to see the light and shadows in different objects and walk them through steps for capturing this with charcoal and chalk. Explain the chiaroscuro method for seeing the tonal range. Look at Patrick Caulfield's compositions of objects casting shadows. Children create collages of shadows by cutting and layering paper.
<b>Vocabulary</b>	Bell beaker pot, pinch pot, slip, coils, malleable, pattern, scoring. Graffiti, vandalism, controversial, photography, zoom, blurry, imaginative landscape, oil pastel, watercolour, sketching. Urban landscapes, figures, human form, matchstick men, scale.	Ammonite, fossil, sketching, shade, detail, light and dark. Motif, printing, overlay, polysterene tile, oil pastel, textures, colour palette.	Characteristics, mosaic, grout, thumbnail sketch, stone tesserae, peer-to-peer evaluation. Value, light, dark, tonal range, chiaroscuro.



# Girlington Primary School Art and Design Curriculum

## Year 4

Term	Autumn	Spring	Summer
<b>Topic and focused art or artists</b>	<u>Invasion</u> <b>Clay Viking Face</b> <b>Painting illustrations</b>	<u>Misty Mountain, Winding River</u> <b>Painting landscapes</b> Vincent Van Gogh and various landscape artists	<u>Ancient Civilisations</u> <b>Egyptian mask</b> <b>Engraving Art Deco Light</b>
<b>National Curriculum Subject Content</b>			
<b>Art Application</b> Practical knowledge	to use and create sketch books to record their observations and use them to review and revisit ideas	to use and create sketch books to record their observations and use them to review and revisit ideas	to use and create sketch books to record their observations and use them to review and revisit ideas
<b>Art Approaches</b> Practical knowledge	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]	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]	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]
<b>Art Appreciation</b> Theoretical knowledge	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.
<b>Art Analysis</b> Disciplinary knowledge	<b>What is art?</b>	<b>Why do artists create landscapes?</b>	<b>What is art?</b>
<b>Activities</b>	<p>Look at a Viking mask – pose the question – who is behind the mask? What might they look like?</p> <p>Look at facial features and typical Viking features e.g. moustache, beard, helmet.</p> <p>Introduce clay Viking faces and explain that we will be creating sculptures. Children to experiment with clay, creating facial features from them – making sure heavy features such as noses are hollow.</p> <p>Children make different Viking faces by collage techniques then sketch their chosen design.</p> <p>Children make their clay Viking face using skills such as making a slip, slip and score, attaching coils.</p> <p>Children stick in an image of their clay mask in their art books and evaluate their level of success and skills they have developed.</p> <p>Show children how to trace an image.</p> <p>Look at specific watercolour skills such as water washes, colour layering, add detail with thinner brushes and pen once dry.</p>	<p>For this project begin each lesson with <b>Vincent Van Gogh's</b> landscapes – describing them. As the project goes on each lesson they should be able to add more about how he uses warm and cool colours, atmospheric perspective, brush strokes and detail. Show the landscape presentation and that landscapes is a theme that has preoccupied artists throughout time.</p> <p>Recap colour mixing and look at warm and cool colours and how artists use them to evoke different atmospheres in their landscapes.</p> <p>Let children use viewfinders to find an interesting view and sketch.</p> <p>Introduce children to the concept of atmospheric perspective – explore through different shading methods and colour mixing tones and hues.</p> <p>Children choose a landscape piece and respond to it through guided questions such as 'Why did the artist select this viewpoint'.</p> <p>Children to then research 'mountainous landscapes' in a search engine to get a photograph to turn into a landscape. Children to sketch the landscape and choose a warm or cool colour palette for it, thinking about how the colours will vary to reflect atmospheric perspective.</p>	<p>Look at mask making as a craft through the ages. Children to understand why people have made masks e.g. warning – to scare in war, decorative – celebration, spiritual, disguise. Look at modern day artists making masks such as Romauld Hazoume who makes masks from discarded plastic containers.</p> <p>Look at Egyptian death masks in particular Tutankhamen's mask. Briefly describe how they made the masks from cartonnage or metal for wealthy Egyptians.</p> <p>Children to sketch out designs for their Egyptian mask.</p> <p>Discuss that this is another form of sculpture, where children will be using crepe paper to develop the form on the mask and moulding the Modroc around to build up the structure.</p> <p>Children to attach a mask onto card using masking tape, adding ridges and structural pieces through crepe paper layers. Children will apply Modroc systematically in layers, allow to dry, then paint.</p> <p>Children will learn about the art deco movement and look at artwork. Children will then design an art deco drawing for their night light (DT project). Their design will be sent off to be laser cut.</p>
<b>Vocabulary</b>	Sculpture, form, texture, technique, slip, score and slip, hollow, attach, facial features, prominent.  Colour layering, water colour washes, tracing.	<b>Landscape, viewfinder, compose, sketch, perspective, viewpoint, atmospheric perspective, foreground, background, detail, contrast, pressure, pigment, cross-hatching, stippling, warm and cool colours.</b>	Sculpture, form, texture, craft, mask making.





# Girlington Primary School Art and Design Curriculum

## Year 5

Term	Autumn	Spring	Summer
<b>Topic and focused art or artists</b>	<b>Space</b> Andy Warhol and pop art movement	<b>Sow, grow and farm</b> <b>Drawing in ink</b> Maria Merian <b>Islamic art</b> Islamic symbols and patterns in architecture	<b>Groundbreaking Greeks</b> Miniature Portraits Barbara Hepworth sculpture project
<b>National Curriculum Subject Content</b>			
<b>Art Application</b> Practical knowledge	to use and create sketch books to record their observations and use them to review and revisit ideas	to use and create sketch books to record their observations and use them to review and revisit ideas	to use and create sketch books to record their observations and use them to review and revisit ideas
<b>Art Approaches</b> Practical knowledge	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]	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]	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]
<b>Art Appreciation</b> Theoretical knowledge	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.
<b>Art Analysis</b> Disciplinary knowledge	<b>What do you think about artists who are motivated by fame and money like Andy Warhol?</b>	<b>What motivates artists to create art?</b>	<b>How did it feel experience Hepworth's sculptures in person in the gallery?</b>
<b>Activities</b>	<p>Children learn about the pop art movement and the artist <b>Andy Warhol</b>. Children create a vivid space-themed word in a pop art style through collage techniques.</p> <p>Look at Warhol's 'Moonwalk' print and learn about his desire to be famous and make art affordable and mass-produced. Children to compose their own space image which is photocopied to "mass produce" it. They then add different colour ways to it.</p>	<p>Learn about <b>Maria Merian</b>, a pioneering female scientist and illustrator. Look at her work and discuss how her drawing changed science forever.</p> <p>Children create artwork that shows an insects lifecycle inspired by the work of Maria Merian. They then create this using a printing technique called trace monoprinting where children draw into the rolled ink and can layer colours.</p> <p>Encourage children to compare the artwork of Guiseppe Arcimboldo and Maria Merian who both took inspiration from the natural world. Did they have different motivations for making their art?</p> <p>Explore the characteristic of Islamic art depicted in architecture around the world. Give the children definitions of symmetrical, geometric and tessellating. Show children the work of the artist Zarah Hussain and how she is a modern artist using Islamic patterns in a variety of forms. Children to stick in their favourite photographs of Islamic art and annotate how it makes them feel, the colour palette used and what shapes they can see tessellated. In subsequent lessons children explore the significance of the star in Islamic art. They make their own patterns by colouring and design a motif by cutting and arranging shapes.</p>	<p>Introduce children to grid method (Loomis method) for drawing a face with features in the correct position and relative proportion. Children to practise this skill in sketchbooks.</p> <p>Children to be challenged to create a miniature self-portrait using a magnifying glass to draw their features in proportion. These portraits will be in a Greek style.</p> <p>Introduce the children to the work of <b>Barbara Hepworth</b> and compare to other sculptures they have encountered in school (Andy Goldworthy and Yayoi Kusama). Introduce children to the concepts of space and form to describe her work.</p> <p>Children to stick in their art books a selection of photographs of her sculptures and draw them, looking at the shape and interplay of light and dark.</p> <p>In the next two sessions children will explore how to create 3D art by creating Hepworth inspired sculptures from card and carving soap. Encourage children to think about the emotion they want to convey in their sculpture. Will they include a hole in their sculpture?</p> <p>Afterwards children could photograph their sculpture to cut out and stick on a background of their choice. Would they want their sculpture to appear in an urban environment or rural? Why?</p>
<b>Vocabulary</b>	<b>Abstract, colour, lines, vibrancy, clash.</b>	<b>Scientific illustrations, life cycle, metamorphosis, trace mono-printing, colour layering.</b>  <b>Geometric, symmetry, tessellating patterns, Islamic architecture, depiction, motif, architecture, spirituality, reflection, calming, peace.</b>	<b>Miniature, expression, portrait, scale, proportions, grid method, lines, intersect, location, magnifying glass.</b>  <b>Sculpture, abstract, materials – bronze, wood, stone, frame, view, form, shapes, texture, form, landscape, viewer.</b>



# Girlington Primary School Art and Design Curriculum

## Year 6

Term	Autumn	Spring	Summer
<b>Topic and focused art or artists</b>	<b>Maafa</b> <b>Painting with a message</b> Chris Ofili and other black artists  <b>Abstract painting</b> Alma Thomas and abstract artists	<b>Frozen Kingdom</b> <b>Printing</b>  Kenojuak Ashevak	<b>Britain at War</b> <b>2D to 3D project</b>  Pablo Picasso
<b>National Curriculum Subject Content</b>			
<b>Art Application</b> Practical knowledge	to use and create sketch books to record their observations and use them to review and revisit ideas	to use and create sketch books to record their observations and use them to review and revisit ideas	to use and create sketch books to record their observations and use them to review and revisit ideas
<b>Art Approaches</b> Practical knowledge	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]	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]	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]
<b>Art Appreciation</b> Theoretical knowledge	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.	To learn about great artists, architects and designers in history and have an awareness of different kinds of art, craft and design.
<b>Art Analysis</b> Disciplinary knowledge	<b>Does art always have a message?</b>	<b>What motivates artists to create art?</b>	<b>Does art always tell a story?</b>
<b>Activities</b>	Children to research a great black artist and compile their work into a mood board and research their significance. Introduce children to the art piece 'No woman, no cry' by <b>Chris Ofili</b> made in response to the killing of Stephen Lawrence. Children to be guided through the process of critiquing the art work by answering questions about the visual language, dominance of imagery and its arrangement. Children to replicate the painting 'No Woman, No cry' looking closely at the colour palette and composition of the piece. Children to then begin to develop their own ideas for creating a piece of art work that challenges racism and those hurt by racism. Children to develop different ideas in their sketchbooks before deciding on a final piece to create through drawing, painting or sculpture. Children to give their piece a title and write an exhibition plaque explaining its message. Children to look at the artist <b>Alma Thomas</b> and other abstract art. Children to experiment with abstract art techniques such as scumbling, sgraffito and impasto. Children to choose which techniques they would like to incorporate into their final piece. Children to sketch ideas to create abstract art on the theme of bodily systems namely the circulatory system. Children to create a final canvas using techniques and even layering items like plasters or bandages if desired.	Introduce children to Inuit art and find examples of Inuit prints and carvings of birds, Arctic mammals, polar bears, seals, caribou and wolves. In particular look at the work of <b>Kenojuak Ashevak</b> and her animal art. Look in particular at Enchanted Owl and encourage the children to comment on her use of colour and shape. Show children how to make a stencil by drawing and carefully cutting out the shape. Children to create their own animal stencils choosing Arctic animals. and sponge over different colours to create a multi-coloured print.	Introduce children to the work of <b>Pablo Picasso</b> and in particular his piece Guernica. Children to closely examine his style and the ways he communicates the horror of war through a surreal, nightmarish landscape. Children to use their imagination to create sketches of creatures that depict horror and human faces showing fear. Explain to children that they will create their artwork in a box, making layers, thereby transforming 2D work into 3D. We want the eye to be drawn in all directions replicating the confusion of war. Also new details are noticed each time, replicating the layers of meaning and interlocking shapes of Picasso's work. Children to use black pens and charcoal to create their striking black and white images.
<b>Vocabulary</b>	<b>Trailblazer, barrier, mood board, research, significant, critique, racism, challenge, message, convey, emotion.</b>  <b>Abstract, scumbling, sgraffito, impasto, canvas.</b>	<b>Inuit art, stencil, printing.</b>	<b>Horror, surreal, nightmare, striking, 3D, layers, imagination.</b>
<b>Subsequent KS3 Learning</b>	Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: <ul style="list-style-type: none"> <li><b>Art Application</b> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to increase their proficiency in the handling of different materials</li> </ul> </li> <li><b>Art Approaches</b> <ul style="list-style-type: none"> <li>to use a range of techniques and media, including painting</li> </ul> </li> <li><b>Art Appreciation</b> <ul style="list-style-type: none"> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul> </li> <li><b>Art Analysis</b> <ul style="list-style-type: none"> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul> </li> </ul>		