



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:

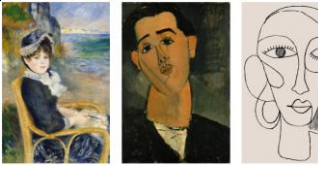
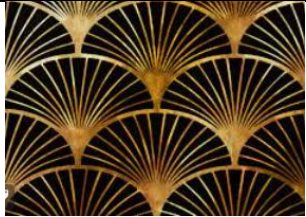
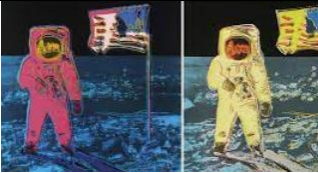
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and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



Girlington Primary School Art and Design Curriculum

Whole school overview

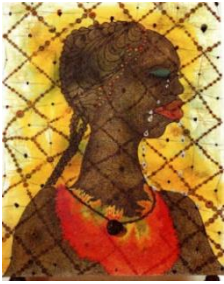
	Autumn	Spring	Summer
Year 1	Self-portrait <i>Line, colour, shape</i> Winter collage <i>Texture</i>	Printing <i>Texture, form</i> Drawing landmarks <i>Line, shape</i>	Weaving <i>Texture, colour</i> 3D bird City collage <i>Form</i>
Year 2	Painting : Hockney <i>Colour, lines</i> Clay flower sculpture <i>Texture,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

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



Girlington Primary School Art and Design Curriculum

Year 6



Chris Ofili and other black artists



Alma Thomas



Kenojuak Ashevak



Pablo Picasso

Superpower of Looking Resources

Year 1 Surprised! By Henri Rousseau



Year 2 The Pink Tablecloth by Henri Matisse



Year 3 Arrangement in Turquoise and Cream by David Hether



Year 4 Portrait of Melissa Thompson by Kehinde Wiley



Year 5 Still life, Flowers and Insects by Rachel Ruysch



Year 6 Niccolo Mauruzi da Tolentino at the Battle of San Romano By Paolo Uccello





Girlington Primary School Art and Design Curriculum

Year 1

Term	Autumn	Spring	Summer
Prior EYFS Learning	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.
Topic and focused art or artists	Childhood Self Portraits Winter Collages portraits in different styles	Bright Lights, Big City Printing Drawing Andy Goldworthy Stephen Wiltshire	School Days Weaving Bird Sculpture 3D picture James Rizzi Different landscapes to compare
Assessment	Pupils can mix the secondary colours. Pupils know what a portrait is. Pupils understand that art can be created with non-traditional methods (paintbrush/ pencil).	Pupils can engage with activities to make a tile – they know the raised parts will create the print. Pupils can draw shapes to look like familiar landmarks. Children can express a preference for a material: Which material did you like drawing with – why? Ink pen, pencil, charcoal	Pupils can describe the artwork of James Rizzi - with reference to colour and line. Pupils understand that art is not always “flat” – built this knowledge throughout the year with weaving, tile printing, sculpture. They can add a 3D element by doing cardboard layering.
National Curriculum Subject Content			
Art Application 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
Art Approaches 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
Art Appreciation 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.
Art Analysis Disciplinary knowledge	What is art?	Why do people draw?	Why do landscapes look so different? Which do you prefer?
Activities	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 Andy Goldworthy . 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 Stephen Wiltshire 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 James Rizzi – 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.
Vocabulary	Portrait, self-portrait, features, collage, colours, line, shapes, light, dark, mood, primary colours, secondary colours, mixing, colour wheel Technique, texture, collaborative, splashing, flicking, scraping, rolling.	Transient art, motif, collograph, printing block, ink, roller, repeated pattern. Landscape, realistic, memory, lines, shapes, shading, blending, smudging.	Weaving, textiles, materials. Landscapes, cityscapes, cartoonish, cardboard layering, form, 3D. Sculpture, form.



Girlington Primary School Art and Design Curriculum

Year 2

Term	Autumn	Spring	Summer
Prior EYFS Learning	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.
Topic and focused art or artists	Movers and Shakers Painting Clay flower sculpture David Hockney Yayoi Kusama	Coastline Painting seascape Drawing shells Printing Turner and Hokusai	Marvellous Monarchs Painting still life composition Various still life artists
Assessment	Pupils can mix a colour pallet that either represents winter or summer. Pupils engage in clay flower sculpture and can join pieces using a slip.	Pupils use oil pastels in different ways to create waves. Pupils engage with drawing shells, observing shapes and line closely and using shading.	Pupils can give a definition for still life. Pupils can control their paintbrush to create a composition with recognisable objects and add texture.
National Curriculum Subject Content			
Art Application 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
Art Approaches 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
Art Appreciation 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.
Art Analysis Disciplinary knowledge	What is art?	Why does the same theme look so different?	Are art galleries an important part of our cities?
Activities	Look at the work of David Hockney 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 Yayoi Kusama and other flower sculptures – children to describe their form, materials, texture, colour. Encourage children to be curious about the sculptures – how have they been made? 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 The Great Wave off Kanagawa by Hokusai and Snowstorm by Turner . Children develop and practise their techniques in using oil pastels such as stippling, scrubbing etc. Children sketch their own seascape then use oil pastels to create movement. 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.
Vocabulary	Art gallery, local artist, Colour palette, warm colours, cold colours, hue, digital art, strokes. Sculpture, form, texture, pattern, clay, slip, attach.	Theme, seascapes, watercolour, wash, layering, dabbing, splashing, movement. Gelliplate, printing, scraping. Continuous line, sketching, light and dark.	Gallery, still life, composition, objects, observation, proportions, arrangement.



Girlington Primary School Art and Design Curriculum

Year 3

Term	Autumn	Spring	Summer
Topic and focused art or artists	Through the Ages Clay Beaker Pot Painting Banksy Lowry	Rocks, relics and rumbles Drawing fossils Printing	Emperors and Empires Mosaic Drawing light and dark
Assessment	Pupils can shape and attach coils to make a beaker-shaped pot. Pupils understand the concept of urban art and the differing view points and formulate their own view. Pupils can imitate the style of Lowry and apply scale to make a school scene.	Pupils develop their sketching techniques to create detail through cross hatch, shading and pressure. Pupils understand that a tile motif is a simplified design.	Pupils create a tile that matches their design.
National Curriculum Subject Content			
Art Application 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
Art Approaches 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]
Art Appreciation 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.
Art Analysis Disciplinary knowledge	Should we consider graffiti to be art? Does Banksy's art have the same value as other graffiti artists?	What is art?	What is art?
Activities	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 Banksy and recreate the segregation wall piece. Children use oil pastel to make the wall and paint their own imaginative scene. Explain difference between urban art – art on public spaces compared to Lowry – art in an urban setting – ‘social realism’. Introduce children to the work of Lowry. Children look at his matchstick men and imitate his style using different medium – charcoal pencil, ink pen, paint etc.. Introduce children to the idea of scale and practise adding people of the correct size to our school playground. Use scale frames. 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.
Vocabulary	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, polystyrene 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
Topic and focused art or artists	<u>Invasion</u> Drawing the human form	<u>Misty Mountain, Winding River</u> Painting landscapes Vincent Van Gogh and various landscape artists	<u>Ancient Civilisations</u> Egyptian mask Engraving Art Deco Light
Assessment	Pupils develop the discipline of repeated practise. Pupils create a figurative piece in proportion.	Pupils can discuss artist's deliberate choice of colour and make their own choices. Pupils can draw a landscape with a mountain range and articulate their choice of colour palette to convey emotions.	Pupils can follow instructions to manipulate a new media – Modroc.
National Curriculum Subject Content			
Art Application 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
Art Approaches 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]
Art Appreciation 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.
Art Analysis Disciplinary knowledge	What is art?	Why do artists create landscapes?	What is art?
Activities	Children use the super power of looking to explore Kehinde Wiley's 'Portrait of Melissa Thompson.' Guide children through questions looking at composition, figures and space. Look at how this artwork sits within the canon of portraits by comparing it with a royal portrait. Children position mannequins in different poses and sketch. Look at proportions and discuss complexity. Use different media to add clothes, Develop their personal identity as artists by sketching, evaluating and trying again. Children take a photograph of themselves in a position they think they can draw successfully. Children create their final composition by drawing themselves and creating a background in ICT suite.	For this project begin each lesson with Vincent Van Gogh's landscapes – 'Landscape from Saint Remy' and 'Wheatfield with a reaper'. As the project goes on each lesson they should be able to add more about how he uses warm and cool colours, complementary colours and selects a colour palette to reflect his internal state. Show the landscape presentation and that landscapes is a theme that has preoccupied artists throughout time. Recap colour mixing and look at warm and cool colours and complementary colours. In 'Landscape from Saint Remy' Van Gogh uses colour to express strong emotion rather than copy nature. Link his use of colour to his emotional state – he painted much of his landscapes when staying in the asylum and linked his sadness and anxiety to the colours he uses. Do children have the same emotional response looking at his work or do they find the blues and yellows calming? Compare to 'Wheatfield with a reaper' with its bright yellow in contrast to the purple and the symbolism behind these choices. Look at quotes by Van Gogh about his colour choice in letters from the time. Children to practise mixing different complementary colour palettes and experimenting with brushstrokes like swirling, directional dashes, impasto, black outlines. 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	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. Look at Egyptian death masks in particular Tutankhamen's mask. Briefly describe how they made the masks from cartonnage or metal for wealthy Egyptians. Children to sketch out designs for their Egyptian mask. 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. 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. 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.



Girlington Primary School Art and Design Curriculum

		choose a colour palette that reflects the mood they want to evoke. Use acrylic paints to build up layers and add strokes like Vincent Van Gogh.	
Vocabulary	Figurative art, proportions, mannequin, composition, space, personal identity, symbolism.	Landscape, viewfinder, compose, sketch, perspective, viewpoint, atmospheric perspective, foreground, background, detail, contrast, pressure, pigment, cross-hatching, stippling, warm and cool colours.	Sculpture, form, texture, craft, mask making.



Girlington Primary School Art and Design Curriculum

Year 5

Term	Autumn	Spring	Summer
Topic and focused art or artists	<u>Space</u> Andy Warhol and pop art movement	<u>Sow, grow and farm</u> <u>Drawing in ink</u> Maria Merian <u>Islamic art</u> Islamic symbols and patterns in architecture	<u>Groundbreaking Greeks</u> Barbara Hepworth sculpture project
Assessment	Pupils can articulate what defines pop-art. Pupils can create vivid art in a pop-art style.	Pupils understand how they can be inspired by a traditional art movement (Islamic art) to create a modern interpretation.	Pupils can articulate how they felt when seeing and interacting with Hepworth's sculptures in the gallery. Pupils are able to manipulate soap to create a carving that echoes Hepworth's sculptures.
National Curriculum Subject Content			
Art Application 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
Art Approaches 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]
Art Appreciation 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.
Art Analysis Disciplinary knowledge	What do you think about artists who are motivated by fame and money like Andy Warhol?	What motivates artists to create art?	How did it feel experience Hepworth's sculptures in person in the gallery?
Activities	Children learn about the pop art movement and the artist Andy Warhol . Children create a vivid space-themed word in a pop art style through collage techniques. 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.	Learn about Maria Merian , a pioneering female scientist and illustrator. Look at her work and discuss how her drawing changed science forever. 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. 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? Explore the characteristic of Islamic art depicted in architecture around the world. Give the children definitions of symmetrical, geometric and tessellating. In books children stick a range of traditional Islamic art in architecture and guide children through annotating it, noticing the symbolism of the star and use of repeating patterns. Children could use shapes to create geometric patterns. Show children the work of the artist Zarah Hussain and how she is a modern artist using Islamic patterns in a variety of forms – look at the sculpture she made for Bradford city of culture. Children to identify how Zarah Hussain uses Islamic art influences in a modern context – they could research her website and art, selecting their favourite pieces. Children could then use technology to create some digital Islamic art.	Introduce the children to the work of Barbara Hepworth 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. Find out what Hepworth's intentions were behind her sculptures and how she made them. Children to visit the Hepworth gallery to experience her art work up close. They also take part in a sculpture workshop when there. 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. 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? 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?



Girlington Primary School Art and Design Curriculum

		Finally, children prepare for their own piece of art work by marbling paper. Once dry they use this marbled paper, fluorescent paper, tissue paper etc to create their own Islamic inspired art. All children are given the star template that they must incorporate, but then it is up to them if they use smaller stars, other tessellating shapes, and how they arrange it.	
Vocabulary	Abstract, colour, lines, vibrancy, clash, pop art, mass-produced, recognisable imagery, vivid, graphic-style imagery.	Scientific illustrations, life cycle, metamorphosis, trace mono-printing, colour layering. Geometric, symmetry, tessellating patterns, Islamic architecture, depiction, motif, architecture, spirituality, reflection, calming, peace.	Miniature, expression, portrait, scale, proportions, grid method, lines, intersect, location, magnifying glass. Sculpture, abstract, materials – bronze, wood, stone, frame, view, form, shapes, texture, form, landscape, viewer.



Girlington Primary School Art and Design Curriculum

Year 6

Term	Autumn	Spring	Summer
Topic and focused art or artists	Maafa Painting with a message Chris Ofili and other black artists Abstract painting - Alma Thomas and abstract artists	Frozen Kingdom Sculpture Kenojuak Ashevak	Britain at War 2D to 3D project Pablo Picasso
Assessment	Pupils to develop their understanding and articulate the different purposes that art can serve – to have a message (e.g. against racism) or provide a blank canvas for one's own interpretations or emotional response (abstract art). Pupils can make their own artistic choices to create art having once explored different artistic techniques (abstract) and explored different messages to promote.	Pupils to explore the magical symbolism of Inuit art and create their own animal prints by using a stencil.	Pupils can work collaboratively to create a tableau making art that is 3D out of 2D paper and card.
National Curriculum Subject Content			
Art Application 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
Art Approaches 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]
Art Appreciation 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.
Art Analysis Disciplinary knowledge	Does art always have a message?	What motivates artists to create art?	Does art always tell a story?
Activities	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 Chris Ofili 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 Alma Thomas 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 Nuna Part (polar bears) and Pitseolak Qimirpik (owls) and their sculptures – find out how they make their sculptures and the inspiration they take from the Arctic animals. In the classroom, have a few owl and bear sculptures to look at, for the children to hold and view the form from all angles. Children to then create their own polar bear or owl sculpture from clay. Encourage them to mould the clay to give their animal a rounded, smooth form. Show children how to hollow out clay to avoid using a solid ball. They could add detail with clay tools or smooth the clay with a slip.	Introduce children to the work of Pablo Picasso 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.
Vocabulary	Trailblazer, barrier, mood board, research, significant, critique, racism, challenge, message, convey, emotion. Abstract, scumbling, sgraffito, impasto, canvas.	Inuit art, stencil, printing.	Horror, surreal, nightmare, striking, 3D, layers, imagination.
Subsequent KS3 Learning	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: Art Application - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - to increase their proficiency in the handling of different materials Art Approaches - to use a range of techniques and media, including painting Art Appreciation		



Girlington Primary School Art and Design Curriculum

- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Art Analysis

- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work