








Andrews' Endowed Church of England Primary School
ART CURRICULUM FRAMEWORK:WHOLE SCHOOL OVERVIEW














Drawing and Sketchbooks
Print, Colour, Collage
Working in three dimensions
Paint, surface, texture
Collaboration and Community


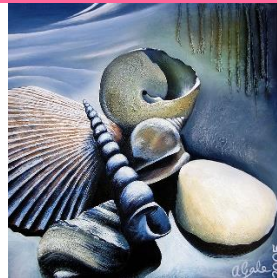
Year Group	Autumn		Spring		Summer	
EYFS	<p>Pleased to meet you</p> <p>Self portraits – observational drawing/ painting. Use of photography to create a Picasso style Portrait</p>	<p>Let's celebrate?</p> <p>Firework pictures- Use different materials to create firework pictures</p> <p>Making poppies and wreath</p>	<p>Dinosaurs</p> <p>DT – design and build a dinosaur model using junk modelling</p> <p>Silhouette Art with dinosaurs</p>		<p>In The Garden - Minibeasts</p> <p>Painting and collage to make pictures in the style of Eric Carle.</p> <p>DT - Making minibeasts out of clay</p>	<p>Telling stories Book character line drawings.</p> <p>Quentin Blake investigation</p> <p>Oliver Jeffers investigation</p>
Core Learning	<p>To explore drawing materials different pencil types, colour, lead, crayon, pastel, chalk. To develop and practice different line</p>	<p>To explore mixing and naming secondary colours. To experiment with 3d junk modelling.</p>	<p>To experiment with 3d junk modelling. To Experience adding white to a colour to create tonal shade.</p>		<p>To explore large scale outside drawing on playground. Make simple representations of an author's work. To use rolling & cutting</p>	<p>Make simple representations of an author's work. To use ideas from the artist/designer to create own work.</p>




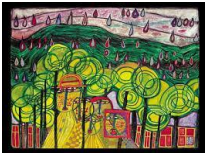




	<p>types, curved, straight, wavy, thick, thin.</p> <p>To name and recognise primary colours.</p> <p>To Explore mixing. Describe their work</p> <p>Use ideas from the artist/designer to create own work.</p>		<p>To experience water colour to create a back ground.</p>		<p>Manipulate and use clay. I can cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.</p>	<p>To look and talk about what they have produced, describing simple techniques and media used.</p>
Artists/ crafts people/ designers	<p>Picasso</p>	 <p>Jackson Pollock Expressionist movement</p>			 <p>Henri Rousseau</p>  <p>Hannah Borger</p> 	 


	Line, thick, thin, wavy, straight, chalk, pastel, felt tip Oval, long, curvy, bright, Mark making tools, sponges, different brushes, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills					
Year 1	Self portraits	Exploring Watercolour	Culture and Costumes	Simple Print-making Print making of flames and then focus of line drawing using black ink.	Clay tiles of a building to create a class mural	Making Animals
Core Learning	To describe the artist's work. To use ideas from the artist/designer to create own work. To develop control of pencil for detail in their pictures.	To know and name both primary and secondary colours. To mix, use and apply secondary colours in their work. To create moods in art work by using colours and techniques.	To use a pencil to create lines of different thickness in drawings. To ask questions and describe what can be seen in a painting. To ask questions about a piece of art work. To start to record simple media explorations in a sketch book.	To develop ability to control paint. To use ideas from the artist/designer to create own work. To cut shapes out of foam board and stick them on a block to make a plate. To print from the plate. To draw into the surface of foam board and print from the plate. To create a repeat print.	To use rolling, cutting carving & moulding clay. To describe their work. To use ideas from the artist/designer to create own work.	To explore the work of Nick Mackman. To develop understanding of line, shape, colour and pattern and learn techniques of pinching and pulling malleable materials and decorating the surface. To cut, coil and roll materials.






Artists/ crafts people/ designers		<p>Paul Klee</p>  <p>Emma Burleigh</p> 	 <p>Children will have the opportunity to create African artwork using paint, pastels, pencils and charcoal in the style of Martin Bulinya. Children will explore the work of Martin Bulinya and learn about his style of art and techniques he uses to recreate the Maasai, and African animals in his artwork.</p>		  <p>Investigate Marie Gibbons ceramic tiles</p>	
	<p>Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright, mixing, primary colours, primary shades, techniques, layering Brush, size and types, scale. Experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material, build textured tile</p>					
Year 2	Drawing activities(10 minutes every week)	Firework art	Polar scene James Morrison printing	Feelings collage Animal sculpture	computing link - photos that show we care	Shells





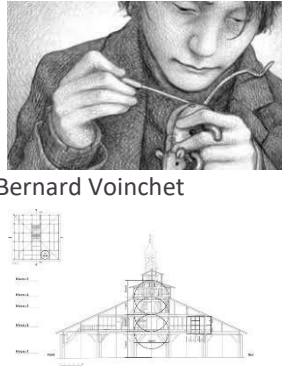

Core Learning	<p>1). Continuous line drawing</p> <p>2).Backwards Forwards Drawings https://vimeo.com/626392783</p> <p>3). See 3 shapes</p>	<p>To explore painting materials different paint types, colour.</p> <p>To develop and practice different line types, curved, straight, wavy, thick, thin.</p> <p>To name and recognise primary colours.</p> <p>To Explore mixing. Describe their work Use ideas from the artist/designer to create own work.</p>	<p>To add detail to picture.</p> <p>To become aware of the relationship of drawing, looking and mark making.</p> <p>To see what a mono print is and have explored the work of an artist who uses mono print.</p> <p>To experiment with the kinds of marks I make.</p> <p>To slow down my looking and mark making and work for 5 to 15 minutes on a drawing.</p>	<p>To experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes.</p> <p>To learn to manipulate a range of materials to create a structure.</p> <p>To learn how to join materials in different ways.</p> <p>To begin to develop and use materials and joining techniques in response to stimulus.</p>		<p>To look closely at shells and make drawings using pen to describe what is seen.</p> <p>To experiment using graphite and oil pastel including mixing colours.</p> <p>To cut out shapes in different colours and use these shapes to make a shell.</p>
Artists/ crafts people/ designers		<p>James Rosenquist</p> 	<p>Xgaoc'o X'are - Botswanan Printmaker</p> 	<p>Inbal Leitner</p>  <p>and Rosie Hurley</p>		<p>Georgia O'Keefe – focus on shells</p>  <p>Amiria Gale</p>







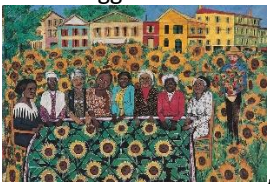


			James Morrison			
	Pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, Oval, long, curvy, bright, Mixing, primary colours, primary shades, techniques, layering Experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material					
Year 3	Cave art/ sketching – chalk pastels + sugar paper 3D cardboard sculpture – felt tips, wire and collage– bird art	Being an architect Famous buildings and architects – St Pauls, St Basils, Taj Mahal (symmetry), Gaudi – design own building for new civilisation	Clay/sculpture – dragons – moulding, rolling, joins, texture, and embellishment. Warriors with buildings in the background – line drawing, pattern and watercolour.	Trees Hundertwasser forest art – hot and cold colours, acrylics, collage	Still Life	Working with Shape and Colour
Core Learning	To annotate sketches to explain and elaborate. To create a background using a colourwash. To use a range of brushes to create Shapes, textures, patterns & lines. To use watercolour to produce washes for	To explore line and shape. Use sketches to help produce a final piece of art. To identify the techniques used by different architects To compare the work of different architects.	To use clay. To add materials to provide interesting details. Use watercolour to produce washes for backgrounds and add detail.	To build on skills of tonal shading in their drawing. To use different grades of pencils to show tones and textures through hatching & cross hatching. To create Shapes, textures, patterns & lines.	To use sketches to help produce a final piece of art. To use shading to show light & shadow. To further explore tint/tone shade- apply this in their paintings. To replicate some of the techniques To create original pieces influenced by artist.	To explore an artwork through looking, talking and drawing. To cut shapes directly into paper, using scissors. To collage cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.




	<p>backgrounds and add detail. To experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal. To work on larger sheets of paper, and I can make loose, gestural sketches using my body.</p>	<p>To make an architectural model of a building around a theme - thinking about form, structure, balance, and the overall visual appearance.</p> <p>To create original pieces influenced by artist designer /architect.</p>				
Artists/ crafts people/ designers	<p>Laura McKendry</p> 	 			<p>Cezanne</p>  <p>Hilary Precis</p>  <p>Nicole Dyer</p>	<p>Henri Matisse</p>  <p>Claire Willberg</p> 

						
	<p>Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture. Mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering.</p>					
Year 4	Drawing activities(10 minutes every week)	<p>Photography and digital art to create a Biome. Pick out areas of the outdoor art photos and then extend the picture using different tones.</p> <p>Study Jedd Chevrier</p>		<p>Hampshire Landscapes –</p> <p>Silk painting</p> <p>Hampshire Architecture – lone drawing focusing on shape and form</p>	Steampunk Sculpture, Inventiveness and Determination	Telling stories through drawing and making Scarab beetles
	<p>1). Continuous line drawing</p> <p>2).Backwards Forwards Drawings https://vimeo.com/626392783</p> <p>3). See 3 shapes</p> <p>4). Thoughtful Mark making</p>	<p>Begin to make individual choices in their choice of media. Experiment with the styles used by other artists. Explain some of the features of art.</p> <p>To create and combine different photographic layers.</p>		<p>To experiment with the styles used by other artists.</p> <p>To create and combine shapes for a landscape composition.</p> <p>To create original pieces influenced by artist.</p>	<p>To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>To keep notes to indicate their</p>	<p>To experiment with the styles used by other artists.</p> <p>Sculpt using clay & other mouldable materials.</p>

	5). Making stronger drawing – drawing on maps			To express likes and dislikes through annotations.	intentions/purpose of a piece of work. Begin to include measuring skills to help with proportion in their drawings.	
Artists/ crafts people/ designers		<p>Jedd Chevrier</p>  <p>https://www.accessart.org.uk/let-me-inspire-you-mike-barrett/</p>		<p>Stephanie Gay</p> 		<p>Lucy Arnold</p>  <p>Rosalind Monks</p> 
	Form and shape: forms, shapes, third dimension, abstract Tone: variations, tone, proportion, emotion, expression Mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, gutta construct, modelling, shape, develop, coils					
Year 5	Rocket artwork painting Peter Thorpe	River collage Eileen Downes Ben Giles	Wire leaf sculpture / printing sketching Elizabeth Berrien	DT - sewing	Storytelling through drawing Sketching in style of Hugo Cabret	Fashion Design
	To organise line, tone, shape and colour. Evaluate and analyse creative works.	To use sketchbooks to collect and record visual information from different sources as well as	To create and combine shapes e.g. nets or using solid materials. To use tools to create texture and pattern.	To use sketchbooks to collect and record visual	To use shading to create mood and texture. To organise line, tone, shape and colour to	Use tertiary colour in their paintings Use the past as a source of artistic inspiration.

	<p>To use tools to create texture and pattern. To show how their artist has influenced society</p>	<p>planning, trying out ideas, plan colours and collect source material for future works. To experiment with mood & colour. To create texture and pattern</p>	<p>To use sketchbooks to plan a sculpture through drawing and other preparatory work.</p>	<p>information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. To adapt work as and when necessary and explain why. To include seam allowance To use range of stitches</p>	<p>represent figures and forms in movement. To use shading to create mood and feeling.</p>	<p>To create a colour palette based on colours observed in natural world.</p>
Artists/ crafts people/ designers				<p>Izziyana Suhaimi</p> 	<p>Brian Selznick</p>  <p>Bernard Voinchet</p>	<p>Hokusai</p> 
	<p>Observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, tonal contrast, mixed media, shading, hatching, blending. Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background. Atmosphere, light effects, identify primary secondary and complementary colours</p>					

Year 6	Benin Bronze Gaconca art	Exploring Identity	Shadow Puppets	Take a Seat	Activism	Brave Colour
Core learning	To use negative space and the grid method to help me see and draw, and to scale up my drawing. To transform my drawing into a three-dimensional object	To see how artists explore their identity by creating layered and constructed images. I can use observational skills to draw from life using a variety of materials.	To make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome. To manipulate the materials using tools so that the puppets I make have character and expression. To make my puppets move in simple ways by articulating them.	To explore the work of a craftsperson / designer and seen how they bring personality to their work. To see how chair design has changed through the ages.	To see how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. To create visuals and text which communicate my message.	To create a 3d model or 2d artwork which shares my vision with others. To use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.
Artists/ crafts people/ designers	Benin Bronzes 	Njideka Akunyili Crosby  Thandiwe Muriu 	Lotte Reiniger  https://www.thisisathens.org/museums/spathario-museum-shadow-theatre	The Timeless Beauty of Klismos Chair 	Luba Lukova  Faith Ringgold  Kate DeCiccio.	Olafur Eliasson  Yinka Ilori,  Morag Myerscough

						 <p>Liz West</p> 
	<p>Observation, visual images, Lines, Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, tonal contrast, shading. composition, scale, foreground, middle ground, background. Reflection, light effects, identify primary secondary and complementary colours intricate patterns</p>					