



Hoole St Michael C of E Primary School ~ Art Overview



Subject Leader : Juliet Price

Cycle B	Autumn Term Curriculum Focus	Spring Term Curriculum Focus	Summer Term Curriculum Focus
<p>Lines and Marks</p> <ul style="list-style-type: none"> ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Draw on different surfaces with a range of media. 	<p>Form and Shape</p> <ul style="list-style-type: none"> ▪ Observe and draw shapes from observations. ▪ Draw shapes in between objects. ▪ Invent new shapes. 	<p>Tone</p> <ul style="list-style-type: none"> ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<p>Texture</p> <ul style="list-style-type: none"> ▪ Investigate textures by describing, naming, rubbing, copying.
<p>Discovery</p>	<p>Explores what happens when they mix colours. Experiments to create different textures. Uses simple tools and techniques competently and appropriately.</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using. Experiments to create different textures.</p>	<p>Understands that different media can be combined to create new effects. Manipulates materials to a planned effect. Selects appropriate resources and adapts work where necessary.</p>
<p>Atlantis</p>	<p style="text-align: center;"><u>3D Sculpture</u></p> <ul style="list-style-type: none"> • Children to investigate and play with clay/play dough, model making sausages and balls, egg shapes. • Make a clay penguin • Roll a lemon/egg shape from clay. • Gently squeeze a head shape near top of egg. • Pull from the clay wing shapes, beak and feet. • Use tools to pierce eyes or 	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • Children will make observational drawings of plants and flowers in detail. Experiment with mark-making, using a range of pencil grades, charcoal, graphite sticks and pens on small and large scales, individually and as group pieces. • Make drawings and experiment making shades and tones in greys using chalk and charcoal. Encourage smudging contrasted with detail. • Make drawings of plants and flowers and experiment with 	<p style="text-align: center;"><u>Collage</u></p> <ul style="list-style-type: none"> • Children to have a look at various artist who work on a similar theme. Abigail Mill who uses embroidery to create her pictures, Jayne Huskisson who creates seaside themed silk paintings Serena Hall who produces work in a range of media • During the seaside visit, from home or other sources, such as magazines or the internet, children can collect materials for their collage. They can

textures on wings and feet etc.

- Use tools to highlight wing shapes etc, use hands to smooth and sculpt if preferred.
 - Allow to air dry.
 - Paint with ready mix

Evaluate

- Children to have time to evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist.

Printing

- From their drawings, children will develop a simplified printing motif of school or local area etc.
- Then children will draw simplified image onto Quickprint using a sharp pencil.
- Children will plan and discuss ways this image could be translated or rotated and repeatedly printed.
- Discuss the children's a colour choice for print or background; perhaps print on a textured rubbing of a building etc.
- Use rollers and printing ink to

pastels; chalk or oil.

- Make observational drawings and include wet media such as watercolour.
- of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist.
- Children could make their own video to explain their learning and help other groups in school to use similar printmaking techniques by producing their own set of instructions and advice.

Drawing/Printing

- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Children will make observational drawings of the locality and school grounds; experiment with mark-making, charcoal and chalk, graphite sticks and pens on small/large-scale, group/individual.
- Children to make drawings of local landmarks and experiment making shades and tones in greys using chalk and charcoal, encourage smudging contrasted with detail.
- Children to go outside and collect rubbings from surfaces then continue and extend into a drawing,

work in groups, discussing possible uses of these materials for creating their seaside images.

- Initially, working on smaller individual pieces, children can cut and position an array of blue, white and green fabrics and or papers for sea. Discuss how these can be positioned to suggest movement of waves.
- Children can then add beach to their pictures by gluing on sand, thinking carefully about the positioning of the beach in relation to the sea and sky.
- Once the background elements of sky, sea and beach are in place, children can decide what additional elements they wish to add to their collage and can consider and discuss appropriate materials for these. They may wish to explore sticks/driftwood for piers or jetties, fabrics for bunting or boats and paper for beach huts.
- Children can discuss how they might show people in their collage pictures. Consider the use of pictures from magazines. Encourage children to consider whether the people are dressed appropriately for their beach collage.
- Following on from the creation of their individual pieces, children's knowledge can then be used to collaborate on a larger scale piece in groups.

	<p>print image repeatedly; make individual and/or group prints.</p> <ul style="list-style-type: none"> • Develop drawings further by producing a monoprint of local area; start to collect and sort textures and shapes which can be used to print as seen in class clip. • Use printing rollers to ink up sides and edges of objects and textures from which to print and build up an image of 'The Place Where I Live'. • When dry, work into print with pastel or watercolours if desired. 	<p>or use as background to a drawing.</p> <ul style="list-style-type: none"> • Make observational drawings and include wet media such as watercolour. 	
<h2>Enterprise</h2>	<p><u>Collage</u> Focusing on the artwork of Damien Hurst (skull).</p> <ul style="list-style-type: none"> • Observe repeated patterns. • Discuss the use of rotation, size and colour to vary pattern. • To design own skull piece • Children to create skull piece using collage technique. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Children to look at Monet and Hokusai pictures of water. • Children to compare the two styles. • Children to go outside and observe different moving water – watching clip, outdoor learning creating ripples in puddles. Children to draw the shapes created by water. • Using oil pastel and pencil to create shapes and investigate using shadow and smudging. <ul style="list-style-type: none"> • Children to create an observational drawing of water using chosen medium. 	<p><u>3D Sculpture</u></p> <ul style="list-style-type: none"> • Children to look at the work of Haley Harmon. • Children to choose plant/flower to base design on. • Children to examine flower/plant and draw pencil design of parts they could make using wire. • Children to choose a part to build using wire. (Evaluate and edit this piece). • Following evaluation children edit designs to adapt to medium of wire. • Children to create sculpture based on design.

Endeavour

Drawing

Focus artist: Georgia O' Keeffe.
Creating texture with the natural world as an inspiration.

- Children to increase their knowledge of drawing pencils.
- Experimentation with dry media to take rubbings of patterns in the natural world.
- Use viewfinders to focus on one area in particular.
- Skilled drawing of animals.
- Final piece – an animal drawn by them using their skills and a creation of a camouflage background.
- Follow up: create a digital background and an animal to camouflage into it.

Collage

Focus artists: Jackson Pollock, Mark Rothko, Kandinsky and Jean Milo.
Focus building on the knowledge of creating texture.

- Children to explore texture creation in dry media with the effects of hatching, contouring, stippling and burnishing.
- Experiments with pastel and charcoal.
- Work with wet media effects to recreate texture.
- Work with mixed media using NASA pictures as inspiration.
- Creating craters and valleys using 3D mini models with Mod Roc or paper mache.
- Final piece – their own planet surface with mixed media and a 3D model.

3D Sculpture

Focus Artist: Patricia Coates and Alberto Giacometti.

- Exploring how to sketch the human form using mannequins. Linked to Greeks and athlete poses. Collage a selection of sport poses from newspapers and magazines.
- Sense of perspective working with the background and foreground.
- Use of digital media to explore poses more in-depth linked to athletics.
- Explore the style and techniques of focus artists – can they recreate their style in drawing first.
- Explore skin tone building on mixed media skills.
- 3D focus – children to make 3 sculptures in the style of the artists and then one of clay.
- Follow up with a study of Anthony Gormley.
- Values of the Olympics and the focus on athletes.

Outdoor Learning

Curriculum Hook

Cultural Capital

Christian Values

British Values

Enrichment

Activities/Trips

Cycle A	Autumn Term Curriculum Focus	Spring Term Curriculum Focus	Summer Term Curriculum Focus
<p>Lines and Marks</p> <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. 	<p>Form and Shape</p> <ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. 	<p>Tone</p> <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<p>Texture</p> <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying.
Discovery	<ul style="list-style-type: none"> Explores what happens when they mix colours. Experiments to create different textures. Uses simple tools and techniques competently and appropriately 	<ul style="list-style-type: none"> Selects tools and techniques needed to shape, assemble and join materials they are using. Experiments to create different textures. 	<ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Manipulates materials to a planned effect. Selects appropriate resources and adapts work where necessary.
Atlantis	<p>Drawing/digital art</p> <p>Children examine images of buildings from 1666.</p> <p>Make drawings on different scales including large scale or group pieces using charcoal and chalk and different grade pencils.</p> <p>Experiment with shading using charcoal and graphite sticks to create light and dark tones. Experiment rubbing into shading with rubbers.</p> <p>Add colour with chalk pastels or paint. Discuss effects of paint or pastel for flames. Evaluate effects and preferences.</p> <p>Develop images of burning houses into digital art using for example, Dazzle, paint.net, 2Create.</p> <p>Drawing and painting</p> <p>Experiment with mark-making using materials such as charcoal and chalk,</p>	<p>3D Drawing/Models</p> <p>Opportunities for drawing will help children develop their observational skills in this theme as a starting point before building robot figures in 3-D from recycled materials.</p> <p>Drawing</p> <p>Children can create their own robots from construction kits and use them as a model for their observational drawings. To provide children with a wider range of stimuli, photographs of robots can also be used.</p> <p>Encourage children to experiment with mark making, using a range of pencil grades, charcoal, graphite sticks and pens both on their own work and work alongside others on a larger scale.</p> <p>When drawing, children can experiment with making shades and tones in greys using chalk and charcoal. Encourage children to practise smudging to see how it can be used to suggest 3-D qualities.</p>	<p>Drawing and painting</p> <p>This theme involves children in creating a self portrait. Extensive drawing and painting will help children develop and improve their observational skills to support this. Children will be able to observe themselves and others and could be linked to learning opportunities in history, such as portraits of themselves and their family for their family tree, or portraits of the Royal family.</p> <p>The children should explore the work of portrait artists who use traditional drawing and painting materials. Käthe Kollwitz was a German Expressionist artist who predominantly used charcoal and printmaking to explore her self-portraits and portraits. Her use of charcoal and chalk can encourage children to investigate smudging and blending techniques.</p> <p>Drawing</p> <p>Children can make observational self-portrait</p>

graphite sticks, grades of pencil and pens. Work on different scales of drawings, both individually and within groups.

Use wooden figures to explore the proportions and lengths of limbs, for example, use the size of the head to help size the chest. Observe the length of the arms and where their hands touch on their thighs, explore the length of legs compared to the whole length of head and torso.

Experiment making shades and tones in greys using chalk and charcoal, encourage smudging to create 3-D effect in drawings.

Use pastels or paint to make further observational drawing of figures.

Experiment with different scales, more than one figure and figures in various positions.

Develop into watercolour paints, using pencils to draw. Discuss the differences in other paint types, how to create 3-D effects, continue to discuss proportions of the body.

Explore the work of the artist, Keith Haring. Discuss his use of body language and lack of facial expressions. Linking to PSHE, explore relationships and getting on with others and our qualities of support and caring. Discuss his visual style and use of the human figure that is still in proportion.

Clay

Allow time for children to investigate and play with clay and/or play dough. Model making sausages, balls and egg shapes.

Linked to learning opportunities in design and technology, children can then design a figure to be developed into 3-D.

Children to investigate how materials such as play dough will not allow them to play with their robot after it is made. They could try using materials such as salt dough (to be baked) or air drying clay and discuss the difference this makes.

Painting

Develop drawings into paintings; watercolour makes a sensitive media to this project and encourages delicate mixing of skin shades, hair colour and eye colour. Ensure the process of colour mixing and matching to shades is modelled and allow children to experiment on their portraits. Provide children with a range of brush sizes and allow them to experiment with these when working on projects of differing scales. Children should be encouraged to use smaller brushes for the finer details of their work.

drawings in detail using mirrors. They should experiment with mark-making, using a range of pencil grades, charcoal, graphite sticks and pens. They should use a range of scales for both group and individual pieces of work. When drawing, children should be encouraged to carefully observe the head shape, hair, placement of eyes, nose and mouth.

Following modelling, provide children with opportunities to experiment with making shades and tones in greys using chalk and charcoal. They can further develop this technique by including smudging to suggest bone structure of cheeks and nose.

Extend the range of media to include chalk pastels or oil pastels.

3-D

Allow children experimentation with a variety of construction kits to see how they fit together. This could include use of a tool such as Polydron so children can use 2-D shapes to create something that would be more representative of a robot. Children could go on to replicate this with card and adhesive.

Children can experiment further with scrap/recycled materials creating forms in 3-D. They could use a battery holder, pipe cleaners, paper clips, treasury tags, small bulbs and switches to make a figure or creature/insect in the style of Larry Wong.

Linked to learning opportunities in design and technology, children can work with larger scale junk modelling to build robotic figures.

Make a clay figure using air dry clay:
Divide a lump of clay into three sections; small, medium and large. Roll the small section between their hands into a sphere to become the head.

Use the table, roll the next two sections into medium and large sized sausages trying not to squash flat but keep cylindrical. These become a set of arms and legs.

Position the arms into a 'u' shape, and the legs into an 'n' shape, cross hatch where the joins will meet, add slip (watered clay remnants mixed to thick soup consistency) using a brush and then use fingers to merge the arms and legs together until you cannot tell where they were joined. Attach the head in the same way. At this point mould the legs and arms into better positions and merge to make a more substantial torso. Try not to make arms and legs too skinny as they tend to break apart. Repair any breaks by reshaping and merging back together.

Position the model into a specific pose with other sculptures to exemplify working and playing together.

If further detail is required, use tools to pierce eyes, highlight hands and feet and a clay syringe to make hair.

Alternatively, leave simple like Keith Haring figures.

Allow to air dry.

Paint with ready mix or Cromar paints if required, (try not to add water to paints, water should only be used to clean the brushes).

Enterprise

Textile

- Children to create a some 'Sparks might fly' Bonfire night gloves.
- Design product based on use.
- Use a variety of techniques, e.g. stitching to create different textural effects.
- Develop skills in stitching, cutting and joining.

Printing

- From drawings develop a simplified printing motif of a fossil.
 - Draw simplified image onto Quickprint using a sharp pencil.
- Relief printing blocks can be built up with various materials built up onto a card base. Children need time to experiment with suitable materials such as string, bubble wrap, tin foil and card to know which materials are best suited for the project.
- Linked to learning opportunities in mathematics, plan and discuss ways in which this image could be translated or rotated and repeatedly printed, reinforcing quarter and half turns; or develop random positions like fossils in a rock face.
- Plan and discuss colour choices for print or background; perhaps print on or with monochrome drawing of a fossil to experiment mixing drawing and print.
- Use rollers and printing ink to print the image repeatedly; make individual and/or group prints which also incorporating drawings.
- Clean inking plate by washing and experiment with two colours, or work with a partner using alternate colours. Discuss and plan rotation again.

Painting

- Experiment with different effects and textures in paint.
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.
- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
 - Mix and use tints and shades.

		<ul style="list-style-type: none"> • When dry, work into print with pastel or watercolours if desired. 	
<h1>Endeavour</h1>	<p>Painting – Focus artist and in-depth study of Kandinsky.</p> <ul style="list-style-type: none"> • Children to forge links between music and colour. Study of musicians that saw musical notes as colours. • Link to PSHE and colours of mood. • Experiment with water colour vs ready mix and how this reflects mood. • Key elements of background and key colours. Thinking about letting the main colours sing. • Explore building layers and depth of colour • Enrichment supported by PGHS music department. • Christian value of creativity 	<p>Drawing – Creating an accurate portrait Focus artists: Picasso, Rembrandt, Van Dyck, and Modigliani.</p> <ul style="list-style-type: none"> • Study of focused artists and explore their work • Recreate drawings in their style working in a mixture of dry media. • Create self-portrait in dry media. • Superhero study and adapt their skills to creating a cartoon superhero. • Use digital programs and the Picasso links on the website to adapt superheroes to his style. • Superhero and their qualities link to the Christian value of courage. 	<p>Local Art Focus: The work of L.S. Lowry – link to local study of the factories in Preston. Work with the Harris museum to look at life in our town during the industrial revolution.</p> <ul style="list-style-type: none"> • Drawings inspired by work from the past. • Work in a similar way than Lowry – working in dry media to create texture and tone. • Focus on shading and create contrasts. • Create their own sketches into a painting. • Develop drawings into paintings. • Create light and effect; work with contrast to portray the theme. • Collage onto a drawn background. • Topic supported by the Harris museum.
Outdoor Learning	Curriculum Hook	Cultural Capital Christian Values Activities/Trips	British Values Enrichment