St Andrew's Art Curriculum

	Autumn Term	Spring Term	Summer Term
F	**All about Me- self portraits, guided drawing sessions** **Celebrations- transient art poppies, christmas cards, firework pictures** **Key Skills and Application -** Experiments with a variety of resources and materials deciding what to use and make. Drawing Creates simple representations of events, people and objects -Draw a face Colour Name primary and choose particular colours to use for a purpose. Texture Explore and experiment with different materials to compare textures. Know the materials that are soft/rough/shiny. Form Use glue and Selotape/ masking tape to combine materials. Design Say what they intend to create. Function Replicate an existing model. Share their creation with others. Use life like, available or modelled props to support role play	**Frozen Planet- paper plate polar bears, penguin making, painting northern lights** **Minibeasts- bees and hive printing, posters, flowers from artists, paper plate minibeasts** **Key Skills and Application -** Artist focus Georgia O'Keeffe, Takashi Murakami, Andy Warhol, Vincent Van Gogh Drawing Creates simple representations of events, people and objects -a person with at least 8 features – body, head, arms, legs, eyes, mouth, nose, hair Colour Name secondary colours and explore what happens when they mix colours. Texture Choose appropriate materials for a purpose. Form Hole punch and thread to combine Design Plan with reasoning Function Adapt an existing model Talk with others about their creation and what they like about it. Adapt the intended purpose of an object to meet their role play needs e.g. banana is a phone.	**Amazing Africa- animals from a range of materials, goma masks, printing kente cloth, tingatinga art, bead bracelets** **The Seaside- making sea creatures, painting mermaids, pirate hats/swords, mermaid purses** **Key Skills and Application -** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Drawing Creates simple representations of events, people and objects -drawings with distinctive features e.g. curtain in a house, scales on a mermaid's tale Colour Experiments with light and shade using specific terminology- light, shade, dark, tone. Texture Combine different materials for a planned effect e.g. create a picture using feathers for a soft bed, lollipop sticks for the trees, tin foil for a spaceship or sand for the beach. Form Select the most appropriate joining technique for the purpose of their model. Design Make a plan with an intended outcome. Function Create something for a purpose. Explain their creation.

St Andrew's Art Curriculum

			Adapt and improve what they have done. Select props and materials of their choosing to enhance role play.
Year A	**Autumn** **From Land's End to John O'Groats** ***What does it mean to be British?***	**Spring** **To the Edge of the World** ***What does it mean to have courage?***	**Summer** **All Things Bright and Beautiful** ***Why is it important to look after our world?***
Year 1 &2	**Exploring the art of J.M.W Turner and contrasting landscape artist Glenys Cour** **Key Skills and Application -** ***Sketching and painting:***make close observations when trying to represent the shape, form and size of an object (castles). - *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* ***Watercolours:*** exploring colour mixing. Use of watercolours creating washes and more fine detailed work ***Composition***:reproduction of landscape paintings inspired by Turner ***Context understanding/reference:*** *describe the work of famous, notable artists and designers;express an opinion on the work of famous, notable artists;use inspiration from famous, notable artists to create their own work and compare;*	**Collage and painting – views through the 'porthole'.** **Key Skills and Application -** ***Sketching:*** Drawing simples shape, applying colour that may suit an image ***Mixed Media: collage*** **-** use paper creatively to make a picture **-** exploring manipulating paper with shape, pattern texture; twisting curling , coiling, folding ***Composition*****:** Reproduction of an antarctic landscape using paper and/or landscape view of choice; jungle, view from space… ***Context understanding/reference:*** learn 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. *(painting with Scissors - Matisse).*	**Art: Explore Andy Goldsworthy's use of natural materials. Create art inspired by nature (sculpture)** **Key Skills and Application** ***Sketching:*** develop sketching techniques to create visual texture, To use observational techniques to sketch plants in the natural environment. - *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* ***Composition:*** manipulate materials when creating sculptures/ To use reflections creatively in their art work. ***Mixed Media:*** use a range of materials creatively to design and make products, use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ***Context understanding/reference:*** learn 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; *landscape artist Andy Goldsworthy).*
Year A	**Autumn** **Where we Live** ***What does it mean to belong to a diverse community?***	**Spring** **Changing homes, changing times.** ***How can I become an agent of change?***	**Summer** **On the Farm** ***Where does our food come from and how can we make sure there's enough for everyone?***

St Andrew's Art Curriculum

Year 1 & 2	**Where we live** **Postcards, collages and silhouettes – inspired by Brian Pollard.** **Key Skills and Application -** ***Sketching & Painting*** develop sketching techniques to create visual texture, To use observational techniques to sketch local landscape (Hoe). ***Composition***:study form in Pollard paintings. Use of poster paints to create bright images. ***Context understanding/reference:*** learn 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; *inspiration from Brian Pollard*	**Art: Changing society through art - the work of Banksy and other graffiti artists** **Key Skills and Application -** ***Sketching & Painting:*** be able to use pencil shading techniques, to use drawing, painting to develop and share their ideas, experiences and imagination. ***Composition***: develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - *To convey a message through art* ***Calligraphy:*** *create bubble writing/use graffiti to convey a positive message* ***Context understanding/reference:*** learn 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; *expressing opinions and inspiration from Banksy*	**A study of Van Gogh (farm scenes and sunflowers) - pastels** ***Sketching:*** make close observations when trying to represent the shape, form and size of an object (sunflowers). - *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;* ***Pastels***: use observation to closely match colours using pastels ***Composition****: application of pastels and sketching to create their own version of Sunflowers by Van Gogh.* ***Context understanding/reference:*** learn 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; *learn about the paintings of Van Gogh.*
Year A	**People on the Move** ***Why did people go on journeys?*** ***What does migration look like in modern times?***	**Spring** **Children of the World** ***How do different people live around the world?*** ***Why is diversity important?***	**Summer** **Our Strength Within** ***How do people adapt to challenges?***
Year 3 & 4	**Illuminated Lettering & Intricate sketching based on Bayeux Tapestry** **Key Skills and Application -** ***Sketching:*** Observational drawings of Bayeux Tapestry and replication of Anglo Saxon Brooch/Coin patterns. ***Calligraphy:*** reproduce and innovate Angle Saxon & Medieval Illuminated letters with both decorative religious and natural world content. Reproducing 'Runes' alphabet.	**Mixed media collages based on a contrasting locality in Nicaragua** **Key Skills and Application -** ***Sketching:*** sketch to record their observations, add detail to composition ***Painting:*** create a landscape background using watercolour wash. ***Mixed Media:*** collage of recycled materials to replicate foreground 'rubbish tip', adding texture and atmosphere - with silhouette cut outs.	**War portraits in charcoal with camouflage collage background. Chalk art - Blitz landscape.** **Key Skills and Application -** ***Sketching (Pencil):*** drawing to record their portraiture observations, focusing on correct proportions of the face. ***Sketching (Charcoal):*** *controlled* use of charcoal to create character; focusing on correct proportions of the face - mastery of art.

St Andrew's Art Curriculum

	Painting: application of metallic paints and 'blackening' weathering effect to recreate aged brooches/coins **Mixed Media:** Design and assemble replica authentic scaled Anglo Saxon brooches (using beads, tissue paper, string etc.) ***Composition:*** Incorporate illuminated letters with Bible verse.	***Composition:*** Reproduction of a Nicaraguan landscape scavenging photograph ***Context understanding/reference***: know great artists, architects and designers in history (Landscape/skies: Van Gogh).	***Mixed Media*:** cutting and tearing collage skills (newsprint/tissue paper) to add texture and recreate camouflage effect. ***Landscape composition -*** Application of chalk (negative colours) to replicate a Blitz skyline.
Year B	**Back to the Stone Age!** ***Why is it important to be resilient?***	**Roman Invaders!** ***What is Legacy? How do we see the Roman legacy today?***	**From the Moor to the Sea** ***How does learning about our local area affect how we protect it for the future?***
Year 3 & 4	**Cave art (chalk /pastel) / Stone Age jewellery (clay and found objects)** **Key Skills and Application -** ***Clay:*** observe archaeological examples to form authentic Stone Age jewellery beads, threaded together with twine/string and fabric ***Painting:*** apply appropriate earthy natural colour tones to clay jewellery. ***Sketching Pastels and Charcoal*** **:** Observe and reproduce cave art themed imagery and textures using pastels (chalk) and charcoal - mastery of art.	**Roman mosaics & Sculpture - Roman busts / coins** **Key Skills and Application -** ***Sketching (Pencil):*** explore, review and use ideas in sketchbooks. To explore the art and design technique of sculpture and bust portraiture - improve mastery of art and design, including drawing. ***Sculpture (clay):*** T learn how to Sculpt a Roman bust from clay and mould authentic portraiture profiles on coins ***Mixed Media*:** plan and create a controlled Roman influenced mosaic on vase templates using paper collage squares. ***Painting:*** application of metallic paint to replicate authentic Roman coins ***Context understanding/reference:*** Know great artists, architects and designers in history (Mosaics; Gaudi)	**Dartmoor Landscapes & Seascapes (pastel & watercolour) inspired by prominent artists** **Key Skills and Application -** ***Colour theory*** **-** Review and strengthen understanding of primary, secondary colours and tertiary colours alongside harmonious and contrasting colours and tones. ***Sketching (Pencil):*** To explore, plan in sketchbooks. Landscapes and seascapes based on local photos - improve mastery of art and design, including drawing. ***Painting:*** application of controlled palette mixing, background washes with watercolour to select appropriate colours (and brush sizes) to replicate a Dartmoor landscape - focus on filling the page with an understanding of scale, perspective in regards to foreground and background ***Context understanding/reference:*** Know great artists, architects and designers in history for inspiration (landscape artists; Cezanne, Van Gogh, Paul Klee - abstract, Seurat - pointillism)

St Andrew's Art Curriculum

Year A	Autumn **The Power of Propaganda** *How does the media impact/influence society?*	Spring **Echoes of Destruction** *What is the environmental impact of mankind?*	Summer **Citius, Altius, Fortius** *What will be your legacy?*
Year 5 & 6	**Propaganda Posters: study of land girl and propaganda posters by Laura Knight and others, to create own composition** **Key Skills and Application -** ***Sketching:*** Freehand and traced drawings of authentic WW2 imagery, including fonts and slogans. ***Figure drawing***: with a focus on face/body proportion ***Painting****:* mix and apply watercolours in authentic colours of the period - mastery of art ***Composition****:* compose authentic WW2 propaganda imagery and symbolistic content and slogans. ***Context understanding/reference***: great artists, architects and designers in history (L.S. Lowry)	**Art of the Amazon compositions inspired by contemporary artist John Dyer and Yuxi Yuve** **Key Skills and Application -** ***Sketching:*** freehand and traced drawing of flora and fauna of the Amazon Rainforest (rendered in coloured pencils at first). ***Painting:*** mix and apply watercolours in appropriate colours. ***Calligraphy;*** replicate intricate thought provoking and persuasive quotes. ***Composition****:* incorporate quotes within a decorative border of authentic Amazonian fauna and flora. ***Context understanding/reference***: artists, architects and designers in history (contemporary John Dyer)	**Greek pottery and pattern art with links to myths and legends, and the Olympic Games.** **Key Skills and Application -** ***Sketching (silhouettes)****:* freehand and traced drawing of Greek Hydra vase/jug content; warriors/mythical beast/Olympians etc. ***Sketching;*** Repeated geometric authentic Greek patterns. ***Painting:*** mix and apply layers of watercolours in limited authentic colours. ***Composition:*** design and apply authentic content to tell a Mythological Greek story or Olympic event.
Year B	Autumn **A single thread does not make a cloth** ***How is our culture enriched by diversity?***	Spring **The Winds of Change…** *What Can We Learn From Our Ancestors?*	Summer **All Aboard!** *Is progress always positive?*
Year 5 & 6	**Design and create African Patterns on 'book spines' to replicate British–Nigerian artist Yinka Shonibare** **Key Skills and Application -** ***Sketching:*** Sketching Free hand sketching of patterns to replicate the wide variety of pattern used in African design	**Chinese brush art, calligraphy (ink) linked to Chinese proverbs and the world's early letter formations used on oracle bones.** **Key Skills and Application -**	**Victorian style railway & seaside posters** **Key Skills and Application -** ***Sketching****:* Freehand and traced drawings of authentic Victorian railway/seaside poster imagery, including fonts and slogans, railway logos. ***Figure drawing*****:** focus body proportion

St Andrew's Art Curriculum

	Painting: Mix and apply water colour washes to enhance patterns ***Composition:*** Compose intricate patterns for a group display ***Context understanding/reference***:Learn about and take inspiration from the work of the British–Nigerian artist Yinka Shonibare, whose work explores cultural identity and globalisation	***Calligraphy:*** (sketching and brushed ink) replicate authentic Chinese proverbs using Chinese language symbols. ***Brushed ink****:* controlled application of raw and diluted indian ink, to replicate traditional bamboo art - mastery of art ***Composition:*** compose a layered brushed bamboo frame to accompany a proverb.	***Painting****:* mix and apply watercolours in authentic 'monochrome' colours of the period/style - mastery of art ***Composition:*** compose traditional railway /seaside posters exploring layout, authentic imagery and understanding of foreground, midground and background. ***Context understanding/reference***: artists, architects and designers in history.