



Art

Curriculum Overview

2022-2023

Our Lady's Catholic Primary School

The following curriculum overview may be subject to change. At Our Lady's Primary School we are constantly evolving our curriculum in response to the needs of learners and national strategies.

Early Years Foundation Stage

Early Learning Goals for EYFS

- 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.

Nursery

Through both continuous provision and adult-led activities, children will learn -

- To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects
- To begin to explore a variety of drawing tools
- To explore colour and how colours can be changed
- To begin to be interested in and describe the texture of things
- To begin to construct/stack blocks vertically and horizontally, make enclosures and create spaces
- To print with variety of objects
- To realise tools can be used for a purpose
- To use physical objects to create patterns

Reception

Through both continuous provision and adult-led activities, children will learn -

- To create simple representations of events, people and objects
- To explore what happens when they mix colours
- To use words to describe how things feel in their hands
- To create collage with varying textures and discuss the differences
- To manipulate materials to achieve a planned effect
- To construct with a purpose in mind, using a variety of resources
- To create natural leaf/bark rubbings
- To print with block colours
- To select tools and techniques needed to shape, assemble and join materials they are using
- To independently create repeating patterns
- To create irregular painting patterns
- To find symmetry in nature

Year 1

National Curriculum

- 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 wider 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.

Autumn	Spring	Summer
<p>Can I create a Self Portrait? <u>Inspire</u> - Follow step by step video to create self-portrait. <u>Skill</u> - Use pencils to create lines and coloured pencils to create colour. <u>Final Product</u> - Children create a self-portrait using pencils. Must cover skills – Drawing, colour, line, shape.</p> <p>Can I create a secondary colour using primary colours? (PB Colour Creations) <u>Inspire</u> Look at primary colours and match feeling and emotion words to these colours (use The Colour Monster book) How do different colours make us feel? <u>Skill</u> Mix primary colours to create secondary colours with paint. <u>Final Product</u> Children design and create 3 emotion monsters - 2 using primary colours and 1 using their secondary colour. Must cover skills – Design, drawing, painting, colour, pattern, line, form, shape.</p>	<p>Can I turn fruit and food into faces in the style of Guiseppe Acrimboldo? (PB – Guiseppe Acrimboldo) <u>Inspire</u> Explore the work of Guiseppe Acrimboldo Look at his use of fruit/food to create his art work. <u>Skill</u> Design end product by selecting, cutting out and arranging images of fruit & other food to create a flat facial image. Make appropriate decisions when selecting objects, using real fruit & dry foods to create a 3D facial sculpture. Decisions about using whole or halved/quartered foods (e.g. cutting lemon in half etc.) <u>Final product</u> Children design and create a 3D facial sculpture using fruit and dry foods. Must cover skills – design and make, sculpture, shape, form, making links.</p>	<p>Can I create a beach-inspired piece of art using natural materials? <u>Inspire</u> Look at Andy Goldsworthy and how he uses natural materials in his artwork. Discuss appropriate materials to collect (e.g. seashells, sand, small rocks, pebbles). Think of other materials that may not be natural but can enhance their art work (e.g. tangerine net bag to create fishing net etc.). Discuss ways to attach natural materials to art work. Collect planned natural materials. <u>Skill</u> Design and plan which materials to collect. Draw and then colour using paint a backdrop/background. Use different methods to attach materials. <u>Final Product</u> Children design and create a beach-inspired landscape using paint, natural materials and different sticking/attaching methods. Must cover skills – design and make, painting, imagination, colour, texture, shape, space.</p>

Year 2

National Curriculum

- 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 wider 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.

Autumn	Spring	Summer
<p>Can I create self-portrait using symmetrical and non-symmetrical knowledge?</p> <p><u>Inspire</u> Observe own image in mirror and discuss how up-close non-symmetry is evident. Compare and give opinions on some contrasting famous self-portraits. Observe how own image changes when displaying different emotions or moods (e.g. Excited – eyebrows raise, mouth widens. Sad – eyes drop, bottom lip rises, etc.)</p> <p><u>Skill</u> Take a photograph of self, displaying chosen emotion. When printed, cut image in half and use to draw other half of face thinking about symmetry and non-symmetry. Use pencil gradients to achieve light and shade. Colour may be added if appropriate.</p> <p><u>Final Product</u> Children to create a half photo/half drawn self-portrait showing a specific emotion or mood.</p> <p>Must cover skills – design, drawing, colour, line, shape, form, space, making links.</p>	<p>Can I design and create a Great Fire of London scene using printing techniques?</p> <p><u>Inspire</u> Look at various printing techniques and materials. Discuss single or multiple and appropriate, paint colours to create fire flames backdrop and the type of strokes (straight, wavy etc.) used to create a life-like fire.</p> <p><u>Skill</u> Design and sketch an image (e.g. building) onto paper. Recreate paper sketch (building) onto a polystyrene base (e.g. plate) using a pencil and cut out. Use paint roller to cover the polystyrene base in appropriate colour/s. Ensure control and smooth transfer of print to fire-flamed backdrop.</p> <p><u>Final Product</u> Children create a scene from the Great Fire of London using printing.</p> <p>Must cover skills – design, drawing, painting, colour, texture, line, shape, print.</p>	<p>Can I use chalk to create artwork inspired by the African style of Edward Said TingaTinga?</p> <p><u>Inspire</u> Explore the art work of Edward Said TingaTinga. Focus on the colours and patterns used and the variety of animals he uses to create his African artwork. Decide on an animal or animals to create.</p> <p><u>Skill</u> Design and select appropriate colours and patterns for their chosen animal/s. Use pointed, sharpened, rounded and flat edges of the chalk to create both curved and straight strokes.</p> <p><u>Final Product</u> Children create an African animal with colours and patterns in the style of TingaTinga, using chalk.</p> <p>Must cover skills – designs, drawing, colour, pattern, line, shape, form, making links.</p>

Year 3

National Curriculum

- 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 (e.g. pencil, charcoal, paint, clay).
- About the great artists, architects and designers in history.

Autumn	Spring	Summer
<p>Can I create a self-portrait in the style of Vincent Van Gogh? (PB – Van Gogh) <u>Inspire</u> Explore the work and style of Van Gogh’s paintings. Observe the background he creates around his portraits. <u>Skill</u> Use sketch pencils to draw outline of portrait. Use photograph of self to copy or trace. Create depth, texture and colours with paint on top of pencilled portrait. <u>Final Product</u> Children create a self-portrait in the style of Van Gogh including background design. Must cover skills – design, drawing, painting, colour, pattern, texture, line, shape, form, exploring artists in history.</p>	<p>Can I use plastic and other recyclable materials to create a 3D sea creature sculpture? <u>Inspire</u> Explore sustainable art and using recyclable materials to create art. Look at Calder Kamin and her Plastic Planet work. Discussions and observations of the effects of single use plastic on sea life. <u>Skill</u> Use pencils to design a sea creature, making decisions about the recycled materials to select. Explore appropriate adhesives to use in their sculpture. <u>Final Product</u> Children create a 3D sculptured sea creature taking inspiration from Calder Kamin. Must cover skills – design, drawing, sculpture, exploring artists in history.</p>	<p>Can I design a collage of a person in the style of Gustav Klimt? (PB – Gustav Klimt) <u>Inspire</u> Explore the art work of Gustav Klimt and the use of shape and colour to create his paintings. Focus on the pieces where he uses people and discuss the backgrounds he designs. <u>Skill</u> Use the internet, magazines, comics to select an appropriate photographed person or character to cut out and use for collage. Use crayons and/or pastels to create patterned background thinking about shapes and colours in Klimt’s art. Cut out and stick gold and/or silver foil and paper to add depth to collage (again, thinking about shapes used and their placement). <u>Final Product</u> Children create a collage inspired by Gustav Klimt. Must cover skills – design, drawing, painting, exploring artists in history.</p>

Year 4

National Curriculum

- 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 (e.g. pencil, charcoal, paint, clay).
- About the great artists, architects and designers in history.

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<p>Can I create a self-portrait in the style of Pablo Picasso?</p> <p><u>Inspire</u> Explore Pablo Picasso and his abstract style of portraits. Discuss the cubism movement.</p> <p><u>Skill</u> Use lines to draw on an A4 sized photograph of yourself and cut up into smaller pieces. Design how to re-arrange the pieces so the face looks slightly distorted. Using distorted photograph portrait, copy or trace image using pencils and then add colour using paint.</p> <p><u>Final Product</u> Children create a self-portrait in the style of Pablo Picasso using sketch and paint. Must cover skills – design, drawing, paint, shape, form, exploring artists in history.</p>	<p>Can I create light and shade using charcoal?</p> <p><u>Inspire</u> Think about the rounded shapes of jugs and bowls used to carry water. Look at real jugs and bowls under the light or by the window to see where light and shade are visible. Discuss how the 'shape' of light does not have straight, definite lines and look at different images of rounded objects to compare the 'shape' of light on the object. Children research tips and techniques when using charcoal and share with the class.</p> <p><u>Skill</u> Make a sketch of what they see (the jug) using pencils. Draw an outline of the shape of the light on the jug. Carefully use charcoal starting with the lighter areas before moving to the dark. Use fingers to blend where necessary.</p> <p><u>Final Product</u> Children create an image of a rounded object showing light and shade using charcoal. Must cover skills – Drawing, shape, line, shape, form.</p>	<p>Can I use impressionism to express movement and reflections in water? (PB – Claude Monet)</p> <p><u>Inspire</u> Explore impressionism and when it began. Look at Claude Monet's landscape paintings that include water and cities with water. Watch video demonstrations of layering and blending techniques to create life-like water art work.</p> <p><u>Skill</u> Use layering techniques and shades of colour to show movement/ripples in the water. Convey reflections in the water using blending techniques (e.g. buildings, trees, sun reflections etc.)</p> <p><u>Final Product</u> Children create a painting inspired by Claude Monet, showing movement/ripples and reflections in water. Must cover skills – Design, painting, colour, texture, pattern, form, exploring artists in history.</p>

Year 5

National Curriculum

- 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 (e.g. pencil, charcoal, paint, clay).
- About the great artists, architects and designers in history.

Autumn	Spring	Summer
<p>Can I create a self Portrait in the style of Andy Warhol? (PB – Warhol the Pop Movement)</p> <p><u>Inspire</u> Discuss simple observational drawings ‘Campbell’s Soup Cans’ (1962) Give opinions on light and shade in ‘Marilyn Monroe’ (1967)</p> <p><u>Skill</u> Create a simple observational line drawing as base for portrait. Use bright pencil colours, taking inspiration from Warhol’s artwork. Make appropriate decisions on where to show light and shade.</p> <p><u>Final Product</u> Children create a self-portrait in the style of ‘Marilyn Monroe’, using sketching and colour to show light and shade.</p> <p>Must cover skills – design, drawing, colour, exploring artists in history.</p>	<p>Can I design and make a Mayan-inspired clay tile to create symmetrical art?</p> <p><u>Inspire</u> Children to study Mayan mosaic art, focus on the use of symmetry and use sketchbooks to record ideas. Look at images of clay designs using small beads, sequins, buttons or other materials to create patterns.</p> <p><u>Skill</u> Use drawing to design a symmetrical pattern. Shape clay into a circular tile shape, using measurements to ensure circle is symmetrical. Make decisions on materials to select for mosaic design (beads, sequins, jewels etc.). Use clay modelling tools to create patterns into the clay.</p> <p><u>Final Product</u> Children create a Mayan-inspired mosaic clay tile using the skills covered.</p> <p>Must cover skills – design, drawing, sculpture, selecting materials, pattern.</p>	<p>Can I use paper folding skills to create a 3D sculptured image? (PB – Paper Art)</p> <p><u>Inspire</u> Look at Brian Chan and Sher Christopher’s 3D sculptures. Video tutorial – ‘3D paper sculpture using 8 techniques with Kerri Bevis’. Make links to methods possibly used by Chan & Sher?</p> <p><u>Skill</u> Use inspiration from Shakespeare to create the base for their design. Make a Shakespeare related ‘wallpaper’ to be folded, cut, etc. Create paper patterns by arranging, folding, overlapping and cutting using the different techniques explored. Select adhesives best fit for purpose (glue, tape, etc.)</p> <p><u>Final Product</u> Children create a final 3D paper sculpture and evaluate their work.</p> <p>Must cover skills – design, sculpture, pattern, texture, shape, form, exploring artists in history.</p>

Year 6

National Curriculum

- 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 (e.g. pencil, charcoal, paint, clay).
- About the great artists, architects and designers in history.

Autumn	Spring	Summer
<p>Can I create a self-portrait in style of Frida Kahlo? (PB – Frida Kahlo)</p> <p><u>Inspire</u> Explore Frida Kahlo and how she drew on her cultural background for her artwork. Focus on and analyse her portrait work. Research and discuss surrealism in art.</p> <p><u>Skill</u> Take a ‘selfie’ photograph and use to sketch self-portrait. Add aspects of Frida Kahlo’s portrait styles e.g. darkened, thin eyebrows and emotionless expressions. Design Kahlo-inspired hair pieces or hats. Colour with paint to finish self-portrait.</p> <p><u>Final Product</u> Children create a self-portrait in the style of Frida Kahlo using paint. Must cover skills – design, drawing, painting, colour, line, shape, form, space, exploring artists in history.</p>	<p>Can I use paper collage to create a cityscape/aspect of Liverpool, taking inspiration from Tula Moon? (e.g. Palm house, Liver Bird, The Beatles, football team stadium or emblem, etc.)</p> <p><u>Inspire</u> Explore the work of local artist Tula Moon. Research different aspects of Liverpool and attempt to a simple sketch template. Look at paper collages and the use of materials to create colour and texture.</p> <p><u>Skill</u> Create sketch of (or print template of for LA) chosen aspect of Liverpool. Choose materials for collage (paper, tissue paper, gummed paper etc.) and a mixture of bright, contrasting colours Use both regular and irregular patterns to create image.</p> <p><u>Final Product</u> Children create paper collage of their chosen aspect of Liverpool. Must cover skills – design, drawing, colour, pattern, texture, line, shape, space, exploring artists in history.</p>	<p>Can I use paper mache and paint to design and create graffiti inspired art? (PB – Street Art)</p> <p><u>Inspire</u> Research different graffiti images and artists and record observations. Look at the style of writing in graffiti art and the contrasting colours used to create depth. Explore methods and techniques using paper mache. Collect images of spray paint cans and discuss methods to use a ‘coke’ can to replicate spray paint.</p> <p><u>Skill</u> Practise graffiti style writing to create own name as a template. Use paper mache to cover drinking can. Choose colours to paint name and paper mache.</p> <p><u>Final Product</u> Create graffiti name along with paper mache spray can. Paint and display on a printed out brick background. Must cover skills – design, drawing, painting, colour, line, shape.</p>

