



**Art**  
**Curriculum Overview**

2019-2020

Our Lady's Catholic Primary School

Year 1		
	National Curriculum	Knowledge, Skills and Understanding
<b>Autumn</b>		
Earth Art	<ul style="list-style-type: none"> <li>- To use a range of materials creatively to design and make products.</li> <li>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>- 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.</li> </ul>	<p>Can they explore ways of painting on rocks?            Can they make sculptures with sticks and twigs?            Can they make animal pictures with leaves?            Can they weave with natural materials?            Can they explore ways of making mandalas?            Can they make a collage using natural materials?</p>
<b>Spring</b>		
Andy Goldsworthy	As above.	<p>Can they sort items by material and colour?            Can they use a variety of materials to create paths and walls?            Can they select materials and make spirals or circles?            Can they manipulate materials when creating sculptures?            Can they use reflections in art work?</p>
<b>Summer</b>		
Colour Creations	As above.	<p>Can they identify colours and the objects that are associated with them?            Can they identify primary colours?            Can they mix primary colours to create secondary colours?            Can they create light and dark shades of colour?            Can they produce art based on the work of Kandinsky?</p>

Year 2		
	National Curriculum	Knowledge, Skills and Understanding
<b>Autumn</b>		
<b>Super Sculptures</b>	<ul style="list-style-type: none"> <li>- To use a range of materials creatively to design and make products.</li> <li>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- To develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>- 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.</li> </ul>	<p>Can they use simple shapes to make sculptures of the human form?</p> <p>Can they make a sculpture with a simple human form?</p> <p>Can they explore sculptures with 'inside' and 'outside' spaces?</p> <p>Can they create kinetic sculptures that move in the wind?</p> <p>Can they make a sculpture where light, shape and colour create an interesting effect?</p>
<b>Spring</b>		
<b>Giuseppe Arcimboldo</b>	As above.	<p>Can they find about about the work of Arcimboldo?</p> <p>Can they explore and recreate Arcimboldo's Four Seasons paintings?</p> <p>Can they explore Arcimboldo's representations of the four elements?</p> <p>Can they select, arrange and use flowers to make portraits?</p> <p>Can they use oil paints or pastels to create animal portraits?</p> <p>Can they make appropriate decisions when selecting objects and images?</p>
<b>Summer</b>		
<b>Henri Rousseau</b>	As above.	Do they know about the life of the artist Henri Rousseau?

		<p>Can they explore and use the skills and techniques used by Henri Rousseau?</p> <p>Do they understand the meaning of Henri Rousseau's genre, Portrait-Landscape?</p> <p>Do they understand about the animals in Rousseau's paintings?</p> <p>Can they use their imaginations and skills to paint their own pieces of art?</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 3		
	National Curriculum	Knowledge, Skills and Understanding
<b>Autumn</b>		
<b>Jewellery Designers</b>	<ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- 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).</li> <li>- About the great artists, architects and designers in history.</li> </ul>	<p>Can they explore the history of jewellery?</p> <p>Can they investigate gemstones used in jewellery?</p> <p>Can they explore different jewellery designers - Tiffany &amp; Co., Bulgari, Van Cleef and Arpels?</p> <p>Can they design and make their own piece of jewellery?</p>
<b>Spring</b>		
<b>Vincent Van Gogh</b>	As above	<p>Can they use lines to create depth and texture?</p> <p>Can they use colours and lines to create shade and tint?</p> <p>Can they revisit and develop their ideas?</p> <p>Can they use lines to create movement?</p>

		Can they develop their sketching techniques? Can they use lines and colour to create portraits in the style of Van Gogh?
<b>Summer</b>		
Sonia Delaunay	As above	Can they find out about the early life and artwork of Sonia Delaunay? Do they know about the Delaunay's and Orphism? Can they explore how Sonia Delaunay created rhythm and movement in her artwork? Do they know how Sonia Delaunay expanded her artwork to include fashion? Can they answer questions about the influence and legacy of Sonia Delaunay?

<b>Year 4</b>		
	<b>National Curriculum</b>	<b>Knowledge, Skills and Understanding</b>
<b>Autumn</b>		
Take a Seat	<ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- 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).</li> <li>- About the great artists, architects and designers in history.</li> </ul>	<p>Can they talk about the purpose of art, craft and design in different times and cultures?</p> <p>Can they select ideas to use in a design for a particular purpose?</p> <p>Can they explore different ways of using materials to create 3D effects?</p> <p>Can they design a model chair for a particular character or event?</p> <p>Can they apply their experience of materials and techniques to create a model?</p>

		Are they able to evaluate their own work and the work of others?
<b>Spring</b>		
<b>William Morris</b>	As above.	<p>Can they explore the artwork of William Morris?</p> <p>Do they understand the Arts and Crafts movement?</p> <p>Can they observe and sketch natural objects?</p> <p>Can they design a printing block inspired by William Morris?</p> <p>Can they create and print using a printing block inspired by William Morris?</p>
<b>Summer</b>		
<b>Gustav Klimt</b>	As above.	<p>Can they sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt?</p> <p>Can they use symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story?</p> <p>Can they review and revisit ideas, then use gilding in a Klimt-inspired work of art or product?</p> <p>Can they develop techniques used to create natural textures such as those in Klimt's landscape paintings?</p> <p>Can they develop techniques and use symbolism in the style of, or inspired by Gustav Klimt?</p>

Year 5		
	National Curriculum	Knowledge, Skills and Understanding
<b>Autumn</b>		
What a Performance	<ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- 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).</li> <li>- About the great artists, architects and designers in history.</li> </ul>	<p>Can they talk about the roles and purposes of artists, craftsmen and designers working in different cultures and times?</p> <p>Do they know about different tactile and visual elements and how these can be combined and organised for different purposes?</p> <p>Are they able to explore and use decorative techniques?</p> <p>Can they design a headdress for a particular character or event?</p> <p>Can they apply their experience of materials and techniques to create a headdress?</p> <p>Can they compare ideas, methods and approaches in their own and others' work and say what they think and feel about them?</p>
<b>Spring</b>		
Frida Kahlo	As above.	<p>Can they talk about about Frida Kahlo and analyse some of her work?</p> <p>Can they study the self portraits of Frida Kahlo?</p> <p>Can they explore how Kahlo drew on her cultural background for her artwork?</p> <p>Do they understand what surrealism is in artwork?</p> <p>Can they explore how Kahlo painted moments in her life and expressed emotion through her work?</p>
<b>Summer</b>		
Claude Monet	As above.	<p>Can they explain what Impressionism is and where and when it began?</p> <p>Can they explore some of Monet's landscape paintings?</p> <p>Can they explore Monet's haystack series of paintings?</p>

		<p>Can they explore Monet's paintings of cities?</p> <p>Can they explore the artwork Monet produced in his later years at his garden in Giverny?</p> <p>Can they review the life and work of Claude Monet?</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 6		
	National Curriculum	Knowledge, Skills and Understanding
<b>Autumn</b>		
<b>People in Action</b>	<ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>- 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).</li> <li>- About the great artists, architects and designers in history.</li> </ul>	<p>Are they able to record from first-hand observation?</p> <p>Can they study facial expressions relating to movement?</p> <p>Do they know the techniques of artists when portraying movement?</p> <p>Can they create a montage to portray movement?</p> <p>Can they use printing to create movement art?</p> <p>Can they use ideas gathered from different artists, methods and techniques to create a piece of movement art?</p>
<b>Spring</b>		
<b>Andy Warholl</b>	As above.	<p>Do they know who Andy Warhol was and about the Pop art movement?</p> <p>Can they use Warhol's blotted line technique to create artwork?</p> <p>Can they explore and recreate Warhol's 'Campbell's Soup' artwork?</p> <p>Can they explore Warhol's portraits of celebrities?</p> <p>Can they create a self-portrait in the style of Andy</p>



		Warhol? Can they use objects of popular culture to create Pop art?
<b>Summer</b>		
Art of Africa	As above.	Can they explore natural patterns and recreate them using chosen mediums? Can they analyse and recreate a painting in the style of Tingatinga? Can they create a piece of clay artwork inspired by the artwork of Benin? Can they talk about the work of Esther Mahlangu and Ndebele designs? Can they create a traditional Adinkra design?