# Subject Overview: Art

## 2023 - 2024

	Coit Primary has created its own SOW and has joined the NSEAD			
F2	Expressive Arts and Design (Creating with materials) aims:			
(Expressive	Children in Reception:			
Arts and design)	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills			
	Creating with materials Early Learning Goal:			
	<ul> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>			
Share their creations, explaining the process they have used				
	• Make use of props and materials when role playing characters in narratives and stories.			
	Expressive Arts and Design (Being Imaginative and Expressive) aims:			
	Children in Reception:			
	• Listen attentively, move to and talk about music, expressing their feelings and responses.			
	• Watch and talk about dance and performance art, expressing their feelings and responses.			
	• Sing in a group or on their own, increasingly matching the pitch and following the melody.			
	• Develop storylines in their pretend play			
	• Explore and engage in music making and dance, performing solo or in groups.			

Being Imaginative and Expressive Early Learning Goal:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

### AUTUMN I

I wonder...who is special

Painting/Collage/Drawing

Research: Colour: Kandinsky



Text: The dot by Peter H Reynolds

### Developing skills:

- Naming colours
- Experimenting with and using primary colours
- Colour mixing
- Using a range of tools to

## AUTUMN 2

I wonder...what sparkles in the sky Painting/Collage/Drawing/Printing Research: Bonfire night, firework

Developing skills:

videos

- Handling, manipulating and enjoying using materials
- Exploring a range of materials, tools and techniques
- Creating representations
- Printing with a variety of objects
   Applying skills:

Firework collage/printing pictures

Autumn/Winter art

## SUMMER TERM

I wonder...what's hiding in the garden

Painting/Collage/Drawing/3D art

## Developing skills:

- Exploring of a range of surface textures inside and outside
- Rubbings
- Safely using a range of tools and techniques
- Creating weaving using ribbons
- Combining effects to create
- Creating textures

<ul> <li>make coloured marks on paper</li> <li>Beginning to use a variety of drawing tools</li> <li>Investigating different lines and shapes</li> <li>Applying skills:</li> <li>Colour mixing with powder paints</li> <li>Drawing and painting self</li> </ul>		Applying skills: Observational drawings of plants and animals Clay mini beast Mixed media minibeast Summer seasonal art	
portraits Painting without paint brushes:			
https://classroom.thenational.academy/lessons/a-world-without-paint-brushes-6crpar			
Introduction to printmaking:	Introduction to printmaking:		
https://classroom.thenational.acad	.emy/lessons/introduction-to-printmaking-c	cruk.4c	
Printing with found objects:			
https://classroom.thenational.acad	https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r		
NSEAD (drawing lines):			

https://www.nsead.org/resources/units-of-work/uow-drawing-lines/

NSEAD (printing):

https://www.nsead.org/resources/units-of-work/uow-experiments-with-printing-surface-pattern-using-foundobjects/

NSEAD (colour mixing):

https://www.nsead.org/resources/units-of-work/uow-mixing-colours-and-making-hand-prints/

#### Year I Houses

Drawing

Research:

Pencil drawings of houses/homes

Stephen Wiltshire

Developing skills:

Sketching in the environment

Line

Shape

Experiment using charcoal, ballpoint pen, pastel, felt tips

Mark making:

https://classroom.thenational.acad emy/lessons/an-introduction-todrawing-6nk64c

NSEAD (drawing buildings):

https://www.nsead.org/resources/uni. ts-of-work/uow-drawing-buildings/ Applying skills:

Painting

Research:

Vincent Van Gogh

Transport and Journeys

L.S. Lowry

Developing skills:

Colour mixing

Brush use (different size

brushes)

Shape (e.g. of the buildings/

transport)

Colour mixing:

https://classroom.thenational.acad emy/lessons/mixing-coloursworkshop-68r62c?activity=video&step=l

Applying skills:

Children to work collaboratively to create a painting in the style of

Food Around the world



## Printing (fruit)

Research: How fruit and vegetables have been depicted in art. Indepth research into <u>Guiseppe Arcimboldo and printing</u> <u>fruit imagery</u>

How is fruit normally depicted in art? Research into different artists who have used fruit as a subject matter. How are they similar and different? Cezanne, Carravagino.

Developing skills:

Experiment by printing different fruit – patterns etc.

Doing rubbings from tree bark etc.

Introduction to printmaking:

https://classroom.thenational.academy/les sons/introduction-to-printmaking-cruk4c

Printing with found objects:

Create a 'street' of children's	Lowry (eg. Children to each	https://classroom.thenational.academy/les
drawings from local area	create a form of	sons/exploring-printing-with-found-
Evaluation:	transport/building then stick	objects-6wv32r
Evaluation.	together to create a final piece)	NSEAD (Printing)
Compare to actual photographs	Evaluation:	NSEAD (Fritting)
		https://www.nsead.org/resources/units-of-
How would adding colour alter	Have we used similar colours ?	work/uow-experiments-with-printing-
the final piece? Impact?	What would we change next time?	surface-pattern-using-found-objects/
Formal Elements:	How can we change colours to	
	portray a different mood?	Applying skills:
line		Printing in the style of Guiseppe
shape	Formal Elements:	Arcimboldo
1	line	
		Evaluation:
	shape	Can we change the size? did we use
	colour	shape effectively
	tone	to show shapes?
	texture	Formal Elements:
		line
		shape
		colour
		texture
		pattern

YI RETRIEVAL PRACTICE AUTUMN TERM	
<ul> <li>I can draw a range of lines</li> <li>I can draw a range of shapes</li> <li>I can begin to sketch lines and shapes based on what I have seen</li> </ul>	

Year 2	<u>Travel</u>
	Drawing
	Research:
	Amiria Gale
	Developing skills:
	Sketching
	Line
	Shape
	Pattern
	Colour
	Experiment using felt tips,
	ballpoint pen, crayons, chalk, pastels
	Observational drawings:
	https://classroom.thenational.acade
	my/lessons/observational-drawing- <u>6th3ac</u>
	NSEAD (shape):

Great Britain

3D form.

Research: Sculptures in our environment

Antony Gormley

Compare to other sculptures found within our environment. Are they as imposing? What impact do they have? What materials have been used? Why? Link to a visit to the Yorkshire Sculpture Park. Henry Moore, Richard Lona

Developing skills:

Form

Scale

Structure

Experiment using clay and/or other natural and manmade materials

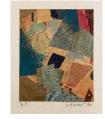
Moulding

Ecclesfield

Collages

Research:

Kurt Schwitters



Developing skills:

Collecting items from the local area - bus ticket; receipts; photographs - what could they represent?

How could they be arranged to create a piece of art in the style of the artist? Practise with different options

Experimentation with collage:

https://classroom.thenational.academy/lesso ns/introduction-to-collage-andexperimentation-with-papercgvpcd?activity=video&step=1

https://www.nsead.org/resources/unit	Introduction to sculpture:	Design and create a collage in the style
s-of-work/uow-drawing-around- shapes/	https://classroom.thenational.acad	of the artist to represent Chapeltown
Applying skills:	emy/lessons/introduction-to- sculpture-6nhk.4r	Evaluation: What does the final product represent?
Sketch, draw and shade own observation drawing of a shell in	Joining materials:	Chn to reflect and interpret
the style of the artist	https://classroom.thenational.acad emy/lessons/exploring-joining-	Formal Elements:
Evaluation:	techniques-for-sculpture-	Line
Evaluating own drawing of a	7lgkgd?activity=video&step=1	Shape
seaside object against the object - focusing on the line and shape	Designing and making a sculpture:	Texture
Formal Elements:	https://classroom.thenational.acad	Colour
Line	emy/lessons/designing-and- making-our-own-sculpture-crt62t	
Shape	Applying skills:	
Tone	Design and create own	
Texture	'landmark' for a given place and theme (clay? Model making?)	
Pattern	Evaluation:	
	Children peer assess Angel of the North	
	Formal Elements:	

	Research: Pencil artists	Research:	Research:
<sup>y</sup> ear 3	Drawing	Painting	<u>3D form</u>
	<ul> <li>FOLLOWING UNIT of work</li> <li>DRAWING GAPS</li> <li>I can begin to use hatching, scumbling and stippling to create texture/patterns</li> </ul>		
	<ul> <li>AUTUMN TERM</li> <li>I can draw a range of lines</li> <li>I can draw a range of shapes</li> <li>I can begin to sketch lines and shapes based on what I have seen</li> <li>I can experiment with a range of media when drawing lines and shapes (pencils, crayons, pens etc)</li> </ul>		
	Y2 RETRIEVAL PRACTICE	shape Form Space	
		Line	

Compare and contrast how a range of artists have used the same media to create different effects. Which ones do you prefer and why? What were their intentions?Henri RousseauDeveloping skills: Model makingDeveloping skills:Developing skills:Model makingDeveloping skills:Developing skills:Model makingDeveloping skills:Blocking colourUsing toolsUnderstanding pencil gradesBlocking colourUsing toolsLineThickened paintFormShapeColour mixing:Working with clay:Tone (shading)Colour mixing:Working with clay:Texturehttps://classroom.thenational.acade my/lessons/mixing-colours- workshap-https://classroom.thenational.academy/lesson s/an-introduction-to-clay-work-stabbing-and- joining-24r62dHitps://classroom.thenational.acad emy/lessons/exploring-shadows- and-ione.ehyl0tSeree' in the style of Henri RousseauMorking with clay 2:Hitps://classroom.thenational.acad emy/lessons/mixing to life:Progressing to create 'Rainforest scene' in the style of Henri RousseauApplying skills: Applying skills: Art Gallery; Children to discuss baiscuss composition. What wentApplying skills: Design and form own Greek building in the style of the Parthenon - papier mache/clay			
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NOLAD (experimenting with torte). And evaluate skills; Chn to style of the Parthenon - papier machelolau	unamings to the otice	Art Gallery; Children to discuss	Design and form own Create building to the
discuss composition. What went	NSEAD (experimenting with tone):	and evaluate skills; Chn to	с с с
		discuss composition. What went	sigle of the Parthenon – papter mache/clay

https://www.nsead.org/resources/uni	well? How could we improve the	Evaluation:
ts-of-work/uow-experimenting-with-	final piece? How does it compare	How does their model compare to other
tone/	to Henri Rousseau's?	Greek architecture? Similar components?
Applying skills:	Formal Elements:	How did they achieve these effects? What
Creating an observational drawing	Line	skills have they developed?
of Tutankhamun's death mask	Shape	Formal Elements:
Evaluation:	Form	Line
Children to evaluate how well	Colour	Shape
they were able to apply their		Form
pencil skills to form line, shape, tone and texture.	Texture	
tone and texture.		Space
How have your skills developed?		Texture
How could you improve their		
pencil drawing?		
Formal Elements:		
Line		
Shape		
Tone		
Texture		

Year 4	Printing and digital art	Drawing	Mixed media/ collage
		Research: Portraits	Research:
	Research:	How have faces been depicted in	Roman Mosaics
	Pop Art	different ways by different artists? How have they used different	Developing skills:
	Andy Warhol	media? Link to YI unit (Guiseppe	Designing patterns
		Arcimbold) and Picasso.	Cutting and sticking paper – various
	Developing skills:	Proportions of a face	designs and geometric patterns.
	Use ICT to design and create	Collect and investigate different	Applying skills:
	their own Pop Art	faces	Create individual or group mosaics using
	Practise printing using polystyrene plates (range of colours and	Developing skills:	a variety of materials.
	paper) or using stamps (see video)	Experiment creating different	Evaluation:
	Making a stamp for printing:	faces using a range of drawing materials (pen, chalk, pastels)	Children to consider their selection and application of various materials,
	https://classroom.thenational.acade	Can they draw from memory or	considering their effect on the piece as a
	my/lessons/making-your-own- stamps-for-printmaking-	using their imaginations?	whole.
	6mvk6t?activity=video&step=1	Explore relationships between line,	Formal Elements:
	Making a collagraph print:	shape, tone and texture.	Line
	https://classroom.thenational.acade	Tones:	Shape
	my/lessons/making-a-collagraph-	https://classroom.thenational.acade	Form
	print-c4rk6d?activity=video&step=l	my/lessons/exploring-shadows-and- tone-6hjk0t	
	Applying skills:		Colour

Create four identical prints of the	https://classroom.thenational.acade	Pattern
McDonald's logo using polystyrene	my/lessons/how-can-we-bring-our-	
and chosen paint colours.	drawings-to-life-64vkee	
Evaluation:	NSEAD lesson:	
Children to evaluate the uniformity of their printing and the effect of their colour selections. Formal Elements: Line	https://www.nsead.org/resources/uni ts-of-work/uow-portraits-in-pencil/ NSEAD (drawing heads and faces): https://www.nsead.org/resources/uni ts-of-work/uow-drawing-heads-and-	
	faces/	
Shape		
Colour	Applying skills:	
Tone	Create a final portrait of a Neolithic human using chosen media.	
	Evaluation:	
	Children to evaluate the effectiveness of their application of skills and concepts such as tone, proportions and dimensions.	
	Formal Elements:	

	Line	
	Shape	
	Form	
	Tone	
	Texture	
Y4 RETRIEVAL PRACTICE AUTUMN TERM		
• I can confidently sketch		
lines and shapes based on		
what I have seen		
<ul> <li>I can experiment with different pencil grades</li> </ul>		
• I can create different tones		
by shading		

<ul> <li>I can create different textures using hatching, cross-hatching, scumbling, stippling</li> </ul>	
FOLLOWING UNIT of work	
<ul> <li>DRAWING GAPS</li> <li>I can create different tones and shades with different media</li> <li>I can create different textures using hatching, cross-hatching, scumbling, stippling to create realistic effects</li> <li>I can sketch using the rules of proportions (for a face)</li> </ul>	

Year 5	Drawing	Painting
	<b>Research</b> : Figurative artists and in depth research into Leonardo Da Vinci	Research. Edvard M
	How has the human figure been a subject for many artists? How has the body been depicted in different ways? How has it been	Focus on portrayed significan it suggest
	portrayed in sculpture, paint etc. Links to Y2 topic (Angel of the North; Henry Moore etc).	Developin Colour mi
	Developing skills:	Warm an
	Experiment creating different	Contrasti
	figures using a range of drawing materials (pen, chalk, pastels)	Testing d colour, ac
	Can they draw from memory or using their imaginations?	Work from
	Can the figures be in different	Colour mi
	positions?	https://clo y/lessons/
	·	



Detailing

## Junch

the feelings and emotions within the piece. How rt is the name? What does t?

.g skills:

ixing

d cold colours.

ng colours

lifferent paints (water crylic, powder)

n a variety of sources

ixing:

assroom.thenational.academ mixing-colours-workshop-

Collage/ mixed media



## Research:

## Robert Rauschenberg

What do the colours suggest? Emotions? Feelings? How was the artist feeling when he painted the piece? Why? What impact does the composition have?

## Developing skills:

Layering a range of media - paint, magazines, pastels, chalk etc.

What different effects can they create?

Different compositions / colour choices?

Experimentation with collage:

https://classroom.thenational.academy/less ons/introduction-to-collage-andexperimentation-with-papercgvpcd?activity=video&step=1

Applying skills:

Collage depicting a volcanic eruption in

Explore relationships between line,	68r62c?activity=video&step=1	the style of Rauschenberg. Group piece.
shape, tone and texture	Applying skills:	Evaluation:
NSEAD lesson:	Creating an image depicting the	Each group to prepare their 'artist's
https://www.nsead.org/resources/uni	'Industrial Revolution' using 'The	intent' to go alongside their artwork.
ts-of-work/uow-drawing-figures/	Scream' as inspiration. How can	Other means to reason whather they have
Applying skills:	children portray feelings and emotion within a painting?	Other groups to assess whether they have achieved their intent and how they could have done it more effectively or
Drawing a Tudor portrait of Henry VIII's wives in proportion	Evaluation:	have done it more effectively or differently.
Evaluation:	Self assessment	Formal Elements:
Class 'Art Gallery'	Compare own piece with Edvard Munch	Line
What do you like about your	What have we kept similar?	Colour
work?	Different? How emoticon is the	Tone
How does your work compare to	piece? Why?	Shape
the work of others?	Formal Elements:	Space
Formal Elements:	Line	Form
Line	Colour	Texture
Shape	Tone	
Form	Shape	
Tone	Space	
	Form	

	Texture	
<b>Y5 RETRIEVAL PRACTICE</b>		
AUTUMN TERM		
<ul> <li>I can confidently sketch</li> </ul>		
lines and shapes based on		
<mark>what I have seen</mark>		
<ul> <li>I can create different tones</li> </ul>		
and shades with different		
media		
<ul> <li>I can create different</li> </ul>		
textures using hatching,		
cross-hatching, scumbling,		
stippling to create realistic		
effects		
<ul> <li>I can sketch using the</li> </ul>		
rules of proportions (for a		
face)		

#### Year 6 Drawing

#### Research:



#### Perspective

Developing skills:

Experiment creating different scenes using a range of drawing materials (pen, chalk, pastels)

Can they draw from memory or using their imaginations?

Explore relationships between line, shape, tone, texture and <u>space</u>

Applying skills: creating a street / image in perspective which conveys a certain mood/feeling

Evaluation:

children evaluate use of tone to convey mood

Formal Elements:

tone

Printing and mixed media (layered 3

printing)



### Research: Fauvism

'Matisse emerged as the leader of the group, whose members shared the use of intense colour as a vehicle for describing light and space, and who redefined pure colour and form as means of communicating the artist's emotional state'

How have a range of artists used colour to communicate and 'emotional state'? Links with Y5 Robert Rauschenberg.

## <u>Matisse</u>

Study into his range of work mixed media, layering, drawing, printing. Why have colours been arranged like they have? Contrast? How and why did his art change through time? Which style of

## <u>3D</u> form.



Research: architecture with a focus on <u>Gaudi (f</u>antasy lands)

Look at a range of architects and architecture (including links to Y3 Greek architecture). How do different buildings compare? Why have they been built in the style they have? Functionality? Style? Conventions? How/why do Gaudi's buildings differ? Impact?

Developing skills:

Model making

Mixed media experimentation (card, clay)

Using tools

Shape

Form

NSEAD, architecture (engaging

line	Matisse's work do the chn prefer?	boys):
shape	Why?	https://www.nsead.org/resources/
space	Developing skills:	units-of-work/uow-drawing-boys-
form	Practise printing	gone/
	Experiment with layering prints	Applying skills:
	onto different paper. Incorporate collage.	Design and form own fantasy land linked to English and
	Adding different mixed media	inspired by Gaudi architecture/mosaic work
		Evaluation:
	Experimentation with collage:	Have you emulated the design
	https://classroom.thenational.acade	elements used by Gaudi?
	my/lessons/introduction-to-collage- and-experimentation-with-paper-	Formal Elements:
	cgvpcd?activity=video&step=1	Line
	Making a stamp for printing:	Shape
	https://classroom.thenational.acade	Form
	my/lessons/making-your-own- stamps-for-printmaking-	Space
	6mvk6t?activity=video&step=1	Texture
		Colour
	Making a collagraph print:	

	https://classroom.thenational.acade my/lessons/making-a-collagraph- print-c4rk6d?activity=video&step=1 Applying skills:	
	Children to create their own mixed media print in the style of Matisse. Children to choose a suitable title/name for their piece of art. Consider what stimulus they could have for this - a piece of music? Poem? Experience? Emotion? Representation of them?	
	Evaluation:	
	How easy was it to layer the printing?	
	Was the overall composition successful? Does the piece represent 'you'?	
	Formal Elements:	
	line	
	shape	
	colour	

	form	
	texture	
	space	
Y6 RETRIEVAL PRACTICE AUTUMN TERM		
<ul> <li>I can confidently draw a range of lines and shapes which are in proportion to each other</li> <li>I can create different tones and shades with different media</li> <li>I can create different textures using hatching, cross-hatching, scumbling, stippling to create realistic effects</li> <li>I can sketch using the rules of proportions (for a face)</li> </ul>		
FOLLOWING UNIT of work		
<ul> <li>I can create different tones and shades (including to show dimensions)</li> <li>I can create different</li> </ul>		

	textures using hatching, cross-hatching, scumbling, stippling to create realistic
•	effects I can include perspective in my drawings
•	I have an understanding of scale and proportions, foreground and background