

Subject Overview: Art

2021-2022

Coit Primary has created its own SOW and has joined the NSEAD

<p>F2 (Expressive Arts and design)</p>	<p>Expressive Arts and Design (Creating with materials) aims: Children in Reception:</p> <ul style="list-style-type: none"> • 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 <p>Creating with materials Early Learning Goal:</p> <ul style="list-style-type: none"> • 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. <p>Expressive Arts and Design (Being Imaginative and Expressive) aims:</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive Early Learning Goal:</p> <ul style="list-style-type: none"> • 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. 		
	<p>AUTUMN 1</p> <p>Topic: <i>I wonder...who is special</i></p> <hr/> <p>Painting/Collage/Drawing</p> <p>Research: Colour: Kandinsky</p> 	<p>AUTUMN 2</p> <p><i>I wonder...what sparkles in the sky</i></p> <hr/> <p>Painting/Collage/Drawing/Printing</p> <p>Research: Bonfire night, firework videos</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Exploring a range of materials, tools and techniques 	<p>SUMMER TERM</p> <p><i>I wonder...what's hiding in the garden</i></p> <hr/> <p>Painting/Collage/Drawing/3D art</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • 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

	<p>Text: The dot by Peter H Reynolds</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Naming colours • Experimenting with and using primary colours • Colour mixing • Using a range of tools to make coloured marks on paper • Beginning to use a variety of drawing tools • Investigating different lines and shapes <p>Applying skills: Colour mixing with powder paints Drawing and painting self portraits</p>	<ul style="list-style-type: none"> • Creating representations • Printing with a variety of objects <p>Applying skills: Chalk firework pictures Winter art</p>	<ul style="list-style-type: none"> • Creating textures <p>Applying skills: Observational drawings of plants and animals Clay mini beast Mixed media minibeast Summer seasonal art</p>
	<p>Painting without paint brushes: https://classroom.thenational.academy/lessons/a-world-without-paint-brushes-6crpar</p> <p>Introduction to printmaking: https://classroom.thenational.academy/lessons/introduction-to-printmaking-cruk4c</p> <p>Printing with found objects: https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r</p> <p>NSEAD (drawing lines): https://www.nsead.org/resources/units-of-work/uow-drawing-lines/</p> <p>NSEAD (printing): https://www.nsead.org/resources/units-of-work/uow-experiments-with-printing-surface-pattern-using-found-objects/</p> <p>NSEAD (colour mixing): https://www.nsead.org/resources/units-of-work/uow-mixing-colours-and-making-hand-prints/</p>		

<p>Y1</p>	<p>Houses</p> <p>Drawing Research: Pencil drawings of houses/homes <u>Stephen Wiltshire</u></p>  <p>Developing skills: Sketching in the environment Line Shape Experiment using charcoal, ballpoint pen, pastel, felt tips</p> <p>Mark making: https://classroom.thenational.academy/lessons/an-introduction-to-drawing-6nk64c</p> <p>NSEAD (drawing buildings): https://www.nsead.org/resources/units-of-work/uow-drawing-buildings/</p> <p>Applying skills: Create a 'street' of children's drawings from local area</p> <p>Evaluation:</p>	<p>Transport and Journeys</p> <p>Painting Research: <u>Vincent Van Gogh</u> <u>L.S. Lowry</u></p> <p>Developing skills: Colour mixing Brush use (different size brushes) Shape (e.g. of the buildings/transport)</p> <p>Colour mixing: https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1</p> <p>Applying skills: Children to work collaboratively to create a painting in the style of Lowry (eg. Children to each create a form of transport/building then stick together to create a final piece)</p> <p>Evaluation: Have we used similar colours ? What would we change next time? How</p>	<p>Food Around the world</p>    <p><u>Arcimboldo</u> fruit imagery ng skills: ant by printing different fruit – patterns etc. Doing rubbings from tree bark etc.</p> <p>Introduction to printmaking: https://classroom.thenational.academy/lessons/introduction-to-printmaking-cruk4c</p> <p>Printing with found objects: https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r</p> <p>NSEAD (Printing) https://www.nsead.org/resources/units-of-work/uow-experiments-with-printing-surface-pattern-using-found-objects/</p> <p>Applying skills: Printing in the style of Guiseppe Arcimboldo</p> <p>Evaluation: Can we change the size? did we use shape effectively to show shapes?</p> <p>Concepts: line</p>
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	<p>Compare to actual photographs How would adding colour alter the final piece? Impact?</p> <p>Concepts: line shape</p>	<p>can we change colours to portray a different mood?</p> <p>Concepts: line shape colour tone texture</p>	<p>shape colour texture pattern</p>
<p>Year 2</p>	<p style="text-align: center;"><u>Travel</u></p> <p><u>Drawing</u> Research: <u>Amiria Gale</u></p> <div style="text-align: center;">  </div> <p>Developing skills: Sketching Line Shape Pattern Colour Experiment using felt tips, ballpoint pen, crayons, chalk, pastels</p> <p>Observational drawings: https://classroom.thenational.academy/lessons/observational-drawing-6th3ac</p> <p>NSEAD (shape):</p>	<p style="text-align: center;"><u>Great Britain</u></p> <p><u>3D form</u> Research: <u>Antony Gormley</u> Developing skills: Form Scale Structure Experiment using clay and/or other natural and manmade materials <u>Moulding</u></p> <p>Introduction to sculpture: https://classroom.thenational.academy/lessons/introduction-to-sculpture-6nhk4r</p> <p>Joining materials:</p>	<p style="text-align: center;"><u>Chapelton</u></p> <p><u>Collages</u></p> <div style="text-align: center;">  </div> <p>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</p>

	<p>https://www.nsead.org/resources/units-of-work/uow-drawing-around-shapes/</p> <p>Applying skills: Sketch, draw and shade own observation drawing of a shell in the style of the artist</p> <p>Evaluation: Evaluating own drawing of a seaside object against the object - focusing on the line and shape</p> <p>Concepts: Line Shape Tone Texture Pattern</p>	<p>https://classroom.thenational.academy/lessons/exploring-joining-techniques-for-sculpture-71gkgd?activity=video&step=1</p> <p>Designing and making a sculpture: https://classroom.thenational.academy/lessons/designing-and-making-our-own-sculpture-crt62t</p> <p>Applying skills: Design and create own 'landmark' for a given place and theme (clay? Model making?)</p> <p>Evaluation: Children peer assess Angel of the North</p> <p>Concepts: Line shape Form Space</p>	<p>Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1</p> <p>Applying skills: Design and create a collage in the style of the artist to represent Chapeltown</p> <p>Evaluation: What does the final product represent? Chn to reflect and interpret</p> <p>Concepts: Line Shape Texture Colour</p>
Year 3	<p>Drawing Research:</p>	<p>Painting Research:</p>	<p>3D form Research:</p>



	<p>Pencil artists Developing skills: Understanding pencil grades Line Shape Tone (shading) Texture</p> <p>Tones: https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t</p> <p>Bringing drawing to life: https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee</p> <p>NSEAD (experimenting with tone): https://www.nsead.org/resources/units-of-work/uow-experimenting-with-tone/</p> <p>Applying skills: Creating an observational drawing of Tutankhamun's death mask Evaluation: Children to evaluate how well they were able to apply their pencil skills to form line, shape, tone and texture. How have your skills developed? How could you improve their pencil drawing?</p> <p>Concepts: Line Shape</p>	<p>Henri Rousseau Developing skills: Colour mixing Blocking colour Washes Thickened paint Hue, shade, tones, tints</p> <p>Colour mixing: https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1</p> <p>Applying skills: Progressing to create 'Rainforest scene' in the style of Henri Rousseau Evaluation: Art Gallery; Children to discuss and evaluate skills; Chn to discuss composition. What went well? How could we improve the final piece? How does it compare to Henri Rousseau's?</p> <p>Concepts: Line Shape Form</p>	<p>Greek architecture Developing skills: Model making Mixed media experimentation (card, clay) Using tools Shape Form Papier mache? Clay?</p> <p>Working with clay: https://classroom.thenational.academy/lessons/an-introduction-to-clay-work-slabbing-and-joining-74r62d</p> <p>Working with clay 2: https://classroom.thenational.academy/lessons/pinching-and-coiling-adding-details-cmtk0t</p> <p>Applying skills: Design and form own Greek building in the style of the Parthenon – papier mache/clay Evaluation: How does their model compare to other Greek architecture? Similar components? How did they achieve these effects? What skills have they developed?</p> <p>Concepts: Line Shape</p>
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	<p>Tone Texture</p>	<p>Colour Texture</p>	<p>Form Space Texture</p>
<p>Year 4</p>	<p><u>Printing and digital art</u> Research: Pop Art Andy Warhol</p>  <p>Developing skills: Use ICT to design and create their own Pop Art Practise printing using polystyrene plates (range of colours and paper) or using stamps (see video)</p> <p>Making a stamp for printing: https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1</p> <p>Making a collagraph print: https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1</p> <p>Applying skills: Create four identical prints of the McDonald's logo using polystyrene and chosen paint colours.</p> <p>Evaluation:</p>	<p><u>Drawing</u> Research: Proportions of a face Collect and investigate different faces</p> <p>Developing skills: Experiment creating different faces using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Explore relationships between line, shape, tone and texture.</p> <p>Tones: https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee</p> <p>NSEAD lesson:</p>	<p><u>Mixed media/ collage</u> Research:</p>  <p>Roman Mosaics</p> <p>Developing skills: Designing patterns Cutting and sticking paper – various designs and geometric patterns.</p> <p>Applying skills: Create individual or group mosaics using a variety of materials.</p> <p>Evaluation: Children to consider their selection and application of various materials, considering their effect on the piece as a whole.</p> <p>Concepts: Line Shape Form Colour Pattern</p>

	<p>Children to evaluate the uniformity of their printing and the effect of their colour selections.</p> <p>Concepts: Line Shape Colour Tone</p>	<p>https://www.nsead.org/resources/units-of-work/uow-portraits-in-pencil/</p> <p>NSEAD (drawing heads and faces): https://www.nsead.org/resources/units-of-work/uow-drawing-heads-and-faces/</p> <p>Applying skills: Create a final portrait of a Neolithic human using chosen media.</p> <p>Evaluation: Children to evaluate the effectiveness of their application of skills and concepts such as tone, proportions and dimensions.</p> <p>Concepts: Line Shape Form Tone Texture</p>	
<p>Year 5</p>	<p><u>Drawing</u> Research:</p>	<p><u>Painting</u> Research:</p>	<p><u>Collage/ mixed media</u> Research:</p>



	<p>Leonardo Da Vinci Human figures</p> <p>Developing skills: Experiment creating different figures using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Can the figures be in different positions? Explore relationships between line, shape, tone and texture</p> <p>NSEAD lesson: https://www.nsead.org/resources/units-of-work/uow-drawing-figures/</p> <p>Applying skills: Drawing Vikings in proportion</p> <p>Evaluation: Class 'Art Gallery' What do you like about your work? How does your work compare to the work of others?</p> <p>Concepts: Line Shape Form tone</p>	<p>Edvard Munch</p> <p>Focus on the feelings and emotions portrayed within the piece. How significant is the name? What does it suggest?</p> <p>Developing skills: Colour mixing Warm and cold colours Contrasting colours Testing different paints (water colour, acrylic, powder) Work from a variety of sources</p> <p>Colour mixing: https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1</p> <p>Applying skills: Creating tsunami images using 'The Scream' as inspiration. How can children portray feelings and emotion within a painting?</p> <p>Evaluation: Self assessment Compare own piece with Edvard Munch</p>	<p>Robert Rauschenberg</p> <p>What do the colours suggest? Emotions? Feelings? How was the artist feeling when he painted the piece? Why? What impact does the composition have?</p> <p>Developing skills: Layering a range of media – paint, magazines, pastels, chalk etc. What different effects can they create? Different compositions / colour choices?</p> <p>Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1</p> <p>Applying skills: Collage depicting 'Industrial Revolution' in the style of Rauschenberg. Group piece.</p> <p>Evaluation: Each group to prepare their 'artist's intent' to go alongside their artwork. Other groups to assess whether they have achieved their intent and how they could have done it more effectively or differently.</p> <p>Concepts: Line Colour Tone shape space form</p>
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<p>Year 6</p>	<p><u>Drawing</u> Research: Perspective</p>  <p>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 space</p> <p>Applying skills: creating a street / image in perspective which conveys a certain mood/feeling</p>	<p><u>Printing and mixed media (layered printing)</u> Research:</p> <p><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 Matisse's work do the chn prefer? Why?</p>   <p>Developing skills: Practise printing</p>	<p><u>3D form</u> Research:</p>  <p><u>Gaudi</u> – architecture Fantasy lands</p> <p>Developing skills: Model making Mixed media experimentation (card, clay) Using tools Shape Form</p> <p>NSEAD, architecture (engaging boys): https://www.nsead.org/resources/units-of-work/uow-drawing-boys-gone/</p>

	<p>Evaluation: children evaluate use of tone to convey mood</p> <p>Concepts: tone line shape space form</p>	<p>Experiment with layering prints onto different paper. Incorporate collage. Adding different mixed media</p> <p>Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1</p> <p>Making a stamp for printing: https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1</p> <p>Making a collagraph print: https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1</p> <p>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?</p>	<p>Applying skills: Design and form own fantasy land linked to English and inspired by Gaudi architecture/mosaic work</p> <p>Evaluation: Have you emulated the design elements used by Gaudi?</p> <p>Concepts: Line Shape Form Space Texture Colour</p>
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		<p>Experience? Emotion? Representation of them?</p> <p>Evaluation: How easy was it to layer the printing? Was the overall composition successful? Does the piece represent 'you'?</p> <p>Concepts: line shape colour form texture space</p>	

Drawing; painting; printing; textiles/collage; 3D form