

Art Curriculum Overview 2019-20



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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Various aspects of textile and digital media techniques will also be covered in the D&T and Computing Curriculums respectively. Sketch books are used across/within each unit of work to show skill development and progression across the unit of work.					
Nursery	<p>Through continuous provision, children will learn; To begin to explore a variety of drawing tools; To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects; 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 purposes; To use physical objects to create patterns.</p>					
Reception	<p>Through continuous provision, 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.</p>					
Year 1	<p>Can I create a secondary colour using primary colours?</p> <p>Children to learn about primary colours and which colours mix to make secondary colours; discuss if colours are warm or cool and how the use of certain colours makes them feel; compare tones through basic pattern making; and explore matching and contrasting colours through random or organised printed patterns.</p> <p>Must cover skills – colour, pattern, printing</p>	<p>Can I create a cityscape of Liverpool?</p> <p>Children to observe familiar cityscapes and attempt to replicate them using line drawings; use brushes, sponges and rollers of varying thickness and texture to create own cityscape; create regular and irregular patterns with buildings in a skyline; look at local artist Tula Moon and use materials of varying textures to create a collage landscape; and use complimenting and contrasting colours to convey time or weather in a cityscape.</p> <p>Must cover skills – drawing, textiles, pattern, colour</p>	<p>Can I create a nature sculpture in the style of Andrew Goldsworthy?</p> <p>Children to observe natural objects and sketch them using a variety of mark making tools; use natural found materials and a variety of textiles to create basic anatomy (faces and limbs) images; sort natural materials according to specific qualities and discuss form, feel, texture, pattern and weight; create symmetrical sketches and sculptures; take inspiration from artist Andrew Goldsworthy to create a nature sculpture.</p> <p>Must cover skills – drawing, texture, sculpture, pattern</p>			
Year 2	<p>Can I recreate what I see in the mirror?</p> <p>Children to observe their own image and use a variety of mark making tools to replicate what they see; discuss how human form is non symmetrical; study famous self-portraits and discuss feelings and emotions observed; create own self portrait in a variety of moods and emotions; use different gradients of pencil to achieve light and shade; and use a variety of mark making tools to create a final self-portrait.</p> <p>Must cover skills – drawing, colour, printing, pattern</p>	<p>Can I use paper folding skills to create a 3D sculpture?</p> <p>Children to create paper collage patterns by arranging, folding, repeating and overlapping; to observe Brian Chan's natural object sculptures and recreate using paper; to explore different adhesives and select the best fit for purpose; and take inspiration from Sher Christopher's 3D human form sculptures to create a final 3D paper sculpture to evaluate.</p> <p>Must cover skills – pattern, sculpture, texture</p>	<p>Can I create a piece of sustainable woven art?</p> <p>Children to sketch and colour regular and irregular patterns; study history of weaving and cultural importance; weave with natural materials inspired by history; study Angharad McLaren and sustainable weaving; explore colour and pattern to create wool weave on card; and create final piece inspired by history and sustainability.</p> <p>Must cover skills – colour, textiles, pattern</p>			
Year 3	<p>Can I create a self-portrait inspired by Kandinsky?</p> <p>Children to independently create repeated patterns and apply colour using varied textures; be inspired by Kandinsky to create a repeated tile pattern with block colours ('Colour Study', 1913); use varied materials to create a collage inspired by 'Composition X', 1939; use printing blocks to create circle image inspired by 'Several Circles', 1929; and collate the different Kandinsky techniques studied to create an abstract self-portrait.</p> <p>Must cover skills – colour, pattern, texture, printing</p>	<p>Can I tell a story without words?</p> <p>Children to study historical importance of cave paintings; use sketchbooks to record ideas based on Lascaux; independently choose thickness of pencil to create different effects; create mood and emotion through line drawings and shading; take inspiration from Altamira to introduce natural colouring into sketches; and create a sketched tableaux inspired by cave painting.</p> <p>Must cover skills – drawing, colour, pattern</p>	<p>Can I create sustainable art?</p> <p>Children to look at sustainability within art (eg Mike Weber 'Pooh's Honey'); use recycled materials to sketch on; create collage with 3D elements from recycled materials; take inspiration from Tim Noble to create effective shadows from recycled materials; take inspiration from Michelle Reader to create a final piece linking sea life and single use plastic.</p> <p>Must cover skills – textiles, sculpture, texture, pattern</p>			

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Year 4	<p>Can I create a self-portrait inspired by Andy Warhol?</p> <p>Children to explore the effect of light on a self-portrait; use different colour gradients to show light and shade; to take inspiration from Warhol to create a simple observational drawing and explore colour (Campbell's Soup Cans, 1962); to change texture of paint by adding water/glue/sand/sawdust; and to take inspiration from Marilyn Monroe (1967) to create a final self-portrait in Pop Art style.</p> <p>Must cover skills – colour, texture, drawing</p>	<p>Can I create symmetrical art?</p> <p>Children to study Roman mosaic art and use sketchbooks to record ideas; create printing blocks to make repeated patterns; use two printed overlays to mix colours in a pattern; to work from a brief to create a nature-inspired pattern using natural materials; to use tessellation to create tile mosaics; and to create a final piece of Roman mosaic art using the skills covered.</p> <p>Must cover skills – colour, pattern, printing, textiles</p>	<p>Can I create a sculpture in motion?</p> <p>Children to use sketchbooks to record line drawings of human form in different positions; use shading on an existing sketch to create shadows; take inspiration from Peter Jansen 'Runner' to create a motion sculpture out of paper; sketch an initial idea for a 3D clay sculpture; and use clay to create a final sculpture, independently choosing tools fit for purpose.</p> <p>Must cover skills – drawing, sculpture, texture</p>
Year 5	<p>Can I create a portrait inspired by Gustav Klimt?</p> <p>Children to sketch faces from different angles, using varied texture to convey light and shade (dotting/cross-hatch); take inspiration from Klimt's 'Adele Bloch-Bauer (1908) to create a full length portrait; create a simple printing block and repeated pattern inspired by the backgrounds of Klimt's paintings; use a variety of collage materials to create a Klimt-inspired background; and build on existing collage by creating a full length portrait.</p> <p>Must cover skills – colour, pattern, texture, printing</p>	<p>Can I create a mask inspired by my knowledge of African culture?</p> <p>Children to observe Ghanaian Kente cloth to create their own woven piece; use digital media to recreate Kente patterns; take inspiration from Cheri Samba to create modern African art which tells a story; make comparisons between masks from different tribes, using sketchbooks to record observations; and use the skills learnt to create own African mask.</p> <p>Must cover skills – colour, textiles, pattern, drawing</p>	<p>Can I create a Gaudi inspired sculpture?</p> <p>Children to use sketchbooks to record observations on Antoni Gaudi; research Gaudi's influence on Barcelona (Park Guell/Sagrada Familia); take inspiration from Park Guell benches to create Gaudi-inspired mosaic patterns; take inspiration from Casa Batllo/Casa Mila to sketch buildings facades; and use clay to create a 3D clay tile inspired by Gaudi colours and patterns.</p> <p>Must cover skills – colour, texture, sculpture, drawing</p>
Year 6	<p>Can I create landscape inspired by a famous illustrator?</p> <p>Children to use sketchbooks to record observations on Quentin Blake artwork; use scaled perspective to create a portrait inspired by Quentin Blake; use sketchbooks to record observations on Tim Burton artwork; use colour to create a Tim Burton-inspired landscape and use digital media to recreate a landscape based on an initial sketch idea.</p> <p>Must cover skills – colour, drawing; sculpture, pattern</p>	<p>Can I create urban art inspired by Liverpool?</p> <p>Children to use sketchbooks to record observations on Banksy; create a simple printing block to create artwork in the style of 'Balloon Girl'; look at Liverpool graffiti artist Paul Curtis; create design using pattern and colour to reflect a personal experience; and to create a final piece of graffiti art inspired by Paul Curtis' Liverpool work.</p> <p>Must cover skills – colour, pattern, drawing</p>	<p>Can I create a Britain-inspired garment?</p> <p>Children to observe British designers throughout the last 100 years (Mary Quant, Vivienne Westwood, Stella McCartney, Tom Ford) and use sketchbooks to mood board and record observations on 'Britishness' in their garments; create an abstract pattern to reflect personal experiences and emotions; print and overlap to explore textures and effects; experiment with different fabrics and choose most suitable for purpose; use a variety of needle thickness; and create a final garment with a rational on 'Britishness'.</p> <p>Must cover skills – colour, textiles, sculpture, pattern</p>