

William Leech CofE Primary - Art Overview



<p>By the end of EYFS we would like our young artists to</p>	<ul style="list-style-type: none"> ● Know how to mix different colours and shades of colour. ● Know how to join materials in a range of ways. ● Be able to talk about what they have made and how they made it. ● Be able to explore different media and materials. ● Know how to use some tools effectively ● Look and discuss a range of art created by different artists. ● Create their own art, selecting their own resources and using their imagination. ● Know that there are lots of colours, shapes and patterns in the natural world. ● Draw in a purposeful way.
<p>Enquiry</p>	<p>Y1/2 and Y2/3 – Year A</p>
<p>Autumn 1- Continuous provision What's in our World?</p>	<p>Powerful Knowledge</p> <p>Research: How can we use natural materials to create a piece of artwork? (Andy Goldsworthy)</p> <p>Research: What is cubism?</p> <p>Research: Draw a self-portrait in the cubist style (Pablo Picasso)</p> <p><u>End Points</u></p> <ul style="list-style-type: none"> ● Communicate something about themselves in their drawing and painting. ● Draw using crayons and different grades of pencil. ● Evaluate their work using the language of art. ● Describe what they like/ see in the work of another artist. ● Ask sensible questions about a piece of art to paint something they see. <p>Key Vocabulary</p> <p>thick, thin, shape, texture</p>

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<p>Assessment</p>	<p>WTS</p>	<p>GDS</p>
<p>Local Study: Where do I live and what is my past?</p>	<p>Powerful Knowledge</p> <p>Research: Who is in your family? Pencil drawing of family tree</p> <p>End Points</p> <ul style="list-style-type: none"> ● Communicate something about themselves in their drawing and painting; ● Draw using crayons and different grades of pencil ● Draw lines of different shapes & thickness(using crayons or pencils) ● Evaluate their work using the language of art <p>Key Vocabulary: shape, thick, thin</p>	
<p>Assessment</p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>
<p>Plants and Leaves: Does everything change when the seasons change?</p>	<p>Powerful Knowledge:</p> <p>Recall: How do you create textures in clay?</p> <p>Research: How many different leaf colours can you mix?</p> <p>End Points:</p>	

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	<ul style="list-style-type: none"> ● Create pattern in 2d using clay (leaf print/texture) ● Use a range of materials creatively ● Evaluate their work using the language of art <p>Key Vocabulary: shape, texture</p>	
Assessment	<u>WTS</u>	<u>GDS</u>
<p>Food: Where does our food come from?</p>	<p>Recall: How do you change tools in a paint program?</p> <p>End Points:</p> <ul style="list-style-type: none"> ● Use simple IT painting program to create a repeating pattern picture of a fruit or vegetable ; use tools like fill, brushes ● Evaluate their work using the language of art ● Go back and change their picture <p>Key Vocabulary: Primary colours, shape, texture, thick, thin, mood</p>	
Assessment	<u>WTS</u>	<u>GDS</u>
<p>Toys: Which toys would I find in my Grandparents Attic?</p>	<p>Research: How do different colours represent feelings?</p> <p>Reasoning: Can you decorate a toy box or create a painting in the style of Mondrian?</p> <p>End Points:</p> <ul style="list-style-type: none"> ● Describe what they like/ see in the work of another artist 	

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	<ul style="list-style-type: none"> ● Ask sensible questions about a piece of art to paint something they see ● Choose thick/ thin brushes as appropriate (using poster paint) ● Explore and know primary and secondary colours (R,B,Y,W,B - P,O,G) ● Evaluate their work using the language of art <p>Key Vocabulary: Primary colours, shape, texture, thick, thin, mood, Mondrian</p>	
Assessment	<u>WTS</u>	<u>GDS</u>
<p>The Northumberland Coast : Why is Grace Darling admired by Northumbrians? What treasures can be found on our coastline?</p>	<p>Powerful Knowledge</p> <p>Recall: Which threads are the warp and weft?</p> <p>Reasoning: Can weaving be used to create a useful item for the beach?</p> <p>End Points</p> <ul style="list-style-type: none"> ● Group fabrics & threads by colour and texture ● Weave with fabric and thread ● Evaluate their work using the language of art <p>Key Vocabulary: texture</p>	
Assessment	<u>WTS</u>	<u>GDS</u>

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Enquiry	Y1/2 and Y2/3 – Year B		
Do polar bears and penguins ever meet?	<p>Powerful Knowledge: Recall: How do you make lighter or darker marks with pencil/charcoal/pastel? Reasoning: Which of Adonna Khare’s images is your favourite? Why? End Points:</p> <ul style="list-style-type: none"> • Mix secondary and tertiary paint colours and predict outcomes (including brown, pink and violet) • Add white to make tints • Add black to make tones • Evaluate their work using the language of art <p>Key Vocabulary: Form, Adonna Khare</p>		
Assessment	<u>WTS</u>	<u>GDS</u>	
The Great Fire of London: What happened in Pudding Lane?	<p>Powerful Knowledge: Research: How can overlapping cellophane create new colours when making a collage of fire?</p> <p>End Points: Use different materials to create collage and explain choices (e.g. cellophane)</p> <p>Key Vocabulary: secondary colours, evaluate, compare</p>		
Assessment	<u>WTS</u>	<u>GDS</u>	

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<p>Healthy Heart: How do I live a healthy life?</p>	<p>Powerful Knowledge: Recall: What is applique? Reason: When is it better to sew instead of glue? Research: How did Matisse create shapes for his collages?</p> <p>Key Vocabulary: Applique, stitch</p>	
<p>Assessment</p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>
<p>Plants: How does your garden grow?</p>	<p>Powerful Knowledge: Research: How can we depict fruit and vegetables in printing techniques? Research: How can food substances be used to create a repeating pattern? (peel/leaves) Research: Ways to arrange a repeat pattern on fabric or paper (explore in 2simple) Research: Explore Tie Dye End Points:</p> <ul style="list-style-type: none"> ● Design a print and create it using pressing, rolling, rubbing and stamping ● Transfer print to textile/fabric ● Join fabric with glue ● Sew fabrics together ● Explore Tie Dye techniques and patterns ● Evaluate their work using the language of art <p>Key Vocabulary: Texture, pattern, form, tone, secondary colours, evaluate, compare</p>	
<p>Assessment</p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>
<p>Explorers: Who was the best explorer - Columbus or Armstrong?</p>	<p>Powerful Knowledge: Recall: What are the primary and secondary colours? Research: How can we make tints and tones? End Points:</p> <ul style="list-style-type: none"> ● Mix secondary and tertiary paint colours and predict outcomes (including brown, pink and violet) ● Add white to make tints 	

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	<ul style="list-style-type: none"> • Add black to make tones • Evaluate their work using the language of art <p>Key Vocabulary: tone, secondary colours, evaluate, compare</p>	
Assessment:	WTS	GDS

Enquiry	Y1/2 and Y2/3 – Year C
<p>Ancient Greece What were the wonders of Ancient Greece?</p> <p><i>Key concept: Civilisation</i></p>	<p>Powerful Knowledge: Recall: What have archaeologists discovered about paintings in Ancient Greece? Reasoning: How can you join clay and sculpt clay? Research: What were the main features of Ancient Greek architecture?</p> <p>End Points:</p> <ul style="list-style-type: none"> • Use the web to research an artist or style of art • Add texture and shape in 3d work • Suggest, in writing, an explanation of their sketch and improvements to their work <p>Key Vocabulary: shape</p>

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Assessment	<u>WTS</u>	<u>GDS</u>
Volcanoes <i>Could you live near a volcano?</i>	No specified art	
George Stephenson: How did transport change because of George Stephenson?	<p>Powerful knowledge:</p> <p>Research: How do I use shape, line and perspective through the use of charcoal to create images of steam trains?</p> <p>Reasoning: What changes did you make to your work and why?</p> <p>End Points:</p> <ul style="list-style-type: none"> • Show pattern and texture in drawing • Demonstrate ideas through pictures and sketchbooks • Evaluate their work using the language of art • Annotate sketchbooks showing how work has been changed <p>Key Vocabulary form, tone</p>	
Assessment:	<u>WTS</u>	<u>GDS</u>
Plants <i>How do plants adapt to their surroundings?</i>	<p>Powerful Knowledge:</p> <p>Reasoning: How can food items be represented in collage?</p> <p>Research: How many different ways can you arrange a repeat print? (Hint: you could explore this in 2Simple)</p> <p>Recall: What is applique?</p> <p>Reason: When is it better to join by sewing or using glue?</p> <p>Research: How did Matisse create shapes for his collages?</p> <p>End Points:</p> <ul style="list-style-type: none"> • Overlap collage materials (include fabric, textures and felt) • Join fabric to form a quilt, using more than one stitch 	

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	<ul style="list-style-type: none"> ● Use sewing to cut accurately and add detail ● Make notes about techniques used by artists ● use textiles and sewing ● explore the work of artists and craft makers <p>Key Vocabulary: applique, quilt, collage, Matisse</p>	
Assessment	<u>WTS</u>	<u>GDS</u>
<p style="text-align: center;">Local Study <i>Why are fishing/coal at the heart of our community: now and in the past?</i></p>	<p>Powerful Knowledge: Recall: When did the Pitman Painters create their masterpieces? Reasoning: How did the Pitman Painters use different brush strokes? Research: What subjects were communicated in the paintings? Reasoning: Can you show an event from mining or fishing in the style of The Pitman Painters?</p> <p>Explore the work of artists and craft makers (use watercolours, charcoal, acrylic or oils to re-create a painting in style of Pitman Painters)</p> <p>Research: Explore textiles to create a mat or patchwork quilt (felting, proggy mat, quilting)</p> <p>End Points:</p> <ul style="list-style-type: none"> ● Create a background wash using a range of materials and tools ● Show facial expressions in sketches ● Overlap collage materials (include fabric, textures and felt) ● Join fabric to form a quilt, using more than one stitch ● Make notes about techniques used by artists ● use textiles and sewing to cut accurately and add detail ● explore the work of artists and craft makers (use watercolours, charcoal, acrylic or oils to re-create a painting in style of Pitman Painters) <p>Key Vocabulary: dab, stipple, collage, wash, Pitman Painters</p>	
Assessment	<u>WTS</u>	<u>GDS</u>

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Enquiry	Y4/5 and Y5/6 – Year A
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<p>Stone Age to Iron Age: <i>How did people survive in the prehistoric ages?</i></p>	<p>Powerful Knowledge: Recall: What is a cave painting? Reason: Is a cave painting art? Reason: How can we use a cave painting to represent events of the past? Research: Which are the best materials to make a cave painting?</p> <p>Explore primary, secondary and tertiary colour</p> <p>End Points:</p> <ul style="list-style-type: none"> • Use the web to research an artist or style of art • Use different pencil shades and charcoal on a variety of surfaces to show tone and texture • Use a range of brush effects in painting • Revisit primary, secondary and tertiary colours on a colour wheel and accurately colour mix <p>Key Vocabulary: secondary colours, blend, Brush strokes, dab, stipple</p>	
<p>Assessment</p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>

<p>Ancient Egypt: What are the secrets of Ancient Egypt as an early civilisation?</p>	<p>Powerful Knowledge: Research: How do you accurately draw a person? Using a grid to guide you, accurately draw a person considering proportion and scale.</p> <p>Using pen and ink - create a scene from Ancient Egypt - include architecture, people, jewellery and sculpture.</p>	
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<p><i>Key concept: Rich and Poor (Peasantry)</i></p>	<p>Explore different techniques to age paper or make recycled paper, when learning about papyrus.</p> <p>End Points:</p> <ul style="list-style-type: none"> • Accurately draw people using scale and proportion • Organise line, tone, shape and colour to represent form and movement • Re-create Egyptian art using pen and ink <p>Key Vocabulary: medium, shade, form, proportion</p>	
<p>Assessment</p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>
<p>Electricity and sound: In a world of powering up, how can we power down?</p>	<p>Powerful Knowledge: Recall: What inspired Kandinsky's artworks? (abstract art) Reasoning: How can you represent sounds/ movement in artwork? Research: Investigate how backgrounds can change the mood of a portrait. End Points:</p> <ul style="list-style-type: none"> • Use a digital image (in style of Kandinsky to show sound and movement) <p>Key Vocabulary: Movement, Wassily Kandinsky</p>	
<p>Assessment</p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>
<p>Romans: How did the Roman Empire develop, grow and fall? <i>Key concept: Empire</i></p>	<p>Powerful Knowledge: Recall: What did the Romans use mosaics for? Reasoning: Which is the easiest shaped tile to use for mosaics? Research: What did the Romans depict in their mosaics? End Points:</p> <ul style="list-style-type: none"> • Explore, design, create and improve a mosaic (paper/glass/plastic) 	

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	Key Vocabulary: mosaic	
Assessment	WTS	GDS
Habitats: What makes a home habitable?	Powerful Knowledge: Research: Combine materials and processes to design and make 3D forms. Research: Can you create an animal sculpture using wire art Zoe Robinson- wire animal sculpture artist or: Design & make a plush toy that can be sold to raise money for endangered animals. Recall –Identify the requirements of a soft toy for children. Research – Investigate properties of materials used for children's toys. Reason – Give reasons for choice of materials in your design. End Points: <ul style="list-style-type: none"> • create a 3d form of an animal (wire, card, modroc) Key Vocabulary: sculpture, form, proportion, Zoe Robinson	
Assessment	WTS	GDS
Britain's Settlement by the Anglo-Saxons and Scots: Raid, abandon, settle and convert? <i>Key concept: Christian Conversion</i>	Powerful Knowledge: Research: Look at the elements of an Anglo Saxon settlement and use a range of materials to recreate as a model. (include a range: papier mache/card/textiles/mod roc/clay/wire/ paper) End Points: <ul style="list-style-type: none"> • explore the use of wire to create a 3d form • Create 3d form - landscape of settlement - learn more about mastery or art and design techniques Key Vocabulary: Shape, form	

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Assessment	<u>WTS</u>	<u>GDS</u>
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Enquiry	Y4/5 and Y5/6 – Year B
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Powerful Knowledge: Research: the use of colour in Viking Longships and artefacts</p> <p>(Use pen and ink to recreate relief carving and engraving patterns used on Viking artefacts and compare them with Celtic Art.)</p> <p>Research: Are there any similarities between Viking art and Celtic art?</p>

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<p>How did the Kingdom of England come to be?</p>	<p>End Points:</p> <ul style="list-style-type: none"> ● Experiment with form and design to create pattern similar to carving/engraving of Viking versus Celtic art. ● Create a range of moods in their paintings <p>Key Vocabulary: pattern</p>	
<p>Assessment</p>	<p>WTS</p>	<p>GDS</p>
<p>European Country Study: Who are our European neighbours?</p>	<p>No specific art</p>	
<p>Plastic Materials Has Leo Baekeland's invention become a climate disaster?</p>	<p>No specific art</p>	
<p>Women's Impact on British History: How have women shaped and influenced our nation and beyond?</p>	<p>Powerful Knowledge: Recall: how were textiles used to depict key messages? Research: which textiles and sewing techniques can be used to make banners and flags? Research: How can digital print be used for influence?</p> <p>End Points:</p> <ul style="list-style-type: none"> ● Use textiles & sewing skills: running stitch, cross stitch, back stitch, applique (to create banner or flag) ● Scan & take digital photos ● Integrate digital images into art work <p>Key Vocabulary: textiles</p>	
<p>Assessment</p>	<p>WTS</p>	<p>GDS</p>
<p>SRE Should I be the same or unique?</p>	<p>Powerful Knowledge: Research: observe the work of Henry Moore and Roy Lichtenstein and analyse their still life drawings. Recall: Where was Henry Moore from?</p>	

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	<p>Reasoning: What's the same and different between Henry Moore's drawings and sculptures? Create a detailed line drawing (still life) of human, animal or food form</p> <p>Create a self portrait using digital art</p> <p>Create a self portrait using pencil art</p> <p>End Points:</p> <ul style="list-style-type: none"> ● Learn about the work of others through visits, books (Henry Moore/Roy Lichtenstein) ● Combine visual & tactile qualities to express emotion (self portraits) ● Paint and draw simple objects; use marks and lines to produce texture; use shading to create mood and emotion (using pen, ink, oils, paint) ● Evaluate and analyse the work of Henry Moore before creating their own likeness using similar techniques ● Organise line, tone, shape & colour to represent figures and forms in movement ● Keep notes in sketch books as to how to develop work further. ● Use sketch books to compare & discuss <p>Key Vocabulary: digital, expression, , mood, self portrait, still life, Henry Moore/Roy Lichtenstein</p>	
<p>Assessment</p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>

<p>Rivers: Does a river always travel from source to sea?</p>	<p>Powerful Knowledge:</p> <p>Recall: Which artists do you know that depict water?</p> <p>Research: Explore Monet's use of reflection in his artwork. Create an image in the style of Monet showing reflection, perspective and the movement of water on a river.</p> <p>Reasoning: Explore how you can use shade, mood and feelings to create art pieces.</p> <p>Reasoning: To show how movement can be shown using line, tone, shape and colour</p> <p>End Points:</p> <ul style="list-style-type: none"> ● Use a sketchbook to record their work, keep notes and improve their work ● Show reflections (using water colour in style of Monet) ● Experiment with different artists' styles (Monet/Kandinsky) 	
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	<ul style="list-style-type: none"> ● Use shading, mood, movement and feeling in their paintings (watercolour) ● Identify and use marks and lines to produce texture and movement <p>Key Vocabulary: movement, shade, form, Monet</p>	
Assessment	<u>WTS</u>	<u>GDS</u>

Enquiry	Y4/5 and Y5/6 – Year C
<p>Power, Law, Crime and Punishment: What are the key trends and changes to laws and the impact of parliament since 1066?</p> <p><i>Key concept: Parliament</i></p>	<p>Powerful Knowledge: Recall: What media and equipment does Banksy use to create his art? Reasoning: Graffiti: Art or vandalism? Research: Who is Banksy and why does he want to be anonymous?</p> <p>Use paint or digital art to create a political propaganda poster in the style of Banksy</p> <p>End Points:</p>

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	<ul style="list-style-type: none"> ● Explain what their own painting style is ● Use a wider range of techniques in their work ● Explain their choice of technique in painting ● Communicate emotion through sketches and painting ● Combine pattern, tone and shape through both digital and portrait art ● Create digital art <p>Key Vocabulary: composition, graffiti, vandalism, wall painting, Banksy</p>	
Assessment	<u>WTS</u>	<u>GDS</u>
<p>Mayans Why are they 'written' into our History books?</p> <p><i>Key concept: Civilisation</i></p>	<p>Powerful Knowledge: Recall: What were the wall paintings created by Mayans depicting? Re-create a picture in the same style using charcoal, ink or script (calligraphy)</p> <p>End Points:</p> <ul style="list-style-type: none"> ● Paint using range of materials and tools ● Explain why they have used specific techniques ● Make detailed notes about their work in their sketch book <p>Key Vocabulary: directional, continuous</p>	
Assessment	<u>WTS</u>	<u>GDS</u>
<p>Extreme Earth Is our Earth Extreme?</p>	<p>Powerful Knowledge: Research: The Great Wave Project and recreate to depict earth in crisis Recall: what is a Zentangle and how can we use the skills and techniques to create our own image to show disaster?</p>	

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	<p>End Points:</p> <ul style="list-style-type: none"> ● Use a range of tools, combining them to make sketches ● Use a range of drawing and sketching techniques; including Zentangle ● Compare their work with others ● Exhibit their work <p>Key Vocabulary: Zentangle, Drawing: cross-hatching, shading,</p>	
Assessment	<u>WTS</u>	<u>GDS</u>
<p>Working Scientifically: Why do we need to experiment and test as a scientist?</p>	<p>No specific art</p>	
<p>RSHE/PHSCE/Transition Is it good to be different?</p>	<p>Powerful Knowledge: Recall: What are our dreams for the future? Recall: What were some of the recurring images in the work of Marc Chagall? Reasoning: How do Marc Chagall's paintings compare with the portraits of other artists Research: Explore how to create dream-like effects with a range of brushstrokes End Points:</p> <ul style="list-style-type: none"> ● Compare their work with others ● Exhibit their work ● Combine pattern, tone and shape through portrait art <p>Key Vocabulary: Composition, shading, Marc Chagall</p>	
Assessment	<u>WTS</u>	<u>GDS</u>