



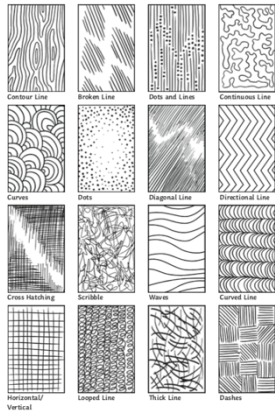
Autumn 1

Year 1

'Area of making' Drawing (2 weeks)

O: Display good control while mark-making.
O: Explore a variety of media when drawing (pencils, crayons, pastels, felt-tips). This could also be done using ITC resources.

Activity: Focus on different types of marks (dots, lines...), range of lines, vertical-horizontal lines, lines that enclose spaces. (resources on shared)

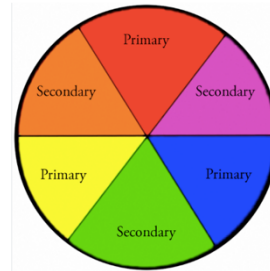


voc. marks, dots, lines, horizontal, vertical, curved, straight, thick, thin.

'Area of making' Painting (4weeks)

O: Name the primary
O: Predict which secondary colours will be made by mixing two primary colours.

Activity: mix primary colours to make secondary colours



Experiment with different brushes (including brushstrokes- the way in which something, especially paint – is put on to a surface with a brush)

Geometrical patterns using primary and secondary colours (link to artist – Alma Thomas)

voc. primary colours, secondary colours, brushstrokes, patterns

Black History Month Artist

Artist - Alma Thomas
(Painting)

Life and work of the artist (Powerpoint on shared). Link with BHM
O: Explore the works of artist and comment on it. Express thoughts and feelings and describe emotions a piece of art brings.



Activity: create a piece inspired by the work of Alma Thomas (using primary, secondary colours and making a pattern)

How this work is linked to your own art-work. What changes you could have made to improve your own art-work.



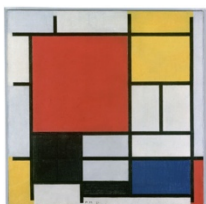
Summer 1

Year 1

'Area of making' **Drawing** (2 weeks)

O: explore works of artists that use different types of marks.

Artists: Keith Haring, Romero Britto, Wasilly Kandinsky, Piet Mondrian. (resources on shared)



Explore the works of artists and comment on it. Express thoughts and feelings and describe emotions a piece of art brings.

Activity: create a piece inspired by the work of Romero Britto (using different lines, marks and making a pattern)

How this work is linked to your own art-work. What changes you could have made to improve your own art-work.

'Area of making' **Sculpture** (4 weeks)

Paper

O: To understand what a sculpture is
What is a sculpture? How is sculpture different from drawing and painting?
voc. sculpture knowledge organizer (on shared)

Activity: give children a piece of paper and ask them to sculpt an animal. What might we need? (scissors, tape, glue...) How can we do it? How can we use paper? What would make it easier?

O: To learn to manipulate paper to create different effects. (curling, rolling, folding, cut outs, bends...)



Artists: Su Blackwell

<https://www.sublackwell.co.uk>

Artists: Li Hongbo

<http://www.galleryek.com/artists/li-hongbo>

O: To create art from observation

Activity: To create a sculpture using paper and the different techniques learnt.

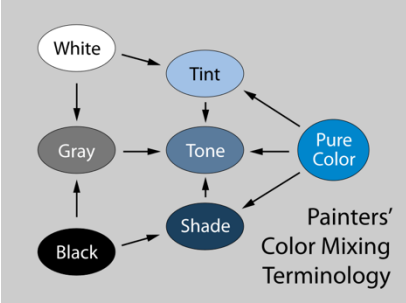


How this work is linked to your own art-work. What changes you could have made to improve your own art-work.

Art Day

'Area of making' **Creative Craft**






Autumn 1

			Autumn 1			
		'Area of making' Painting (2 weeks)	'Area of making' Drawing (4 weeks)		Black History Month Artist	
<h2>Year 2</h2>	<p>O: Understand what tints, tones and shades are and how to get them</p>  <p style="text-align: right;">Painters' Color Mixing Terminology</p>		<p>O: to practise drawing techniques that explore pattern and tone (hatching- cross hatching) and shading to suggest form. (resources on shared) <u>Activity:</u> shading circles (resource on shared)</p> 		<p>Artist – Veronica Ryan (Drawing)</p> <p>https://www.paulcoopergallery.com/artists/veronica-ryan#tab:thumbnails</p> <p>Life and work of the artist. Link with BHM O: Explore the works of artist and comment on it. Express thoughts and feelings and describe emotions a piece of art brings.</p> 	
	<p>Revise primary and secondary colours.</p> <p><u>Activity:</u> Experiment with colours by adding white and black to alter tints and shades (lightness and darkness)</p> <p><u>Activity:</u> Experiment with different brushes (including brushstrokes- the way in which something, especially paint – is put on to a surface with a brush)</p> <p><u>Use of tones and shades (link to movement – Pointillism)</u></p> <p>voc. tint , tone, shade, primary colours, secondary colours, lightness, darkness</p>		<p>O: to understand what observational drawing is (resources on shared)</p> <p><u>Activity:</u> Practise sketching some real life objects (resources on shared) https://www.twinkl.co.uk/resource/ks1-art-lesson-observational-sketching-with-shade-and-tone-video-t-ad-448</p> <p><u>Observational drawing of fruits (link to artist – Veronica Ryan)</u></p>		<p><u>Activity:</u> create a piece inspired by the work of Veronica Ryan (observational drawing of a fruit, using shading)</p> <p>How this work is linked to your own art-work. What changes you could have made to improve your own art-work.</p>	
			<p>voc. shading, hatching, cross hatching, line, shape, colour, observational drawing.</p>			

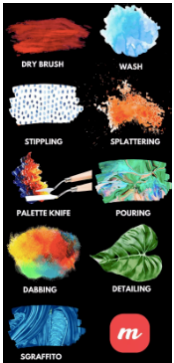
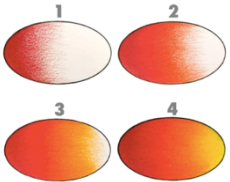





Summer 1

Summer 1			
	'Area of making' Painting (2 weeks)	'Area of making' Sculpture (4 weeks)	Art Day
Year 2	<p>O: explore work of artists that belonged to the pointillism movement. (resources on shared) Artists – Movement Pointillism – Camille Pissarro, George Seurat, Vincent Van Gogh</p> <p>Introduce how the different tints and shades are used to change the mood of the artwork.</p>   <p>Explore the works of artist and comment on it. Express thoughts and feelings and describe emotions a piece of art brings.</p> <p>Activity: create a piece inspired by the movement pointillism (using different tints and shades)</p> <p>How this work is linked to your own art-work. What changes you could have made to improve your own art-work.</p>	<p>Paper - Origami</p> <p>O: To understand what an origami is and why it is considered a sculpture What is a sculpture? How is sculpture different from drawing and painting? What is Origami? Can it be considered a sculpture? Why? voc. sculpture knowledge organizer (on shared), fold, origami, crease, horizontal, vertical. History of origami https://www.youtube.com/watch?v=OGLYDZw9zxI</p> <p>Activity: to practice different folding techniques</p>  <p>Artist – Robert J. Lang https://www.youtube.com/watch?v=2uogPWqEYIU</p> <p>Artist – Akira Yoshizawa https://www.youtube.com/watch?v=ruZJZf8_y3Y</p> <p>O: To create art from observation Activity: create their own origami inspired by the art work of origami artists.</p> <p>How this work is linked to your own art-work. What changes you could have made to improve your own art-work.</p>	<p>'Area of making' Ceramic</p>







Autumn 1

	'Area of making' Painting (2 weeks)	'Area of making' Drawing (4 weeks)	Black History Month Artist
<p>Year 3</p>	<p>O: To show purpose and control when mark making with different types of paint (e.g. acrylic paint) O: To create different effects and textures with paint</p> <p>https://www.tate.org.uk/kids/make/paint-draw/have-fun-textures</p> <p>https://www.youtube.com/watch?v=cDzcoyeaRKI</p>  <p>Activity: Use tools (brushes, knife, sponges...), mix acrylic paint with other materials and experiment to create different effects and texture.</p> <p>voc. acrylic paint, sgraffito, layering, palette knife, dabbing, impasto, canvas. (brushstrokes- the way in which something, especially paint – is put on to a surface with a brush)</p>	<p>O: to use sketch books to explore new ideas and practice techniques: revise hatching, cross hatching, introduce stippling, blending and scribbling (resources on shared) O: Effectively blend colours using different materials such as water colours, oil pastels and colouring pencils. https://www.twinkl.co.uk/resource/ks1-ages-5-7-art-video-lesson-2-developing-blending-skills-using-colour-crayon-t-ad-1646739698</p>  <p>Activity: use your sketchbooks to practise blending colours as shown in the picture.</p> <p>O: To practice all the techniques acquired using charcoal.</p> <p>Activity: see resources on shared</p>  <p>voc. Line, shape, colour, sketching, hatching- cross hatching, stippling, blending, scribbling.</p>	<p>Artist – Jean Michel Basquiat (Drawing)</p> <p>Life and work of the artist. Link with BHM O: Research the lives and work of different artists, designers and architects. Resources on shared</p>   <p>Activity: create a piece inspired by the work of Jean Michel Basquiat (e.g: drawing using charcoal and crayons)</p> <p>O: Critique their own and others works, commenting on the techniques used and how it makes them feel.</p>



Summer 1

				Summer 1				
'Area of making' Painting (2 weeks)		'Area of making' Sculpture (4 weeks)		Art Day				
Year 3	<p>O: Research the lives and work of different artists, designers and architects.</p> <p>Artists: Vincent Van Gogh, Frank Auerbach Resources on shared https://www.tate.org.uk/whats-on/tate-britain/frank-auerbach https://www.tate.org.uk/art/art-terms/i/impasto</p>		<p>O: Use pinch, slab, coil techniques when creating sculpture out of clay.</p>		<p>O: Research the lives and work of different artists, designers and architects.</p>		<p>O: Research the lives and work of different artists, designers and architects.</p>	
	<p>Activity: create a piece inspired by the work of Vincent Van Gogh, or Frank Auerbach focusing on creating different effects and textures.</p> <p>O: Critique their own and others works, commenting on the techniques used and how it makes them feel.</p>		<p>Clay What is a clay sculpture? (Powerpoint on shared) Look at the use of clay through history</p>  <p>https://www.youtube.com/watch?v=KOR8HSsKIRo</p> <p>Activity: use some clay to acquire and practise techniques to model clay.</p>  <p>Artists: Niki De Sainte Phalle, Antony Gormley (resources on shared)</p>   <p>https://www.bbc.co.uk/bitesize/topics/zs2tywx/articles/z4v9qyc</p> <p>O: creating sculpture from observation and imagination.</p> <p>Activity: create a piece inspired by the work of these two artists using clay (focus on the techniques learnt)</p> <p>voc. sculpture, 3D, carving, pinching, pulling, rolling, smoothing.</p>		<p>'Area of making' Collage</p>			



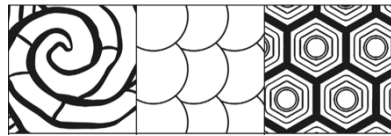
Autumn 1

Year 4

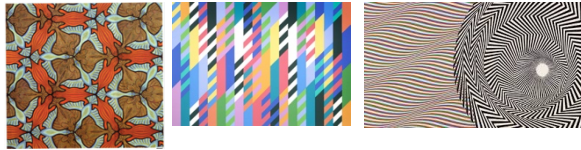
'Area of making' Drawing (4 weeks)

O: To show awareness of optical illusion drawings and its techniques. (Resources on shared)

Activity: Learn what optical illusion is and the main technique of tessellation and experiment making some patterns on your sketch book.



Artists: M.C. Escher and Bridget Riley
<https://mcescher.com/>



Activity: create a optical illusion drawing inspired by the work of these two artists and the techniques learnt.

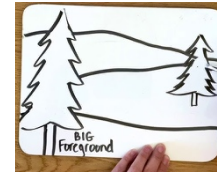
O: Critique their own and others works, commenting on the techniques used and how it makes them feel.

Voc: Lines, patterns, tessellation, optical

'Area of making' Painting (2 weeks)

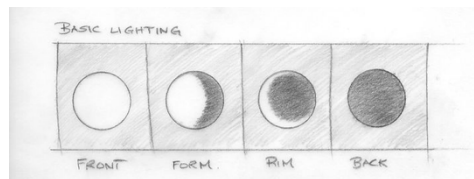
O: To show a good understanding of space in a composition, of proportion and scale.
Have a look at landscapes. How can you draw/paint all the elements there? How can you recreate the space and scale of the elements present? (Resources on shared)

Activity: focus on foreground, middle ground and background when drawing a landscape.
<https://www.youtube.com/watch?v=q75cDS-ZnbQ>



O: To mix colours to show the direction of light.
<https://www.swintonsart.com/post/4-types-of-light-to-consider-when-painting>

Activity: paint a simple object and experiment the change in the direction of light by mixing colours.



voc: landscape, foreground, middle ground, background, shadow, light.





Black History Month Artist

Artist – Mark Bradford
(Printmaking) See following page










Summer 1

Summer 1			
	'Area of making' Painting (2 weeks)	'Area of making' Sculpture (4 weeks)	Art Day
Year 4	<p>O: Research the lives and work of different artists, designers and architects. (resources on shared)</p> <p>Explore how artists, through time, have painted landscapes, from Renaissance to contemporary art.</p> <p>https://www.tate.org.uk/art/art-terms/l/landscape</p> <p>https://www.getty.edu/education/teachers/classroom_resources/curricula/landscapes/background1.html#:~:text=Artists%20have%20been%20painting%20the,for%20religious%20and%20figural%20scenes.</p> <p>Artists: John Constable, J.M.W. Turner, Claude Monet, David Hockney</p> <p>https://magazine.artland.com/top-10-landscape-artists-in-modern-and-contemporary-art/</p>	<p>O: make and combine shapes to create recognisable forms.</p> <p>O: add materials to the sculpture to create detail</p> <p>Artists: Pablo Picasso, Marcel Duchamp and Jacques Villon.</p> <p><u>Activity:</u> Look at cubist sculptures and give the children pictures of faces - Can they cut them in pairs to first make a 2 dimensional cubist piece. Can they change it more than once? Does it change the effect of how you look at it? (resources on shared)</p> <p>https://www.ideelart.com/magazine/cubist-sculpture https://www.royalacademy.org.uk/exhibition/picasso-and-paper</p>	<p>'Area of making' Printmaking</p> <p>Resources on shared</p>
	<div style="display: flex; justify-content: space-around;">   </div> <p><u>Activity:</u> create a landscape inspired by the work of David Hockney, focusing on what you have learnt about space, proportion and scale.</p> <p>O: Critique their own and others works, commenting on the techniques used and how it makes them feel.</p>	<div style="display: flex; justify-content: space-around;">   </div> <p><u>Activity:</u> create a sculpture using cardboard, tubes, paint, oil pastels inspired by Picasso's work and based on a photo of them self.</p> <p>Picasso style paper sculptures https://www.artcampla.com/new-blog/picasso-style-paper-sculpture https://www.youtube.com/watch?v=aLkPtOd1WMc</p>	





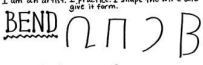
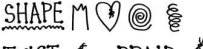
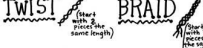


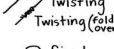
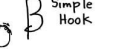

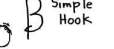
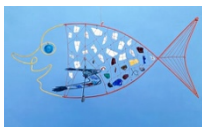



Autumn 1

<p>Year 5</p>	<p>'Area of making' Painting (2 weeks)</p>	<p>'Area of making' Drawing (4 weeks)</p>	<p>Black History Month Artist</p>
	<p>O: Understand which colours are primary, secondary and tertiary and create secondary and tertiary colours by mixing. (Resources on shared)</p> <p><u>Activity:</u> Use your sketch book to create a colour wheel (Resources on shared) https://www.youtube.com/watch?v=L1CK9bE3H_s</p>  <p><u>Activity:</u> Use your sketch book to experiment with complimentary colours (Resources on shared)</p>  <p>voc. primary, secondary and tertiary colours. Colour wheel, complimentary colours, warm and cool colours.</p>	<p>O: With purpose, make marks and lines using a range of wet media including watercolours and ink.</p> <p><u>Activity:</u> on your sketchbook, practise drawing with ink. You can start with patterns, using different lines and marks, to then move onto landscape, nature...</p> <p>O: Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature.</p>  <p>Ink Drawing</p> <p><u>Activity:</u> children can also try to make their own ink using spices such as turmeric or coffee.</p>  <p>voc: sketch, ink, blend, natural colours.</p>	<p>Artist – Chris Ofili (Drawing)</p> <p>Life and work of the artist. Link with BHM O: Research the lives and work of different artists, designers and architects. https://www.tate.org.uk/kids/explore/who-is/who-chris-ofili</p>  <p><u>Activity:</u> create a piece inspired by the work of Chris Ofili (using ink and watercolours)</p> <p>O: Compare artwork and art techniques using appropriate terminology.</p>



Summer 1

Summer 1			
	'Area of making' Painting (2 weeks)	'Area of making' Sculpture (4 weeks)	Art Day
Year 5	<p>Artists: Georgia O'Keefe, Hilma af Klimt (Resources on shared)</p>     <p>https://www.bbc.co.uk/bitesize/topics/zhjmkn7/articles/zygkqyc</p> <p>https://www.theguardian.com/artanddesign/2021/jun/15/hilma-af-klint-miraculous-art-in-dialogue-with-spirits-she-found-her-own-voice</p> <p>O: Research the lives and work of different artists, designers and architects.</p> <p>Activity: create a piece inspired by the work of these two artists using what you have learnt about primary, secondary, tertiary colours and complimentary colours.</p> <p>O: Identify similarities and differences in style between different artists, designers and architects.</p>	<p>Wire - Paper</p> <p>O: Plan and create sculpture using wire.</p> <p>What is a sculpture? Does a sculpture have to be big? What can you use to make a sculpture? Look at the different materials we could use (clay, paper, wire, stone etc...)</p> <p><small>Getting Wired by M.C. Collis</small></p> <p>WIRE TECHNIQUES I am an artist. I practice. I shape the wire and get it firm.</p> <p>BEND </p> <p>SHAPE </p> <p>TWIST  BRAID </p> <p>JOINING Hook and Eye  Twisting  Twisting (fold) </p> <p>Looping  Simple Hook </p> <p><small>Copyright © 1999 View more: Visit www.wireandart.com</small></p> <p>Activity: children to practise techniques to work with wire. Bending, shaping, twisting, looping, joining.</p>   <p>Artist: Alexander Calder</p> <p>https://www.youtube.com/watch?v=CIEgg-nSu7M</p> <p>Activity: create a piece inspired by the work of Alexander Calder</p> <p>https://www.youtube.com/watch?v=EpTlhkN4900</p> <p>O: Identify ways they would improve artwork created by themselves or another artist.</p> <p>voc. Bending, shaping, twisting, looping, joining</p>	<p>'Area of making' Textiles</p>



Autumn 1

Year 6

'Area of making' **Drawing** (2 weeks)

- O: Use a focus point and the horizon to demonstrate perspective.
- O: Display an awareness of objects having three dimensions when drawing.

What is perspective? How could we recreate three dimensional in a 2D, flat drawing? (Resources on shared) Look at paintings that shows perspective and analyse them with the children.

Activity: Use your sketch book to explore how to draw one-point perspective. You could use pictures on the shared or take a picture around the school and recreate that.

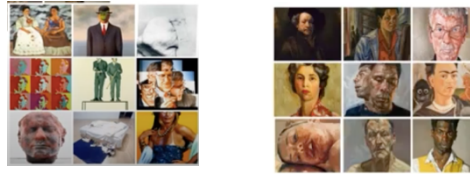
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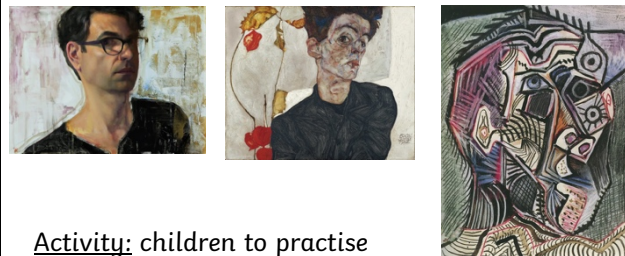
voc. perspective, lines of perspective, vanishing point, horizon line, 2D, 3D, cityscape.

'Area of making' **Painting** (4 weeks)

- O: Compare artwork and art techniques using appropriate terminology.
- O: Identify similarities and differences in style between different artists, designers and architects.



Through the example of different artists, focus on the meaning of drawing/painting representationally, expressively, outside of expectations. Look at portraits and how they can differ.



Activity: children to practise painting an object in three different ways, representationally, expressively and outside of expectations.



voc. representational art, expressional art and abstract art.

Black History Month Artist

Artist – Faith Ringgold (Painting)

Life and work of the artist. Link with BHM
O: Research the lives and work of different artists, designers and architects.

<https://www.serpentinegalleries.org/whats-on/faith-ringgold/>
<https://www.moma.org/artists/7066>








Activity: create a self portrait inspired by the work of Faith Ringgold

- O: Compare artwork and art techniques using appropriate terminology.



Summer 1

			Summer 1			
		'Area of making' Drawing (2 weeks)	'Area of making' Sculpture (4 weeks)		Art Day	
Year 6	<p>Look at cityscape through time. (Raphael and perspective, Canaletto, Alexander Beggrov...)</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>		<p style="text-align: center;">Wire - Foil</p> <p>O: Plan and create sculpture using wire. O: Identify similarities and differences in style between different artists, designers and architects. Look at sculptures that represent people. How do they differ? Compare them. (Resources on shared- Sculptures through time) Focus on Artists: Alberto Giacometti and Henry Moore.</p> <p>https://www.tate.org.uk/art/artists/alberto-giacometti-1159/eight-things-know-alberto-giacometti https://www.tate.org.uk/kids/explore/who-is/who-henry-moore</p> <div style="text-align: center;">  </div> <p>Activity: children to practise techniques to work with wire. Bending, shaping, twisting, looping, joining. Children also to sketch figures in movements in their sketch books.</p> <p>https://www.youtube.com/watch?v=f8i2brIqJ_Q</p> <p>Activity: create a piece inspired by the work of Alberto Giacometti using wire (pipe cleaners) and foil.</p> <p>voc. Bending, shaping, twisting, looping, joining</p>		<p>'Area of making' Photography and lens-based media</p>	
	<p>O: Research the lives and work of different artists, designers and architects. Artists: Stephen Wiltshire (resources on shared) https://www.bbc.co.uk/bitesize/topics/ztw2p9q/articles/zyn4jfr</p> <p>Activity: draw a cityscape using one-point perspective and inspired by the work of Stephen Wiltshire. O: Identify similarities and differences in style between different artists, designers and architects.</p>					



OLSJ – Art and Design Curriculum

