

Curriculum Outline 2023-24: **ART**

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Sketchbook cover designs Fantasy Houses Design 3D modelling with paper Ceramics. Translating 2D designs to 3D <i>Art communicates in every sense.</i> <i>Artists make marks drawing our attention</i>		All about Colour and Colour mixing. Revise primary/ secondary and intro Tints, tones and shades	Telling stories: (narrative art) Perspective drawing, conveying a story through images. Illustration, Art as story Painting Colour theory Design Lettering <i>Art engages - head, heart and hands</i>		Disguise 3D Drawing, coloured pencil blending, layering, creative design Performance art
LITERACY	Understanding key words associated with ceramics; writing instructions; artist research		Learning key words. Presentation of information	Discussing art; analysing images, using inference; Evaluating processes and work. writing stories based on art work. learning to read an image - visual literacy.		Discussion, Talking about art
NUMERACY:	<i>Accuracy, measurement, 3D shapes key words.</i>		Proportions and simple ratio of amounts. Understanding patterns	Understanding of 3D shapes in perspective, using and applying ratio and proportion in terms of mixing colours. discussion of layout principles of design.		<i>measuring and constructing, being accurate.</i>
SMSC/Creativity/ Careers Focus	Working together, understanding processes, teamwork Artist focus: Hundertwasser. Understanding of the local environment. Artist links with Eco movement and care for the planet. Study of an artist as architect and links to this as a career path. Working as a team, using materials safely and effectively, wellbeing. Understanding Art as a method of communication.		Working as a team, using materials safely and effectively, wellbeing. Understanding Art as a method of communication.	Artist focus: Grayson Perry, The Singh Twins, Baeux tapestry, Chagall, Kerry James Marshall and others Understand that artists from across time and culture tell stories about the world they live in as well as illustrate fiction in order to get a message across.		Artist Focus: Tom Goddard, Saul Steinberg, multicultural references.

<p>Year 6</p>	<p>Surface pattern design -printmaking printing techniques, using textures, building up layers, collage. Pattern design techniques on paper and digital.</p>	<p>Drawing skills: Observation Learning how to see. Techniques for drawing; tonal shading and making objects look 3D, exploration of tools and materials. Artists play with ideas, concepts and failure</p>	<p>Still life - learning to see Colour mixing, including complementary colours, painting and Observation, materials, colour theory, drawing using a wider range of materials, mark making, experimentation including coloured materials. Natural forms and everyday objects. Artists make marks, drawing our attention</p>	<p>Batik/ textile design extension of the surface pattern unit to develop experience using a traditional method of fabric design.</p>
<p>LITERACY</p>	<p>Research, Talking about art, analysing art, evaluations</p>	<p>Evaluations and reflections. Talking about art.</p>	<p>Research, Talking about art, analysing art, Evaluations. discussion using the Superpower of looking.</p>	<p>key words associated with Batik. instructions</p>
<p>NUMERACY:</p>	<p>Understanding how translating shapes can relate to pattern making, understand symmetry and rotation within pattern making.</p>	<p>Revising language around 2D and 3D forms. Approximating, Understanding proportion</p>	<p>How artists use grids to help enlarge and scale their work.</p>	<p>Understanding of pattern and repeat - this builds on work completed earlier in y6</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist focus: William Morris, Michael Craig Martin, Kate Frances, Rachel Moore Surface pattern design as an interior design career option - working as a designer. Understanding design as part of everyday life.</p>	<p>Wellbeing, resilience, observations.</p>	<p>Artist focus: Sarah Graham, Wayne Tiebauld, Paul Cezanne, Picasso, Art as a representation of life. Historical understanding of Still life paintings.</p>	<p>Understanding of techniques used in fabric production across the world as it is used as a decorative technique and an art form</p>

<p>Year 7</p>	<p><u>Image and Identity - Portraiture</u> Building on previous drawing skills. further experimentation Developing observation skills and painting skills. Learning to capture mood and emotion. Revisiting colour theory. Art has its own vocabulary - shaped over time and space Artists use and abuse traditions</p>	<p><u>Fantastical Figures</u> Drawing, ceramics – thumb pots and coil technique, building on 3D design skills, Design, adaptation, ICT, digital photo manipulation Art has value in unequal measures Art is not fixed in meaning context is everything</p>	<p><u>Abstract Art</u> Drawing and painting, printmaking, experimental work, using layers and building up an image. Digital Animation Art has its own vocabulary - shaped over time and space Art is not fixed in meaning, context is everything</p>
<p>Extended Literacy opportunities:</p>	<p>Talking about art - the super power of looking. Inference and decoding of images. Analysing art. Pen portraits, artist research</p>	<p>Research into mythical and fantasy creatures in fiction and film/games. research into artists that create these types of images. Talking about arts, analysing images, imaginative writing - creating scenarios</p>	<p>Talking about art, working in teams and using discussion to develop ideas. Evaluating progress. Research</p>
<p>NUMERACY:</p>	<p>Understanding the proportions of the human face. measurement</p>	<p>Understanding proportion, balance and mass.</p>	<p>Use of shape, balance and measurement to create images. revisiting 2D shapes and their properties, possibly considering translation of shapes and tessellations</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist Focus: Picasso, Kahlo, Nielly, Jover, Hockney and others Developing perseverance, resilience, teamwork, problem solving skills. Developing respect for others, self expression and self esteem</p>	<p>Artist Focus: Ellen Jewett, Kate Clark, Scott Radke, Sharlena Wood, Charles Avery. Model making as part of games design and special effects in film and TV. Students work as designers. links to storyboard artists, model makers for film and TV. Links to London trip and WB studio tour visit.</p>	<p>Artist focus: Matisse, Kandinsky, Miro, Klee, Rothko, Hirst, Kusama, Gillian Ayres Working in partnership with others. problem solving and teamwork.</p>

<p>Year 8</p>	<p><u>Getting the message across - art for social action.</u></p> <p>Making art with a message for a reason. Research, digital art, Examining art that recognises and promotes people of influence. Creating art that expresses students' own views.</p> <p>Art Communicates in every sense.</p> <p>Art makes people powerful, for good and bad</p>	<p><u>Collage and Distortion - Surrealism</u></p> <p>Collage, painting, drawing, printmaking, photography. appropriation. digital art. Explore how artists use and misuse images created by others.</p> <p>Understand and explore how the surrealists created their work and develop that for a contemporary context.</p> <p>Art makes people powerful for good and bad.</p> <p>Art communicates in every sense</p> <p>Artist play with ideas, concepts and failure</p>	<p><u>Architecture.</u></p> <p>Drawing, mixed media, design, modelling, construction, collaboration, sculpture.</p> <p>Examining the work of artists who focus on both the illustration of architecture to those who create design for different living and working spaces. Examining historical and contemporary styles and approaches.</p> <p>Art communicates in every sense.</p> <p>Artists play with ideas, concepts and failure</p>	<p><u>Manga</u></p> <p>create manga inspired art, learning key techniques for drawing figures, faces and animals. create their own manga style cartoon.</p>
<p>Extended Literacy opportunities:</p>	<p>Researching people of influence, Using slogans, researching artists and analysing art. Talking about art. reflecting on progress and the process of making art and evaluating work.</p>	<p>Discussions - what is art? researching and developing ideas. Expressing opinions, learning key words. revising grammar and sentence structure for exquisite corpse game. Develop performance art.</p>	<p>research into artists/ architects. Discussion of ideas and collaboration. planning, reflection and evaluation of designs/ making.</p>	<p>Understand storyboards as used to create animated films. Make links to fiction studied in English lessons to capture their ideas.</p>
<p>NUMERACY:</p>	<p>Using proportions of the face to create imagery. accuracy of measurement and using ratio and proportion to develop work.</p>	<p>Measurement and accuracy during 3D work - construction. understanding balance, ratio and proportion</p>	<p>Understanding the structure of more complex nets used within architectural designs and use some of these within their work. Perspective and scale within urban painting and drawing.</p>	<p>understand proportions used in figure and facial drawing - specifically related to manga style art.</p>

<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist focus: Shepherd Fairey, Banksy, Hundertwasser, Brabara Kruger, Jenny Holzer, Picasso etc</p> <p>Understand that art can be used to convey a message and has been used throughout history as a tool to change society.</p>	<p>Artist focus: Dali, Destroy Rankin, Peter Blake, Hannah Hoch, Tomaselli etc</p> <p>Explore ideas of ownership in art. What are the ethics of using images created by other people. Develop ideas in groups and work together to realise intentions.</p>	<p>Artist focus: Zaha Hadid, Bjark Engles, Sunga Park, Frank Lloyd Wright, and others</p> <p>Explore architecture illustration as a graphic designer.</p> <p>explore the role of architect and architectural technician as careers choices.</p> <p>work collaboratively with others to realise intentions.</p>	<p>A range of Anime and Manga artist styles will be referenced.</p> <p>Links to illustration and animated film making as career opportunities.</p>
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