

# Hill View Primary School Art Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS have art available daily in Rosen classroom and the Den. Children are able to explore a range of art resources and create a variety of pictures/paintings/collages and 3D sculptures.</p> <p><b>Expressive Arts and Design (Exploring and Using Media and Materials)</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Expressive Arts and Design (Being Imaginative)</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Blossoming Butterflies</b> <b>Artist study</b> – Monet, Van Gogh, Kusuma</p> <p><b>Skills</b> - Explore and discuss the class artist and some of their work to create a class door label showing the class name and work by the class artist.</p> <p>Paint proud faces as a self-portrait using colour mixing to display with our learning charter.</p> <p><b>Final Piece</b> - Create butterflies in the style of the class artist.</p> <p><b>The Gruffalo</b> <b>Artist:</b> Andy Goldsworthy</p> <p><b>Final piece:</b> Natural art inspired by Andy Goldsworthy.</p> <p><b>Fire Fire!</b> <b>Artist Study</b> – Christopher Wren (Architect)</p> <p><b>Skills</b> - Explore the differences between hot and cold colours and experiment with mixing colours.</p> <p>Explore different materials that also represent hot and cold colours (eg. Paper, tissue, cloth)</p> <p>Create a colour wheel showing hot and cold colours.</p> <p>Experiment with pastel and paint to create a background for the fire.</p> <p><b>Final Piece</b> - Create a silhouetted sky-line during the fire.</p> <p><b>The Extraordinary Gardener</b> <b>Artist Study</b> – Pieter Wagemans</p> <p><b>Skills</b> - Experiment with water colour paint, pencil crayons, and pastels to create a picture and determine which medium is most effective.</p> <p><b>Final Piece</b> - Create a picture of your plant from close observation and evaluate using criteria of line, texture and pattern.</p> <p>Improve picture, complete and present as art work for 'Year 1's Extraordinary Garden'</p>	<p><b>Historic Heroes</b> Research real life medals for inspiration.</p> <p><b>Skills</b> – Using clay to create simple patterns and textures.</p> <p><b>Skills</b> – Clay manipulation and tool use.</p> <p><b>Final Piece</b> – Create and paint a clay medal based on work from the Historic Heroes project.</p> <p><b>Unsinkable</b> <b>Artist study</b> – Richard Nowak (impressionism)</p> <p>Compare and contrast a range of artist's portrayals of the Titanic to see how these are represented using colour, line and tone.</p> <p><b>Skills</b> - Experiment with primary watercolours to create different shades of the same colour that you would want to use in a Titanic scene.</p> <p>Discuss how artists use colour to convey feelings and emotions, and on a palette, label colours that reflect known feelings.</p> <p>Create a pencil drawing of the Titanic from close observation of photographs and paintings representing the ship accurately.</p> <p><b>Final Piece</b> - Create a watercolour painting recording the Titanic ship at some point of the journey using techniques and skills of a watercolour artist.</p> <p><b>Destination Unknown</b> <b>Artist study</b> - Pointillism</p> <p><b>Skills</b> – Explore pointillism using paints or permanent markers</p> <p>Explore printing by using a range of tools to create different patterns (eg. Potatoes, brushes, pens, pegs...)</p> <p><b>Final Piece</b> - Design and create a piece of art linking to one of the 7 wonders of the world finishing their design with point work and permanent markers.</p>	<p><b>Keys to the Castle</b> <b>Artist Study</b> – Kevin Williamson</p> <p><b>Skills</b> – Using oil pastels and techniques such as blending, stippling, shading etc.</p> <p><b>Skills</b> – Observational sketching techniques using sketching pencils.</p> <p>Shape study – how to focus in on details as well as proportion of the pictures.</p> <p><b>Final Piece</b> – Produce a sketch study of Corfe Castle using a range of techniques and oil pastels.</p> <p><b>Lost in Time</b> <b>Artist Study</b> – Pablo Picasso (Cubism)</p> <p><b>Skills</b> - Explore pastel, charcoal and chalk in white. Portrait drawings from the front and the side view.</p> <p><b>Final Piece</b> – Cubist style portraits of Stig of the Dump. (One chalk, one charcoal, then put them together)</p> <p><b>Dragon Days</b> <b>Artist study</b> – Margaret Keane/ Rene Magritte (Surrealism)</p> <p><b>Skills</b> – Water colour designing eyes.</p> <p>Explore acrylic paint, brush control and techniques.</p> <p>Primary vs secondary colour wheel.</p> <p><b>Final piece</b> - To create a clay dragon style eye, focusing on patterns, slip casting and moulding.</p>	<p><b>What's that sound?</b> <b>Artist Study</b> – Roy Lichtenstein (Pop art)</p> <p><b>Skills</b> – Colour mixing, starting to explore and make tertiary colours on a colour wheel.</p> <p>Onomatopoeias in the style of pop art.</p> <p>Explore different shapes and fonts using the selected material.</p> <p><b>Final piece</b> – Roy style pop art based on the theme of the project.</p> <p><b>Land of Fire and Ice</b> <b>Artist study</b> – Mary Kiczenski</p> <p><b>Skills</b> – Exploring oil pastels/water colours with a range of techniques.</p> <p>Studying and sketching silhouettes.</p> <p>Colour mixing, starting to explore and make tertiary colours on a colour wheel.</p> <p><b>Final piece</b> - Create pieces of artwork representing the Northern lights, selecting from pastels, water colour pencils and pen and ink and a wash (paint or marbling). Silhouettes, focus on foreground and background and blending.</p> <p><b>Romans Rule</b> <b>Artist study</b> – Roman style sculptures</p> <p><b>Skills</b> – Recap colours from first project.</p> <p>Moulding, slip casting and pattern techniques when working with clay.</p> <p>Plan and design a Roman bust.</p> <p><b>Final piece</b> – Create a roman bust inspired by Roman culture.</p>	<p><b>Discrete Art</b> <b>Artist Study</b> – David Hockney (photographer) – link to cubism.</p> <p><b>Skills</b> - Experiment with continuing line and tone on a black and white picture.</p> <p>Explore cubist art and perspectives.</p> <p>Take photos of each other from different perspectives and fit them together into a piece of artwork.</p> <p><b>Final piece</b> - Complete a self-portrait using sketching pencils, based on a close up photograph by matching the tone, line and pattern, inspired by cubism.</p> <p><b>My Many Coloured Days</b> <b>Artist study</b> – Elizabeth Murray, Kandinsky (abstract)</p> <p><b>Skills</b> - Experiment with shade, tone, blending, form and other techniques creating drawings of objects, ready to apply their skills to their own piece of abstract art.</p> <p>Create a colour strip of shade, starting with either a primary or secondary colour and gradually adding white to change the shade each time to be create a piece of art work in the style of Wassily Kandinsky.</p> <p>Experiment with colour wash, swirling, mixing, splattering to create effect backgrounds and practice the technique.</p> <p>Experiment with paint brush sizes and techniques, to begin linking brush strokes to emotions – fast line/slow lines etc.</p> <p><b>Final Piece</b> - Create their final abstract composition for display.</p> <p><b>Out of this World</b> <b>Sculpture</b> – Metal wire sculptures of aliens.</p> <p>Sculptor study of different sculptures made out of wire.</p> <p>Design an alien figure with links to the project.</p> <p><b>Final piece:</b> Create a basic figure out of wire, using tissue paper and wire to add extra details to create the aliens.</p>	<p><b>Mr Nobody</b> <b>Skills</b> – Explore using sketching pencils and ink pens to create a range of patterns</p> <p>Explore sketching feathers in detail, thinking about proportions and close observation techniques.</p> <p><b>Final piece</b> – Create a detailed observational drawing of an owl using a mix of pencil and ink pens.</p> <p><b>Where in the World</b> <b>Artist study</b> – Dina Farris Appel (realism)</p> <p><b>Skills</b> - Compare and contrast different artists representations of rainforest plants and animals exploring the colours and shapes used.</p> <p>Explore observational drawing to create a representation of rainforest plants or animals – focus on detail and texture.</p> <p><b>Final piece</b> - Create a representation of rainforest animals and plants using pastels, bold shapes and contrasting colours.</p> <p><b>How Civilised?</b> <b>Artist study</b> – Greek style art (link with pop art) Romero Britto</p> <p><b>Skills</b> – Pop art style drawings and exploring techniques</p> <p>Exploring printing and ink.</p> <p><b>Final Piece</b> – Create a greek piece of art using pop art styles and techniques.</p>
	<p><b>Key artists and movements to be covered:</b></p> <p><b>Fire Fire!</b> English Architect – Christopher Wren. His work to be studied alongside the oil pastel scenes.</p> <p><b>The Extraordinary Gardener</b> <b>Movement: Realism</b> Focus artist – Pieter Wagemans (Belgian)</p>	<p><b>Historic Heroes</b> <b>Sculpture</b></p> <p><b>Unsinkable</b> <b>Movement – Impressionism</b> Artist – Richard Nowak (American)</p> <p><b>Destination Unknown</b> <b>Movement – Pointillism</b></p>	<p><b>Books Glorious Books</b> Local artist – Kevin Williamson (English)</p> <p><b>Lost in Time</b> <b>Movement – Cubism</b> Artist – Pablo Picasso</p> <p><b>Dragon Days</b> <b>Movement – Surrealism</b> Artist – Margaret Keane (American), Rene Magritte (Belgian)</p>	<p><b>What's that sound?</b> <b>Movement – Pop Art</b> Artist – Roy Lichtenstein (American)</p> <p><b>Land of Fire and Ice</b> Photographer – Mary Kiczenski (American)</p> <p><b>Romans Rule</b> Roman style busts inspired by Roman sculptures.</p>	<p><b>Face to Face</b> <b>Movement – Cubism</b> Photographer – David Hockney (English)</p> <p><b>My Many Coloured Days</b> <b>Movement – Abstract (with links to expressionism)</b> Artist – Elizabeth Murray (American), Kandinsky (Russian)</p> <p><b>Out of this world</b> Sculpture study</p>	<p><b>Mr Nobody</b> <b>Movement</b></p> <p><b>How Civilised?</b> <b>Movement – Pop Art</b> Artist – Romero Britto (Brazilian)</p> <p><b>Where in the world?</b> <b>Movement – Realism</b> Artist - Dina Farris Appel (American)</p>
<p><b>Key Vocabulary to be covered:</b></p> <p><b>General Vocab:</b> Stippling Scumbling Hatching Cross-hatching Blending Smudging Sgraffito</p> <p>Line Colour Tone Shade Depth Mood Shape</p>	<p>Impressionism Brushwork Colour Light Hot Cold Tone Shade Mural Compare Contrast Observation Mark making Pointillism Stippling Observation</p>	<p>Illustrate Image Sketch Image Draw Line Colour Blending Smudging Portrait Side-profile Perspectives Cubism Surrealism Moulding Slip casting Brush control Techniques Primary Secondary Pattern</p>	<p>Illustrate Sketch Image Edit Portrait Sketch Observation Tertiary Sketching Techniques Silhouettes Mixing Acrylic Oil pastels Mosaic Culture Resin Cubism Pop Art</p>	<p>Cubism Shape Photography Portrait Sketch Observation Perspective Line Tone Shade Highlights Gradual Colour wash Techniques Composition Abstract Metal Materials Wire Pliers</p>	<p>Pop art Print Designing Pattern Repeat Reflect Realism Observation Detail Texture Shadows Highlights Polystyrene</p>	

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<b>Disciplinary Knowledge</b>	<b>Drawing</b> I can use a variety of drawings tools etc. include charcoal and felt tips. I can observe anatomy and draw accurate drawings of people.	<b>Drawing</b> I can experiment with a variety of tools and surfaces. I can draw in a range of ways and record experiences and feelings. I can look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.	<b>Drawing</b> I can experiment with the potential of various pencils (2B - HB) to show tone, texture etc. I can observe of objects in both the natural and man-made world. I can add more detail to drawings of people – particularly faces looking closely at where feature and the detail they have.	<b>Drawing</b> I can identify and draw the effect of light and shadow on a surface, on objects and people. I can show more accurate drawings of people, building on their work on facial features to include proportion, placement and shape of body. I can generate drawings on a computer. I can draw from direction.	<b>Drawing</b> I can observe and use a variety of techniques to show the effect of light e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. I can look at the effect of light on an object from different directions. I can use a variety of techniques to interpret the texture of a surface. I can produce increasingly detailed preparatory sketches for painting and other work. I can independently select materials and techniques to use to create a specific outcome.	<b>Drawing</b> I can observe and use a variety of techniques to show the effect of light e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. I can look at the effect of light on an object from different directions. I can use a variety of techniques to interpret the texture of a surface. I can produce increasingly detailed preparatory sketches for painting and other work. I can independently select materials and techniques to use to create a specific outcome.
	<b>Colour</b> I know the names of all the colours. I can begin to mix colours to make new colours. I can recognise variations of colour – turquoise, light blue, dark blue. I can use language to evaluate colour– light/dark etc.	<b>Colour</b> I can begin to describe colours by objects – ‘raspberry pink, sunshine yellow’. I can make as many tones of one colour as possible using primary colours and white. I can darken colours without using black. I can mix colours to match those of the natural world – colours that might have a less defined name.	<b>Colour</b> I can make colour wheels to show primary and secondary colours. I can use different types of brushes for specific purposes. I can begin to apply colour using dotting, scratching, splashing to imitate an artist. I can show control over coloured dots, so tone and shading is evident. I can explore colour mixing through overlapping colour prints deliberately.	<b>Colour</b> I can make the colours shown on a tertiary colour chart. I can mix and match colours to those in a work of art. I can work with one colour against a variety of backgrounds. I can observe colours on hands and faces - mix flesh colours. I can advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. I can use colour to reflect mood (Matisse).	<b>Colour</b> I can control and experiment using particular qualities of tone, shades, hue and mood. I can explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. I can consider colour for purposes. I can use colour to express moods and feelings. I can explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. I can identify suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.	<b>Colour</b> I can control and experiment using particular qualities of tone, shades, hue and mood. I can explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. I can consider colour for purposes. I can use colour to express moods and feelings. I can explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint. I can identify suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.
	<b>Texture and Collage</b> Exploring colour, using paper and material. I can sort according to specific qualities, e.g. warm, cold, shiny, smooth etc.	<b>Texture and Collage</b> I can develop skills of overlapping and overlaying to create effects. I can use various collage materials to make a specific picture. I can use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.	<b>Texture and Collage</b> I can show awareness of the nature of materials and surfaces – fragile, tough, and durable.  I can use smaller eyed needles and finer threads.	<b>Texture and Collage</b> I can use a wider variety of stitches to ‘draw’ with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. I can start to place more emphasis on observation and design of textural art. I can experiment with creating mood, feeling, movement and areas of interest. I can look, explore fabrics from other countries, and discuss.	<b>Texture and Collage</b> I can select and use materials to achieve a specific outcome. I can embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.  I can consider methods of making fabric.	<b>Texture and Collage</b> I can develop my experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.  I can apply knowledge of different techniques to express feelings.
	<b>Sculpture</b>	<b>Sculpture</b> I can construct from found junk materials. I can begin to make simple thoughts about own work and that of other architects.	<b>Sculpture</b> Have an understanding of different adhesives and methods of construction	<b>Sculpture</b> I can explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc.	<b>Sculpture</b> I can discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)	<b>Sculpture</b> I can discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)
	<b>Pattern and Printing</b> Look at patterns and symmetry when printing with paint.	<b>Printing and Pattern</b> I can replicate patterns and textures in a 3-D form. I can use printmaking as a means of drawing. I can create order, symmetry, and irregularity. I can extend repeating patterns - overlapping, using two contrasting colours etc. I can print with a growing range of objects, including manmade and natural printing tools. I can experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.	<b>Printing and Pattern</b> I can use and show both relief and impressed printing processes. I can search for patterns around us in world, pictures, and objects. I can use the environment and other sources to make own patterns, printing, rubbing. I can make patterns on a range of surfaces, in clay, dough, on fabric, paper, and chalk on playground.	<b>Printing and Pattern</b> I can consider different types of mark making to make patterns. I can explore a range of artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art.	<b>Printing and Pattern</b> I can combine prints taken from different objects to produce an end piece. I can experiment with ideas, to plan in sketchbook. I can produce pictorial and patterned prints. I can design prints for fabrics, book covers and wallpaper. I can make connections between own work and patterns in their local environment (e.g. curtains, wallpaper). I can organise own patterns and use shape to create patterns. I can create my own abstract pattern I can create a pattern that reflects personal experiences and expression. I can create a pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.	<b>Printing and Pattern</b> I can recreate a scene remembered, observed or imagined, through collage printing. I can explore printing techniques using by various artists. I can organise own patterns and use shape to create patterns. I can create my own abstract pattern I can create a pattern that reflects personal experiences and expression. I can create a pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc
<b>Substantive Knowledge</b>	<b>Line</b> I can explore with different textures and experiment by making marks.	<b>Line</b> I can sketch to make quick records of something.	<b>Line</b> I can make initial sketches as a preparation for painting and other work.	<b>Line</b> I can make initial sketches as a preparation for painting and other work.	<b>Line</b> I can build up drawings and images of whole or parts of items using various techniques	
	<b>Shape</b> I can sketch objects in both the natural and man-made world.	<b>Shape</b> I can discuss regular and irregular and explain what it means.	<b>Shape</b> I can observe and draw simple shapes. I can draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.	<b>Shape</b> Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/klee)	<b>Shape</b> I can draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.	
	<b>Form</b> I can use both hands and tools to build. I can use materials to make known objects for a purpose, i.e. puppet. I can begin to carve into media using tools.	<b>Form</b> I can show my awareness of natural and man-made forms and environments. I can express personal experiences and ideas in work I can use a range of decorative techniques: applied, impressed, painted, etc. I can use a range of tools for shaping, mark making, etc. I can identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.	<b>Form</b> I can use equipment and media with increasing confidence. I can construct, shape, form and model with increasing confidence. I can show an understanding of different adhesives and methods of construction. I can start recording ideas in a sketchbook.	<b>Form</b> I can consider light and shadow, space and size. I can plan and develop ideas in sketchbook and make informed choices about media.	<b>Form</b> I can shape, form, model and join with confidence. I can produce more intricate patterns and textures. I can work directly from observation or imagination with confidence. I can take into account the properties of media being used. I can develop ideas in a sketchbook and make informed choices about media.	<b>Form</b> I can use a sketchbook to inform, plan and develop ideas. I can shape, form, model and join with confidence. I can produce more intricate patterns and textures. I can work directly from observation or imagination with confidence. I can take into account the properties of media being used. I can record ideas in a sketchbook and make informed choices about media and artists.

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	<b>Space</b>	<b>Space</b> Begin to have some thought towards size	<b>Space</b> Begin to develop some thought towards size	<b>Space</b> I can show scale and proportion in my drawings.	<b>Space</b> I can show scale and proportion in my drawings.	<b>Space</b> I can show scale and proportion in my drawings.