Werneth Primary School Curriculum Synopsis for Art and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Within EYFS children work purposefully responding to colours, shapes and materials to create simple representations of people and other things. Children need to be provided with resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. Children will also use their skills to explore concepts and ideas through their representations. Children will have access to repeated and varied opportunities to explore arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence and to share their creations, explaining the process they have used.**					
Nursery	In Nursery, the children will develop their Art and Design knowledge and skills, focussing on the following objectives: ● Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. ● Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. ● Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. ● Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. ● Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.					
	Giuseppe Arcimboldo **Vegetable portraits** Children will look at examples of the artist's work. They will identify the different parts of their face- eyes, nose etc. Chn will explore a variety of fruits and vegetables. Different shapes, size and colors. They will use these to create their own self portraits. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details	**Jackson Pollock** **Painting Autumn rhythm, Summer time** Splat Painting to represent movement and sound Children will create splat painting on different sized scales e.g. entire walls, table covers, variety of paper sizes. They will use cotton balls, paintbrushes, pom poms to create their srt pieces. They will explore the sounds that they make. Children will mix colours to create their desired pictures. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.	**Wassily Kandinsky** **Colour Study** **(colour mixing and shape)** The work of Kandinsky will also be an opportunity for children to explore colour and to develop their colour mixing skills. Other artwork that children will be creating this half term includes: Making aliens through collage Children will be encouraged to share their creations, explaining the process they have used and work collaboratively, sharing ideas, resources and skills. They will piece together different shapes, sizes, coloured pieces of resources to replicate pieces of artwork. They will then cut out their own shapes and piece these together to create their own pictures.	**Georges Surat** **Pointillism** **Composition Number 3** **Broadway Boogie Woogie** Create closed shapes with continuous lines, and begin to use these shapes to represent objects Explore colour and colour-mixing. Children will use the lines, squares and rectangles to create their own pictures. They will identify the different primary colours. They will then place black lines and strips into their own shapes, painting in each section. These will be used to create their own Easter cards.	**Gustav Klimt** **The Tree of Life** **Sunflowers** Linking in with the topic of 'Growth', children will also study the work of the Gustav Klimt and create work in a similar style They will begin to create their own observational drawings. They will collage natural items to create their own artwork e.g. sunflower seeds, poppy seeds, leaves, petals. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details Revisit and recall- Henri Matisse- The Snail	**Henri Rousseau** **Tiger in a Tropical Storm (Surprised!)** **1891** Stamping, organising pictures of wild animals who live in the jungle. They will then draw their own animals. These will be photocopied for children to organise and print their own pictures. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
Reception	During our 'All About Me' topic children will start to draw with increasing complexity and detail, such as representing a face with a circle and including details. They will show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. To help develop their skills and to gain an appreciation of different artist styles children will study the work of: **Artist** Picasso Self-Portraits Children will then create their own self-portraits which will be displayed in the Classroom Gallery. During the Autumn and Spring terms children will be encouraged to plan their work and to independently choose the right resources.	During our 'Songs, Stories and Celebrations' topic children will create artwork using a variety of techniques such as printing, pointillism and exploring patterns. Examples of the artwork that the children will create include: ● Elephant handprints ● Rangoli Patterns ● Footprint Reindeer ● Handprint Wreath To help develop their skills and to gain an appreciation of different artist styles children will study the work of: **Artist** Yayoi Kusama Yellow Pumpkin (pointillism)	During our 'Under the Sea' topic children will create artwork by using collage techniques. Examples of the artwork that the children will create include: Collage sea creatures from the story Billy's Bucket. To help develop their skills and to gain an appreciation of different artist styles children will study the work of: **Artist** Paul Klee Around the fish Fish magic (etching) Children will create their own piece of 'fish magic' artwork that will be displayed in the classroom.	During our 'Into Space topic children will use drawing to represent ideas like movement or loud noises. Children will learn about the following artist and use his work as inspiration for their own creations: **Artist** Lucien Rudaux and David A Hardy Colour Study Children will take photographs of different colours and textures and collage and arrange these to create images of of different planets. Use images to create their own planets.	During our 'Growth' topic children will focus on drawing still life objects from the world around us: plants, perspective, size Linking in with the topic of 'Growth', children will also study the work of the following artist and create work in a similar style: **Artist** Georgie OKeefe Flowers (painting and collage) Children will create paintings using water colours and oil. The will draw and paint observational drawings of plants Children will be able to safely use and explore a variety of materials, tools and	During our 'Wild Things' topic children will return to and build on their previous learning, refining ideas and developing their ability to represent them. Examples of the artwork that the children will create include: Painting/collaging woodland creatures - fox, mouse, owl Creating a woodland scene. Children will learn about the following artist and use his work as inspiration for their own creations: **Artist** Frank Palson- woodland style art Children will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function as well as share their creations, explaining the process they have used.

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	Children will also be shown how to use one-handed tools and equipment, for example, making snips in paper with scissors and developing a comfortable grip with good control when holding pens and pencils.	Children will create their own piece of 'pumpkin' artwork that will be displayed in the classroom.			techniques, experimenting with colour, design, texture, form and function as well as share their creations, explaining the process they have used.	
Year 1		**Art Focus - Autumn Leaves** In this unit, children study the techniques of printing and digital media. The artist they study is William Morris. The specific knowledge and skills children should learn is to know how to create a repeated pattern in print and to be able to ask questions about a piece of art. Children should experience printing with natural materials such as leaves, using their awareness of autumn colours.		**Art Focus - Hot and cold colours** The outcome of this unit is for children to produce their own 'hot and cold' picture. In this unit, children study the techniques of painting with different colours as well as digital media. The artist they study is Piet Mondrian. The specific knowledge and skills the children should learn is to know what is meant by hot and cold colours, have awareness of different colours in the environment, know all of the primary colours. Children should experience mixing powder paints in pallets using thick and thin brushes and be taught how to mix paint using the school agreed system.	**Art Focus - Drawing** In this unit, children will focus on the technique of drawing, specifically continuous line drawing. The artist they study is Wassily Kandinsky. The specific knowledge and skills children should learn is to know how to create repeated patterns within defined areas. Children should be introduced to three specific pencils 8B, 4B and HB. Children should also experience working with felt pens and charcoal so that they develop their knowledge of a range of media which can be used to create different outcomes within drawing.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	**Art Focus - Create a piece of artwork based on The Great Fire of London** In this unit, children will focus on the technique of collage and how to create 3D techniques within art. The artist they study is Van Gogh. The specific knowledge and skills children should learn is to suggest how artists would have used colour, pattern and shape and to know how to create a piece of art using 3D materials. Children will use view finders to focus on specific parts of an artefact and to suggest how an artist has used colour, pattern and shape. Children should use wool to recreate the smoke-filled sky in the manner that Van Gogh used for 'Starry Night'.		**Art Focus - How can London be represented in Art?** In this unit, children focus on the technique of printing building on their knowledge and skills of printing from Year 1 in the unit of Autumn Leaves. Children will study the artists Christopher Wren and Renzo Piano. The specific knowledge and skills children should learn is to use line printing technique to capture London's famous buildings and set them out against a London skyline as well as learning how to create a piece of art in response to a well-known artist. Children should use polystyrene printing using line to create their images ready for printing.		**Art Focus - Art beyond living memory** In this unit, children will focus on the technique of drawing which will build on their knowledge of drawing from Year 1 by ensuring they know how to choose and use three different grades of pencil appropriately. The artist they will study is LS Lowry. The specific knowledge and skills children should learn is to know how to use charcoal and pencil to create art. Children should use Lowry's work to help develop their drawing skills. In some cases, they could focus on a smaller part of his work to create their own. They should also continue with the use of 8B, 4B and HB pencils as well as exploring their technique with charcoal.	
Year 3			**Art Focus - Watercolour. How have artists captured the majesty of our rivers?** In this unit, children will be introduced to watercolours. The artist they study is John Constable. The key knowledge and skills children learn in to know how to use sketchbooks to experiment with different textures, use photographs to help create reflections, to know how to create a background using a wash, to know how to use range of brushes to create different effects in paint and to experiment with styles used by other artists as well as knowing how different artists have developed their specific techniques. Children should be introduced to watercolour through examples on the internet and it is important that children use watercolour paper and watercolour paints from the beginning. Children will be taught how to be patient and allow different	**Art Focus - Creating Greek pottery with a focus on the Olympic Games.** In this unit, children will focus on the media of clay and how to create coiled pots. They will study a range of ancient Greek artists. The key knowledge and skills children should learn is to know how to sculpt clay, how to create coiled pot and know how to handle and apply acrylic paint. Children should be taught to join clay and allow sufficient time for clay to dry before attempting subsequent artwork. They should also be taught how to work with clay without creating unnecessary mess. The pots will be decorated taking the theme of the Olympic games using acrylic paint.		**Art Focus - Pencil work. Close observation drawing using viewfinders with fruits and vegetables** In this unit, children will develop their technique of drawing building on the knowledge and skills learnt in Year 1 and Year 2 by expanding their pencil use to include 4H and 3B. The artist they study is Giuseppe Arcimboldo. The key knowledge and skills children should learn is to know how to use different grades of pencils to show different tone and texture and to know how to use viewfinders to focus on specific areas to create greater detail. Children should experience drawing fruit and vegetables capturing line and tone and repeated pattern. Children should start with pencil and move on to using pastels, charcoal and chalk. Much of their work should happen in sketchbooks before moving towards an end point so they can develop their ideas.

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			applications of paint to dry before adding further detail.			
Year 4			**Art Focus - Japanese artists depicting tsunami.** In this unit, children will develop the technique of painting using the skills already introduced through the watercolour work in Year 3. The artist they study is Katsushika Hokusai. The key knowledge and skills the children should learn is to know how to use sketchbooks to experiment with different textures, to know how to use mark and lines to show texture in art, to know how to use line, tone, shape and colour to represent forms and movement, to look at and discuss patterns in painting and to begin to understand tonal composition. Having studied the tsunami during the previous half term, children will consider the work of Japanese artists to see how they represented tsunamis and they will use paint taking account of the work they have previously done on watercolour to create their own images.		**Art Focus - Environmental Art using materials collected from the immediate area.** In this unit, children will focus on 3D and sculpture using a collection of natural resources from the environment including rocks, stones and branches. The artist they study is Andy Goldsworthy. The key knowledge and skills children should learn include knowing how to experiment with styles used by other artists, knowing how different artists develop specific techniques, to know how to use the environment as a starting point for creating your own art, to understand the potential qualities of construction materials as a means of problem solving and to use sketchbooks as a visual diary. Children will collect a range of materials from a given environment to create their own sculptures and should take photographs of their end product before returning the materials to their original place. The end product could be a collection of the photographs taken.	**Art Focus - Creating clay faces depicting Victorian factory workers.** In the unit, children will build on their knowledge of 3D and sculpture from the previous unit as well as building on their knowledge from Year 3 of working with clay. The artist they study is Elizabeth Catlett. The key knowledge and skills children should learn include using sketchbooks to create facial expressions, knowing how to show facial expressions and body language in sketches and paintings and to know how to work clay from a ball to include features of human faces. Children will use images of Victorian factory workers and portraits to inspire their work. They will use their sketchbooks to capture the expressions which depict hardship and represent the suffering of the workers in the faces that they create in clay.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5			**Art Focus - Still life** In this unit, children will focus on still life using the technique of painting. The artist they study is Paul Cezanne. The key knowledge and skills children should learn include experimenting with shading to create mood and feeling, experimenting by using marks and lines to produce texture, knowing how to organise line, tone, shape and colour to represent still life, how to use a sketchbook as an effective learning log and to know how to create accurate tonal matching in painting. Children should experience looking at a plate of fruit set up as still life and experiment by sitting in different places to capture different images. Sketchbooks will show how the children have developed their ability to tone and shade to improve their drawing.		**Art Focus - Art associated with ancient Islamic Civilisations** In this unit, children will focus on a variety of techniques including repeated pattern, drawing and digital media. They will look at a range of ancient Islamic artwork and artists. The key knowledge and skills children should learn include knowing how to create visually stimulating sketchbook pages independently, how to use their sketchbook as an effective learning log, how to use a digital package to create repetitive patterns from original designs, to know how to consider the use of colour linked to the main theme associated with pattern and how to recognise the use of warm and cool colours within repetitive pattern. Children will research ancient Islamic art and link it to modern Islamic art as well as consider where they see examples of Islamic art in their lives today. Children should use their sketchbooks to experiment with repetitive patterns then use IT packages to develop their own ideas.	**Art Focus - Rainforests and large scale plant prints** In this unit, children will focus on the technique of press printing on a large scale. This builds on their knowledge of printing from KS1 as they have more ownership over the designs and carry it out on a larger scale. The artist they study is Henri Rousseaux. Children start by using sketchbooks to represent different types of leaves found in the rainforest and then use these leaves to create repetitive printing. Children look at the work of Henri Rousseaux to inspire their own end point. The key knowledge and skills children should learn include how to use their sketchbook as an effective learning log, how to create an accurate print design following a given criteria and how to add detail to an original print to create a greater effect.
Year 6	**Art Focus - Using clay to create a montage of historic Oldham** In this unit, children learn more about the technique of rolling clay building on from their clay work in Year 3 and Year 4. They learn how to roll clay to create different images of historic Oldham (e.g. mills, statues and memorials). The architect they study is Philip Sidney Stott. The key knowledge and skills children will learn include knowing how to roll clay, how to join two pieces of clay, how to create sculpture using clay by joining and adding certain techniques, how to keep their working area clean whilst using clay and how to use sketchbooks to record their ideas and the stage by stage development of their end piece. Children could research the work of different artists who use clay and consider how this would change their own design. The final outcome is to create a class mural showing Oldham's history with all the children's work being displayed. This is displayed as a final mural in a prominent place within the school for the whole of the academic year.		**Art Focus - South American Inspired** In this unit, children will use drawing to create a symbolic piece of art linked to Brazil. Children will use their knowledge of Brazil to create a motif or contemporary art representing the country. The artist they study is Banksy. The key knowledge and skills children should learn is to recognise that art comes in different forms, to discuss and consider the merits of artists who do not follow conventional lines, to use sketchbooks to record different ideas then discuss these ideas with their peers before reaching final decisions and to be able to create a symbolic piece of art that represents a given subject.			**Art Focus - Acrylic Paint** In this unit, children will develop the technique of painting with acrylic paint. Starting from close observation, sketches and moving to a final piece of acrylic paint with use of spatula displayed on a stretched frame. The artist they study is Georgia O'Keefe. The key knowledge and skills children should learn include knowing how to apply acrylic paint onto canvas using a spatula, developing a piece of artwork by starting with sketches and using sketchbooks to experiment with ideas, appreciate the work of a given artist and use some of their techniques within their own work.

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		Children should be allowed to experiment by researching first then be given freedom to make choices about the most appropriate media to be used for example pencils, pastels, chalks or paint.			The aim is for children to end their primary school with an exceptional piece of artwork which has taken time for them to develop and which they are exceptionally proud of.

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