





## Art Curriculum

Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Wrens</p>  <p>Expressive Arts &amp; Design</p>	<p><b>All About Me</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Paintings of my holiday</li> <li>• Making skeletons using art straws</li> <li>• Transient art- create faces/people using loose parts</li> <li>• Collect sticks from outside to create own Stickman</li> <li>• Use loose parts to create owls with for Owl Babies</li> <li>• Draw/paint and use collage to create faces/themselves</li> </ul> <p>Artist - Self -portrait - Van Gogh- paint own self portraits</p> <p>Big Enquiry Question- I wonder what makes me me?</p>	<p><b>Houses and Homes</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Making houses using different construction and loose parts</li> <li>• Create 2D house shape pictures</li> <li>• Observational drawings of their own house from a photo and of houses we can see from the school and of a tree in autumn</li> <li>• Autumn paintings/drawings- go outside and sketch trees, looking at the colours of autumn.</li> <li>• Create leaf collages printing with leaves and autumn colours- explore what colours we can see find our environment and colour mix to replicate these shades</li> <li>• Role play-use key stories – Three Little Pigs, Town Mouse and Country Mouse, A Squash and a Squeeze for children to act out and recreate with props</li> <li>• World nursery rhyme week- focus on this event for activities relating to this years rhymes</li> </ul> <p>Artist- Van Gogh- the Bedroom- create drawings and paintings of their own bedrooms</p> <p>Big Enquiry Question- I wonder where people live?</p>	<p><b>Castles and Characters</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Role play-castle- invent own narratives and characters for storytelling as well as retell key stories from our literacy sessions- Jack and the Beanstalk, Cinderella etc</li> <li>• Create models of castles using different construction and explore the features they have</li> <li>• Make shields from cardboard &amp; look at heraldic symbols for different families.</li> <li>• Draw/paint castles</li> <li>• Winter paintings/drawings- go outside and sketch winter trees, create paintings of winter scenes using winter colours</li> <li>• Transient art- create castles using loose parts- 2D and 3D shapes</li> <li>• Explore printing - use colour mixing and use different media to create dragon scales with- bubble wrap, cotton reels etc</li> </ul> <p>Artist - Paul Klee- Castles and Sun. Use triangles and rectangles to create own pictures in his style- Use ICT programme to create with</p> <p>Big Enquiry Question- I wonder what life was like in the past?</p>	<p><b>Dinosaurs</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Look at a variety of fossils &amp; make a print/3D model using salt dough</li> <li>• Explore printing using different media to create fossils</li> <li>• Dinosaurs &amp; camouflage- Make a landscape in a carton- trees, swamp, open ground etc.</li> <li>• Make a book which opens like a cracked egg- What is inside?</li> <li>• Observational drawings of dinosaurs from books</li> <li>• Spring drawings- go outside and sketch trees, to add to our longitudinal study</li> <li>• Role play-use key stories – Harry and the dinosaurs etc for children to act out and recreate with props, plus create own around dinosaurs and dinosaur discovery</li> </ul> <p>Big Enquiry Question- I wonder if it really happened?</p>	<p><b>Transport</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Transient art- use 2 and 3D shapes to create different vehicles</li> <li>• Role play- use props and storymaps to act out key stories- Whatever Next, The Train Ride, We're going on a bear hunt, The Gingerbread Man, Handa's Surprise and What the Ladybird heard</li> <li>• Use collage materials to create sensory story of We're going on a bear hunt</li> </ul> <p>Big Enquiry Question- I wonder where we go and how we get there?</p>	<p><b>Change</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Summer tree drawings- go outside and sketch trees, to add to our longitudinal study- how has the tree changed over the seasons?</li> <li>• Look at what flowers grow around the school and use them to create natural vases</li> <li>• Look at colours in our natural environment and explore making collages of different shades of the same colour things we find- how is this different to the ones we did in the autumn with leaves?</li> <li>• Role play- act out key stories- The Very Hungry Caterpillar</li> <li>• Art related to Global Awareness focus- explore the art relating to the country chosen this year and recreate our own in the same style</li> </ul> <p>Art focus- Colour. Artist- Kandinsky. Explore colour mixing and create own concentric circles mixing different colours. Use natural materials outside to create concentric circles with</p> <p>Big Enquiry Question- I wonder what change looks like?</p>

## Art Curriculum

<p>Kites Kestrels</p> 	<p><u>Art</u> <b>London</b> <b>Artist: Sir Christopher Wren</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Study the work of Sir Christopher Wren</li> <li>• Experiment with and refine the elements of shape, line and colour</li> <li>• Paint a colour mixed horizon</li> <li>• Make a polystyrene printing tile</li> <li>• Follow the process of printing to create a London Cityscape</li> <li>• Reflect on my own work. Compare Sir Christopher Wren and Paul Klee</li> </ul> <p><b>Type of Art Medium:</b> Painting, Printing</p> <p><b>Art elements:</b> Shape, line, colour</p> <p><b>Big Enquiry Question:</b> Was being Queen the same for Elizabeth I, Victoria and Elizabeth II</p>	<p><u>Art</u> <b>Titanic Icebergs</b> <b>Artist: Meg Cororan</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Study the work of Meg Cororan</li> <li>• Experiment with and refine the elements of shape and value</li> <li>• Make collage pieces by cutting geometric shapes from translucent and opaque materials</li> <li>• Follow the process of collage to create a geometric Iceberg collage</li> <li>• Reflect and compare my own work with that of Meg Cororan</li> </ul> <p><b>Type of Art Medium:</b> Collage</p> <p><b>Art elements:</b> Shape, value</p> <p><b>Big Enquiry Question:</b> Was the Titanic a triumph or a tragedy?</p>	<p><u>Art</u> <b>Sea Creatures</b> <b>Artist: Anna Wilson, Paul Bokvel Smit</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Study and compare the work of Anna Wilson and Paul Bokvel Smit</li> <li>• Experiment with and refine the element of line and texture</li> <li>• Experiment with materials to refine sculpting and moulding skills, using tools</li> <li>• Learn how to impress and relief</li> <li>• Follow the process and techniques to create a textured sea creature plaque</li> <li>• Reflect and compare my own work with Anna Wilson and Paul Bokvel Smit</li> </ul> <p><b>Type of Art Medium:</b> Clay sculpture</p> <p><b>Art elements:</b> Line, texture</p> <p><b>Big Enquiry Question:</b> Are all Beaches the same?</p>
<p>Robins</p> 	<p>ART – Topic Title: Surrealism- Alice in Wonderland</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Study the work of Salvador Dali</li> <li>• Experiment with and refine the elements of shape, line, colour, form and space</li> <li>• Draw/ paint surrealistic images/ backgrounds</li> <li>• Make a polystyrene printing tile</li> <li>• Follow the process of printing to create an Alice in wonderland print</li> <li>• Reflect on my own work.</li> </ul> <p><b>Type of Art Medium:</b> Drawing, Painting, Printing</p> <p><b>Art elements:</b> Shape, line, colour, form, space</p> <p><b>Outcome:</b> Surrealism painting and printing <b>Artist/Designer: Salvador Dali</b></p> <p><b>Big Enquiry Question:</b> How is reality affected by perspective?</p>	<p>ART – Topic Title: Environmental Changes Links to 'The Window' Jeannie Baker</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Study the work of Jeannie Baker</li> <li>• Experiment with and refine the elements of shape and value</li> <li>• Draw/ paint images in a similar style</li> <li>• Explore/ Make a collage</li> <li>• Reflect on my own work.</li> </ul> <p><b>Type of Art Medium:</b> Drawing, Painting, collage, textiles</p> <p><b>Art elements:</b> Shape, value</p> <p><b>Outcome:</b> Collage showing Environmental Change <b>Artist/Designer: Henri Rousseau</b></p> <p><b>Big Enquiry Question:</b> Have humans destroyed the Earth beyond repair?</p>	<p>ART – Topic Title: Dragons</p> <p><b>Knowledge/Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Study/compare the work of <b>Christine Mitzuk and Elaina Wagner</b></li> <li>• Experiment with and refine the elements of shape, line, colour, form and texture</li> <li>• Draw/ paint Dragon eyes</li> <li>• Use ICT to produce ICT images of dragon eyes</li> <li>• Experiment and use clay to produce a dragon eye</li> <li>• Reflect on my own work.</li> </ul> <p><b>Type of Art Medium:</b> Drawing, Painting, sculpture, Art and ICT</p> <p><b>Art elements:</b> Shape, line, colour, form, texture</p> <p><b>Outcome:</b> Clay Dragon Eyes <b>Artist/Designer: Christine Mitzuk and Elaina Wagner</b></p> <p><b>Big Enquiry Question:</b> Where Vikings raiders or traders?</p>
<p>Kingfishers</p> 	<p><u>Art</u> Topic Title: Ancient Greek Pottery (linked with History)</p> <p><u>Artists</u></p> <ul style="list-style-type: none"> <li>• <b>Sophilos (Ancient Greek; active about 590 – 570 BC) was an Attic potter and vase painter</b></li> </ul> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• Understand the origin of Greek pottery</li> <li>• Understand the importance of Greek pottery to archaeologist and historians</li> <li>• Discover what designs would be found on Greek pottery e.g: patterned borders, geometric shapes, black figures, action</li> <li>• To design and sketch a Greek pot or plate using traditional Ancient Greek colour</li> <li>• Know that Ancient Greek's used mainly earth tone as they would have used natural items that were readily available around them (rocks, minerals, plants).</li> </ul>	<p><u>Art</u> Topic Title: Space (linked to Science)</p> <p><u>Artists</u></p> <ul style="list-style-type: none"> <li>• <b>Peter Thorpe- space abstract art</b></li> <li>• <b>Van Gough- starry night</b></li> </ul> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To research the life of Van Gogh and Peter Thorpe and compare and contrast artists.</li> <li>• To be able to paint a space themed picture in the style of famous artist Peter Thorpe, using an abstract art background and space feature in the foreground.</li> <li>• To be able to record from experience and imagination.</li> <li>• To be able to question &amp; make thoughtful observations about starting points and select ideas to use in their work.</li> </ul>	<p><u>Art</u> Topic Title: Street Art/ Graffiti (Linked with History- Crime and Punishment)</p> <p><u>Artists</u></p> <ul style="list-style-type: none"> <li>• <b>Banksy</b></li> <li>• <b>Shamsia Hassani</b></li> </ul> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>• To research the life of Shamsia Hassani and Peter Banksy and compare and contrast artists.</li> <li>• Children will discuss how graffiti polarises opinion, identify distinctive features of graffiti art and consider where it is, and is not, appropriate to make graffiti art.</li> </ul>



## Art Curriculum

<ul style="list-style-type: none"><li>• Children to create a clay pot/ plate</li><li>• Children to paint their clay pot/ plate.</li><li>• Know that the Ancient Greeks believe Goddess Athena invented the potters wheel</li><li>• Design and create planned sculptures from single and combined media Using building, joining and decorating in clay.</li><li>• Know that sculpting is similar to drawing and painting in the third dimension and that sculptures are viewed from many angles and this should be considered when designing.</li><li>• Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</li><li>• Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li></ul> <p style="text-align: center;">Outcome: Greek Pot/ plate</p> <p><b>Big Enquiry Question: What legacy do the Ancient Greeks have?</b></p>	<ul style="list-style-type: none"><li>• To be able to compare ideas, methods &amp; approaches in their own work and say what they think &amp; feel about them.</li><li>• To be able to adapt work according to their views &amp; describe how they might develop it further.</li><li>• To understand the roles and purposes of artists, craftspeople and designers working in different times and cultures [the wider world].</li><li>• To be able to work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.</li><li>• To select and work with a range of tools and equipment.</li><li>• To research the colour and texture of the planets in our solar system</li><li>• To use perspective in our paintings- planets further away.</li></ul> <p style="text-align: center;">Outcome: Mixed media collage</p> <p><b>Big Enquiry Question: What is so unique about chocolate?</b></p>	<ul style="list-style-type: none"><li>• They may then either sketch to develop designs for graffiti art, or translate given designs onto larger canvasses/sheets of paper.</li><li>• Children will discover how some forms of street art became increasingly accepted over time, and consider why street artists may be commissioned to create art in neglected, or public spaces.</li><li>• They may then either, through sketching, develop ideas for street art to improve a public space, or improve a space in school with street art.</li><li>• Children will identify meaning in pieces of satirical street art, discover how street art can be satirical, and consider why works of art such as these provoke strong reactions.</li><li>• They may then either, through sketching, develop ideas for a piece of satirical street art, or create a printing tile design that can be used to make quick, repeated patterns.</li><li>• Children will study and respond to images of stencil street art by Banksy, and consider why art in this style is also popular with advertisers.</li><li>• They will learn how stencils may be created, then design and make their own stencils.</li><li>• Children will learn how to use paint and brushes to 'stipple' paint through stencil designs. And create stencil art using stencils or select, cut out and arrange given</li></ul> <p><b>Big Enquiry Question: Does the punishment ever fit the crime?</b></p>
--	--	---