










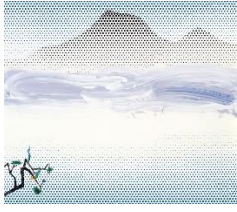



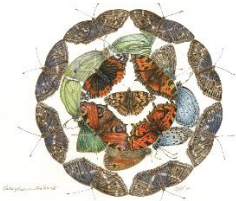










Swindon Village Primary School



Art Curriculum

Swindon Village Primary School Art Overview

| | Autumn | | Spring | Summer |
|--------|---|--|--|---|
| EYFS |  Self- portraits |  Kandinsky- Colour mixing |  Van gough - observational drawing and painting |  Romer Britto - clay fish |
| Year 1 |  |  |  | |
| Year 2 |  |  |  | |
| Year 3 |  |  |  | |
| Year 4 |  |  |  | |
| Year 5 |  |  |  | |
| Year 6 |   |  |  | |

Year 1

| | Autumn | Spring | Summer |
|------------------------|---|---|---|
| Final outcome | Create an Antarctic collage with sketched penguins. | Create a painting of a cow in the style of Sam Morris. | Create a print of an African animal. |
| Key skills | COLLAGE/TEXTILES Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. | PAINTING Use thick and thin brushes. Know and use the primary colours. | PRINTING Use objects to create prints - fruit, vegetables, sponges etc. Press, roll, rub and stamp to make prints. Use repeating or overlapping shapes. |
| | DRAWING Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Include different grades of pencils, charcoal, pastels, chalk etc. | | |
| Artist studied | Edward Wilson English B. 1872 | Sam Morris English (local) | John Muafangejo Angola B. 1943 |
| Key vocabulary | collage, texture, warm colours, cold colours | primary colours, mix, colour wash, brush strokes, texture | printing block, roll, stamp, press, repeating pattern, overlap |
| Required resources | animals from Library Loans Service, colouring pencils, pastels, collage materials, cartridge paper | colouring pencils, pastels, paint in a range of colours, thick and thin paint brushes, cartridge paper, felt tip pens | printing ink, rollers, polystyrene sheets, cartridge paper |
| Curriculum Links | History - Lives of Significant Individuals | Science - Animals and Humans | Geography - Study of Kenya |
| Trips/Extra activities | | | Pop up art gallery |

Year 2

| | Autumn | Spring | Summer |
|------------------------|--|--|---|
| Final outcome | Create a painting of the school building or a street in the village in the style of Tom Schulten. | Create a flower collage in the style of Alex Katz. | Create a digital painting of a Chinese landscape in the style of Roy Lichtenstein. |
| Key skills | PAINTING Use thick and thin brushes. Mix primary colours to make secondary. Add white to make tints and black to make tones. Create colour wheels. | TEXTILES Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. | DIGITAL MEDIA Use a wide range of tools to create different textures, lines, tones, colours and shapes. |
| | DRAWING (to be developed across the year and through each unit) Use different grades of pencils, charcoal, pastels, chalk etc. Show pattern and texture by drawing dots and lines. Show different tones by using coloured pencils. | | |
| Artists studied | Ton Schulten Dutch B. 1938 | Alex Katz American B. 1927 | Roy Lichtenstein American B. 1923 |
| Key vocabulary | mix, primary, secondary, shade, spectrum, tint, tone | collage, mixed media, pattern, plait, weave | pattern, Pop Art, texture |
| Required resources | paint, brushes, cartridge paper | cartridge paper, card, fabric, thread, wool | Purple Mash |
| Curriculum links | | Science - Plants and Living Things | Geography - Study of China |
| Trips/Extra activities | | | Pop up art gallery |

Year 3

| | Autumn | Spring | Summer |
|------------------------|--|---|---|
| Final outcome | Lowry style art work using the school as a background and adding painted figures. | Fired and glazed clay tiles depicting a raised, moulded Arcimboldo style portrait. | Repeated print based on volcanoes. |
| Key skills | <p>PAINTING Mix colours effectively.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> | <p>SCULPTURE (clay and other mouldable materials) Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use techniques such as rolling, cutting and moulding.</p> <p>Create and combine shapes to make recognisable forms.</p> <p>Include texture that conveys feelings, expression or movement.</p> | <p>PRINTING Mimic print from the environment - wallpapers/ wrapping paper.</p> <p>Use layers of two or more colours.</p> <p>Make printing blocks - e.g. from coiled string glued to a block.</p> |
| | <p>DRAWING (to be developed across the year and through each unit) Use different grades of pencils, charcoal, pastels, chalk etc.</p> <p>Use different grades of pencils to show line, tone and texture.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> | | |
| Artists studied | LS Lowry British B. 1887 | Giuseppe Arcimboldo Italian B. 1526 | Katsushika Hokusai Japanese B. 1760 |
| Key vocabulary | texture, pattern, line, brush strokes, palette, colour mixing, watercolours. | mouldable, rolling, carving, form, expression, texture, fire, glaze, | print, blocks, layers, repeat, indent, relief. |
| Required resources | watercolours, brushes of different sizes, mixing palettes, watercolour paper. | clay, tools, boards, kiln, coloured glazes. | thick card for blocks, string, glue, printing inks/paint, rollers, cartridge paper. |
| Curriculum links | | | Science - rocks and fossils |
| Trips/Extra activities | | | Pop up art gallery |

Year 4

| | Autumn | Spring | Summer |
|------------------------|--|---|--|
| Final outcome | Small, accurate, detailed paintings of minibeasts etc. | Mosaic - tiles to recreate a roman style mosaic. | Banksy style art works - use of media to research and plan an appropriate stencil. |
| Key skills | <p>PAINTING Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds, then add detail.</p> | <p>COLLAGE Use tessellation and mosaics.</p> <p>Choose colours carefully so that they compliment each other.</p> <p>Stick tiles thoughtfully and accurately.</p> | <p>SPRAY PAINTING Create a stencil with a message relating to current world events.</p> <p>Use spray paints to create an effective image.</p> |
| | <p>DRAWING (to be developed across the year and through each unit) Use different grades of pencils, charcoal, pastels, chalk etc.</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> | | |
| Artists studied | Cath Hodzman (local) English | Roman mosaic | Banksy |
| Key vocabulary | colour mix, washes, detail, observation, | design, appropriate, tile, | images, message, stencils, political, environment |
| Required resources | watercolours, brushes of different sizes, mixing palettes, watercolour paper. | paper, pencils, wood, card, glazed tiles, | iPads, card for stencils, spray paint |
| Curriculum links | Science - Living things and their habitats and Animals including humans | History - Romans | Geography - Study of Bristol |
| Trips/Extra activities | Dean field - pond dipping | | Bristol, Cheltenham Pop up art gallery |

Year 5

| | Autumn | Spring | Summer |
|------------------------|---|---|--|
| Final outcome | Create own innovation of an illuminated letter. Autumn leaves painting using different tints of colour. | Wire sculptures depicting both youth and old age. | A t-shirt with rainforest inspired screen printed on to it. |
| Key skills | <p>PAINTING Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> | <p>SCULPTURE (frameworks) Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Add materials to provide interesting detail.</p> | <p>SCREEN PRINTING Replicate patterns observed in natural or built up environments.</p> <p>Create a card stencil with a suitable design.</p> <p>Cut the stencil safely and accurately with a craft knife.</p> |
| | <p>DRAWING (to be developed through each unit) Use different grades of pencils, charcoal, pastels, chalk etc.</p> <p>Use a variety of techniques to add interesting effects - e.g. reflections, shadows, direction of sunlight.</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> | | |
| Artists studied | <p>A study of medieval illuminated letters</p> <p>Colour mixing using powder paint. Focus on natural forms (leaves) and creating tones and shades.</p> | <p>Alberto Giacometti Swiss B. 1901</p> | <p>Georgia O'Keefe American B. 1887</p> |
| Key vocabulary | symmetry, tessellation, pattern, repeating | mould, bend, twist, proportion | cut, pattern, stencil, press, drag |
| Required resources | Felt tip pens, sketching pencils, powder paint. | sculpting wire, wooden moveable life model | tee shirts, squeegees, screen printing ink, screen print frames, craft knives, card |
| Curriculum links | History - Anglo Saxons | Science - animals including humans | Geography - USA |
| Trips/Extra activities | | | Pop up art gallery |

Year 6

| | Autumn | Spring | Summer |
|------------------------|--|---|---|
| Final outcome | A sunset watercolour silhouette painting of wartime London A textured abstract painting inspired by Rothko | A patchwork inspired by microorganisms and the work of Maggie Leninger. | A series of pop art pictures inspired by iconic objects and people |
| Key skills | <p>PAINTING Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> | <p>COLLAGE/TEXTILES Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learnt techniques to create a piece.</p> | <p>DIGITAL MEDIA Enhance digital media by editing.</p> <p>Understand elements of good photography - lighting, composition, colour, timing, planning.</p> |
| | <p>DRAWING (to be developed through each unit)</p> <ul style="list-style-type: none"> Use different grades of pencils, charcoal, pastels, chalk etc. Choose a style of drawing suitable for the work - e.g. realistic or impressionistic. | | |
| Artists studied | Joseph Turner British B. 1775 Mark Rothko American B. 1903 | Maggie Leininger American B. 1983 | Andy Warhol American B. 1928 |
| Key vocabulary | Blend, tone, wash, layer | fabric, collage, applique, stitch, running stitch, back stitch, cross-stitch, binca | Edit, complementary colours, icon, pop art |
| Required resources | Watercolours, acrylic paint, pastels, oil | Fabric, thread, needles, aida, beads, pattern | I pads, |
| Curriculum links | History - World War Two | Science - animals including humans | |
| Trips/Extra activities | | | Pop up art gallery |