



Art Overview

	<u>Term One</u>	<u>Term Two</u>	<u>Term Three</u>	<u>Term Four</u>	<u>Term Five</u>	<u>Term Six</u>
Foundation Stage	<p><u>How can we use our bodies to make art?</u></p> <p>Children are encouraged to explore how they can engage with the world and explore materials through their bodies and their senses.</p> <p>Artists: Wassily Kandinsky and Claude Monet</p>		<p><u>How can we explore colour?</u></p> <p>Encouraging children to explore colour gives us a great opportunity to interact with the world through our senses.</p> <p>In addition to develop our early knowledge of colour and colour mixing, we can also approach colour in an intuitive way, enjoying and exploring the way colour makes us feel.</p>		<p><u>How can we build worlds?</u></p> <p>Manipulating the materials of the world and transforming them into something new is an empowering process.</p> <p>Imagination is the stimulus for much making, and through enabling children to build and expand the worlds around them, we empower children to affect their own environments for the better.</p>	
Year 1	<p><u>Spirals (Drawing)</u></p> <p>Children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.</p>				<p><u>Watercolours (Painting):</u></p> <p>Children are introduced to watercolour. Through an open and exploratory approach, children not only discover what watercolour can do, how it acts and how they can “control” it, but also how the watercolour itself can help reveal the “story” of the painting.</p> <p>Artists: Paul Klee, Emma Burleigh</p>	<p><u>Making Birds (Sculptures):</u></p> <p>Children continue to develop their understanding of sculpture and build their making skills. The exploration starts with careful looking and drawing, and from this “grounded” basis children are encouraged to take creative risks by using experimental mark-making with a variety of media. Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted,</p>

	<p>Artists: Molly Haslund</p>				<p>folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally created an individual bird.</p> <p><u>Artists:</u> Ernst Haekel, Hoang Tien Quyet and Dusciana Bravura</p>
<p>Year 2</p>	<p><u>Explore and Draw (Drawing and Craft Makers)</u></p> <p>Children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Focusing on children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.</p> <p>Artists: Rosie James and Alice Fox</p>	<p><u>Flora and Fauna (Collage)</u></p> <p>Children are introduced to the idea that many artists use flora and fauna to inspire their work. Children will spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials. They practice cutting and collage skills and explore shape and colour to build images.</p> <p>Artists: Eric Carle, Joseph Redoute and Jan Van Kessel</p>			
<p>Year 3</p>	<p><u>Gestural Drawing with Charcoal (Drawing)</u></p>	<p><u>Cloth, Thread, Paint (creative craft and textiles)</u></p>		<p><u>Telling Stories Through Drawing & Making (design and graphic design)</u></p>	<p><u>Sculpture, Structure, Inventiveness &</u></p>

	<p>Children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p> <p>Artists: Heather Hansen, Laura McKendry, Edgar Degas</p>	<p>Children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.</p>		<p>Children are enabled to make sculptural equivalents of characters from film and literature. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.</p> <p>Artists: Rosie Hurley, Inbal Leitner, Quentin Blake and Esther Coombs</p>	<p><u>Determination (sculptures)</u></p> <p>Children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it feels to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or “wrong or right”. Pupils start by seeing how artists sometimes help us learn about ourselves by drawing parallels with other lives. Pupils apply this knowledge by looking at how birds build nests – what can we learn from them about the traits we might show when we make experimental drawings and build sculpture?</p> <p>Artists: Marcus Coates and Edward Bainbridge Copnall</p>
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		Artists: Alice Kettle, Hannah Rae			
Year 4	<p><u>Exploring Pattern (creative craft, drawing and collage)</u></p> <p>Children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. The topic also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.</p> <p><u>Artists:</u> Studied: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p>	<p><u>Making Monotypes (Printmaking):</u></p> <p>Children explore the process of making monotypes. The topic starts with an introduction to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations. Pupils develop their mark making skills through a simple warm up exercise, before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a “zine”, inspired by a piece of poetry.</p> <p>Artist: Kevork Mourad</p>			
Year 5			<p><u>Typography and Maps (design and graphic design)</u></p> <p>Children are introduced to</p>	<p><u>Architecture: Dream Big or Small? (instillation and</u></p>	

typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions.

They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three dimensional maps.

Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny

site-specific work)

Children are opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future. Children explore the work of architects and individual builder/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas. Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made

				Artists: Shoreditch Sketcher.	
Year 6			<p><u>Print & Activism (design and graphic design)</u> Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals.</p> <p>There is then a choice of projects: the class can either make posters or zines, using collage, print and drawing.</p> <p>Artists: Luba Lukova, Faith Ringgold, Shepard Fairey</p>	<p><u>2D Drawing to 3D Making (sculpture)</u> children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece. The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing. The graphic design packaging project includes typography.</p> <p>Artists: Lubaina Himid, Claire Harrup</p>	<p><u>Exploring Identity (digital and new media)</u> Children are introduced to artists who explore their identity within their art. Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.</p> <p>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>

