



GCPS Art Overview

Curriculum Intent

'Every child is an artist. The problem is how to remain an artist once we grow up.' Picasso

At Greenlands we value Art and Design as an important part of all children's entitlement to a broad and balanced curriculum. We aim to give pupils the skills, concepts and knowledge in order to express their responses to ideas and feelings in a visual or tactile form.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas.

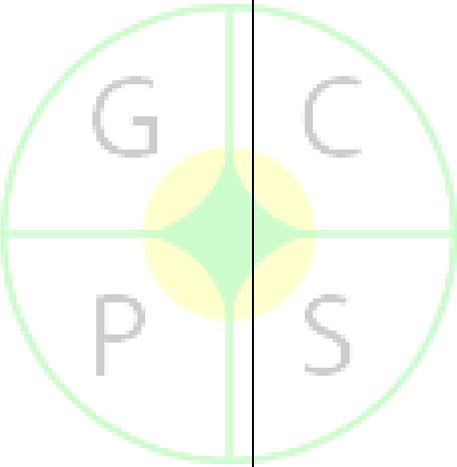


'Here To Learn Happily'

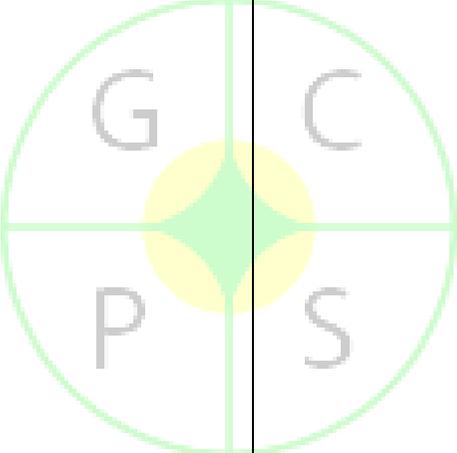
Key Stage One											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 1				<p>How are fabrics used in creative ways?</p> <p>Textiles</p> <p><i>Fiona Rainford</i> (mixed media textile artist)</p>		<p>How do I see myself?</p> <p>Drawing & Painting</p> <p><i>Artist –L.S Lowry</i> <i>Monet (Four Seasons)</i> <i>Klee</i></p>				<p>How can we create sculpture from natural forms?</p> <p>Sculpture</p> <p><i>Andy Goldsworthy</i></p>	
				<p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Cut and shape fabric using scissors.</p> <p>Apply shapes with glue or by stitching.</p> <p>Apply decoration using beads, buttons, feathers.</p> <p><u>Colour</u></p>		<p><u>Drawing:</u> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u> Draw lines/marks from observations</p> <p>Draw on different surfaces with a range of media</p> <p><u>Shape</u> Observe and draw shapes from observations</p> <p>Draw shapes in between objects Invent new shapes</p>				<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u> Change the surface of a malleable material e.g. tile, pot or animal.</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and man-made materials</p>	

			<p>Apply colour with printing, dipping, fabric crayons.</p> <p><u>Texture</u> Create fabrics by weaving materials ie grass through twigs.</p>	<p>Painting; Use a variety of tools and techniques including different brush sizes and types of paint</p> <p>Work on different scales</p> <p>Experiment with different types of paint eg. Powder and ready mix.</p> <p>Mix and match colours to artefacts and objects</p> <p>Mix primary colours to make secondary colour, predicting resulting colours.</p> <p>Add white and black to make tones</p> <p>Create textured paint by adding sand, plaster</p> <p>Explore lightening and darkening the paint without the use of black or white.</p>		
	<p>What makes art beautiful? Drawing & Painting <i>Artist – Picasso</i></p>		<p>How can we create a pattern through our printing? Printing <i>K Hokosai (creating a mood)</i></p>			<p>How can you arrange materials to represent something? Collage</p>

Year 2	<i>Kandinsky (colour and shape)</i>					<i>Artist - Matisse</i>
	<p>Drawing: Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying</p> <p>Painting: Use a variety of tools and techniques including</p>		<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Take rubbings to understand and inform their own textured prints and patterns.</p> <p>Take simple prints i.e. mono -printing. Or drawing onto the back of paper that has been placed on ink, controlling the line and tone using tools or pressure.</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Create simple</p>			<p>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour, texture</p> <p>Fold, crumple, tear and overlap papers Work on different scales</p> <p>Colour Collect, sort, name, match colours appropriate for an image</p> <p>Shape</p>

<p>different brush sizes and types of paint</p> <p>Work on different scales</p> <p>Mix and match colours to artefacts and objects</p> <p>Mixing paint to make secondary colours, adding them to the colour wheel.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scraping through.</p> <p>Explore adding white to a colour to make tints.</p> <p>Explore adding black to a colour to make shades.</p> <p>Explore creating different textured paint for an intended effect.</p>		<p>printing blocks eg. With string and card.</p> <p>Design more repetitive patterns</p> 			<p>Create and arrange shapes appropriately</p> <p>Texture Create, select and use textured paper for an image</p>
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Year 3		<p>How can we portray landscapes through colour?</p> <p>Drawing & Painting <i>Artist – Andre Derain</i></p>	<p>How can we represent the Lake District in textiles?</p> <p>Lucy Pittaway (Beatrix Potter) Textiles</p>	<p>How can we bring a photograph to life?</p> <p>Sculpture <i>Artist – Peter Hodgkinson (PNE the Splash)</i> <i>Alberto Giacometti</i></p>		
		<p>Drawing: Experiment with ways in which surface detail can be added to drawings</p> <p>Use journals to collect and record visual information from different sources</p> <p>Draw for a sustained period of time at an appropriate level</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of</p>	<p>Use a variety of techniques, eg. Printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Extend understanding of joining fabrics by using more than one type of stitch. (running and cross stitch)</p> <p>Experiment with adding detail to fabric by gluing or stitching.</p> <p>Weave paper and found materials to represent an image eg. Landscape.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes onto it to create a 3D form.</p> <p>Create surface patterns and textures in a malleable material, looking at cultural decoration from historic time periods.</p> <p>Use papier mache to create a simple 3-D object and paint to add a final finish.</p>		

		<p>pencil and other implements to draw different forms and shapes</p> <p>Begin to show an awareness of objects having a third dimension</p> <p>Painting: Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Experiment with applying colour in different ways eg. Dotting, stippling, scratching, splashing.</p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Mix and use tints and shades with accuracy.</p>	 The logo is a circular emblem with a light green border. Inside the circle, there are four grey letters: 'G' in the top-left, 'C' in the top-right, 'P' in the bottom-left, and 'S' in the bottom-right. In the center of the circle, there is a yellow diamond shape with a green diamond shape inside it, creating a four-pointed star effect.			
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		Explore complimentary colours eg.colours opposite on a colour wheel.				
Year 4	<p><i>How can we give art depth?</i></p> <p>Drawing & Painting</p> <p><i>Artist - Georges Seurat</i></p>		<p>What is pop art and how is it created?</p> <p>Printing</p> <p><i>Artist - Andy Warhol</i></p>		<p>Can beautiful Art be made from rubbish?</p> <p>Collage</p> <p><i>Kurt Schwitters</i></p>	
	<p><i>Drawing:</i></p> <p>Experiment with ways in which surface detail can be added to drawings</p> <p>Use journals to collect and record visual information from different sources</p> <p>Draw for a sustained period of time at an appropriate level</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone</p> <p>Apply tone in a drawing in a simple way</p>		<p>Work in greater detail when relief printing - making printing blocks.</p> <p>Explore lines, marks, shapes and tones through monoprinting. (using polystyrene tiles)</p> <p>Create repeating Patterns</p> <p>Design a complex pattern made up of 2 or more motifs and printed a tiled version.</p> <p>Combining prints to produce an end piece.</p>		<p>Develop skills of overlapping and overlaying to place objects in front or behind in a collage.</p> <p>Experiment with techniques to make mosaics.</p> <p>Experiment with creating mood, feeling, movement and areas of interest using different media.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	

Create textures with a wide range of drawing implements

Apply a simple use of pattern and texture in a drawing

Painting:

Create different effect and textures with paint according to what they need for a task.

Work on a range of scales e.g. thin brush on small picture etc.

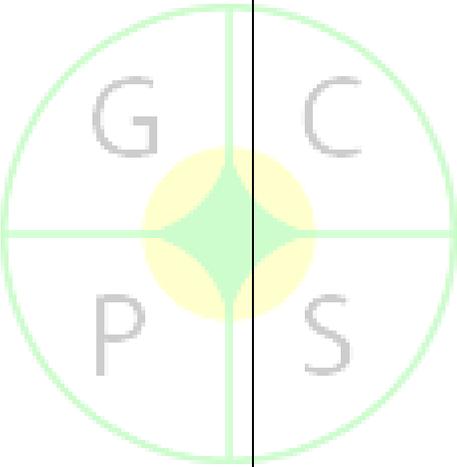
Use light and dark within painting and show understanding of complimentary colours. Mix tints and shades with increasing confidence.

Mix and use tints and shades to create moods and expression.

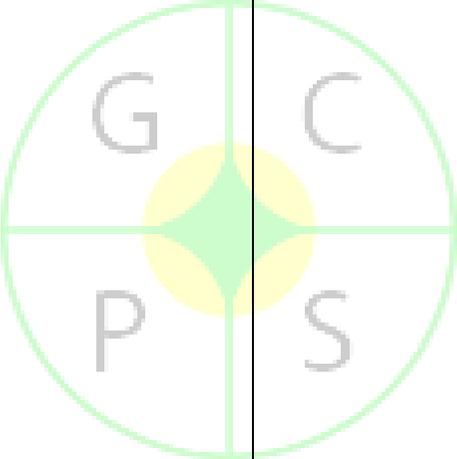
Investigate how artists use warm and cool colours - create and use in their own work,



	<p>building on understanding of tints and shades.</p> <p>Explore how artists paint foregrounds and backgrounds for perspective.</p>					
Upper Key Stage Two						
Year 5	<p>How did the Ancient Egyptians communicate through art?</p> <p>Drawing & Painting</p> <p>Artist - Leonardo Da Vinci</p> <p>Artist - Rousseau</p>		<p>How can we use Greek architecture to create prints?</p> <p>Printing</p> <p>Peter Blake</p> <p>Roy Litchenstein</p>			<p>Can the textures of the rainforest influence our art?</p> <p>Collage</p> <p>David Adey</p> <p>Hannah Hoch</p>
	<p>Drawing:</p> <p>Work from a variety of sources including observation, photographs and digital images</p> <p>Work in a sustained and independent way to create a detailed drawing</p> <p>Develop close observation skills using a variety of view finders</p> <p>Use a journal to collect and develop ideas</p>		<p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Through printing show increasing use of tools to create line, shape, texture and tone.</p> <p>Create prints with three overlays</p> <p>Work into prints</p>			<p>Experiment with a range of media to overlap and create interesting colours and textures and effects.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>

	<p>Identify artists who have worked in a similar way to their own work</p> <p><u>Lines, marks, tone, form & texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing</p> <p>Explore colour mixing and blending techniques with coloured pencils</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work Start to develop their own style using tonal contrast and mixed media Painting: Develop a painting from a drawing</p> <p>Use acrylic paint</p> <p>Carry out preliminary studies, trying out different media and</p>		<p>with a range of media e.g. pens, colour pens and paints</p>	 The logo is a circular emblem with a light green border. Inside the circle, there are four quadrants separated by a vertical and a horizontal line. The top-left quadrant contains the letter 'G', the top-right 'C', the bottom-left 'P', and the bottom-right 'S'. In the center, where the lines intersect, there is a yellow diamond shape with a green outline, and a smaller green diamond shape is centered within the yellow one.		
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	<p>materials and mixing appropriate colours</p> <p>Mix colours, shades, tones and tints with confidence.</p> <p>To explore composing using fore, middle and background.</p>					
Year 6	<p>Is graffiti art or vandalism?</p> <p>Drawing & Painting <i>Banksy</i></p>	<p>How can different media be used creatively in art?</p> <p>Textiles <i>Althea McNish (Black History.)</i> <i>History of textile art</i></p>		<p>Mayan masks What inspired the design of the Mayan masks?</p> <p>Sculpture <i>Henry Moore</i></p>		
	<p>Drawing: Work from a variety of sources including observation, photographs and digital images</p> <p>Work in a sustained and independent way to create a detailed drawing</p> <p>Develop close observation skills using a variety of view finders</p>	<p>Use different grades of threads and needles.</p> <p>Experiment with batik or felt techniques.</p> <p>Produce a 2 colour dye.</p> <p>Add colour and pattern to fabric, using batik with more than on colour.</p>		<p>Plan a sculpture through drawing and other preparatory work</p> <p>Shape, form, model and construct from observation or imagination</p> <p>Manipulate materials to make a new 3D form eg. Figure.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>		

	<p>Use a journal to collect and develop ideas</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background</p> <p>Painting: Develop a painting from a drawing</p> <p>Use acrylic paint</p>	<p>Combine techniques to produce an end piece eg. Embroidery over tie dye.</p>		<p>(mod roc)</p> <p>Develop skills in using clay incl. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media</p>		
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	<p>Work with sustained independence and confidence to develop their own style of painting.</p> <p>Mix colours, shades and tones with confidence and achieve and intended effect.</p> <p>Explore how artists used colour, texture and movement to express emotions eg. In self portraits.</p>					
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