



BARNSTON PRIMARY SCHOOL KEY STAGE 1 AND 2 NEW CURRICULUM OVERVIEW FROM SEPTEMBER 2014

School Subject: ART AND DESIGN (termly whole school art themed days every year as additional art)

	Autumn Term 1	Spring Term 2	Summer Term 3
F2 Yearly	All art arising from topics and from termly whole school art days. *All objective led across the ages and stages of development.		
Year 1/2 Cycle 1	Fire Colour mixing for prime colours. Identify, mix and use 'hot' colours to reflect temperature or emotion. Use pattern texture and colour to create fire designs. To experiment in art books with mixing and textures from different materials before moving on to the main piece of art.	Castles Developing observation and sketching skills through shading techniques and attention to detail when drawing aspects of castles. Change the sketch from a black and white sketch to using various materials to turn parts of the castle into 3-D. Manipulate materials to sculpture turrets and crenellations etc.	Oceans Developing observation and sketching skills through studies of the coast and associated flora and fauna. Use block printing to create seascapes. Look at great artists associated with sea and ocean paintings and examine the techniques used. Evaluate and analyse their creative work.
Year 1/2 Cycle 2	Dinosaurs Create collages of dinosaur faces/bodies in order to explore colour, shape and texture. Develop precision when drawing, colouring and painting. Explore and select pattern, texture and shape during October Art Day. Examine a range of artists and their works to discuss similarities and differences between different disciplines and making and then link these to their own work.	Pirates Create a collage of a pirate treasure box in which to generate questions about the topic/subject matter. Develop precision when drawing, colouring and painting. Study the works of Hundertwasser and compare with known works of art – why would pirates be attracted to the houses in this area? Explore and select colour and medium to create a painting in the style of Hundertwasser of our own locality.	Famous People Create a collage of famous people in which to generate questions about the topic/subject matter. Develop precision when drawing, colouring and painting. Examine the artist Hockney and his idea of collaging using images cut into squares. Use this technique to create their own collages. Evaluate their work against that of their peers and learn from each other's ideas.
Year 3/4 Cycle 1	A Local Study – Tudors and Little Moreton Hall Examine famous Tudor artists and portrait painting in particular. Look at the style and techniques used and use sketch books to record their observations. Review ideas in their sketch books and add to them creating portraits of Tudors incorporating additional modern techniques – magnify a part of the portrait and experiment in refining the detail. Use this to bring a 2-D aspect to their artwork using textiles.	Volcanoes and Earthquakes Use charcoal to sketch a volcanic eruption – practice in sketch book shading techniques, different ways of using the pencil. Take a section and transfer to charcoal, experimenting with additional aspects that can be gained and then move on to paint and then clay. Make observations and communicate the techniques to others and study artists to gain insight into further techniques after experimentation.	Rainforests To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to look at fauna and flora. Examine great artists, architects and designers in history – Edwardian sketches etc.

Year 3/4 Cycle 2	Romans Sketching the Roman Coliseum and aqueduct using pencil and charcoal as different mediums for light and shade on picture. Roman mosaics. Look at pictures of mosaics in Rome and discuss. Examine the technique used and discuss the accuracy of putting the pieces together to make the mosaic. Practice technique with paper squares – move on to tiles. Work with accuracy with tools to cut the tiles and to stick them in the right place to create effective pattern and colour. Evaluate each other's work and learn from it.	Saxons Use sculpture to recreate a Saxon artefact. Examine techniques of famous sculptures – Donatello, Sylvia Shaw Judson, Augusta Rodin etc. compare these and their works in bronze to other sculptures and techniques used. Experiment with mod roc and clay to create small sculptures – practising techniques for joining etc. Use willow to sculpture and discuss and analyse the differences. Make and evaluate their sculptures.	Vikings Create landscape pictures of hills and water including a Viking Longboat using watercolours. Experiment in sketch book with water colour techniques – backgrounds/building on this. Look at famous landscape artists to examine their technique. Discuss how to draw the longboat to scale in the picture – experiment in sketch book and look at whether to use pencil, charcoal, paint etc. Reflect on the finished piece for effect. Look at Milford Zornes, Frank Wilcox and Turner as examples of successful watercolour landscape artists.
Year 5/6 Cycle 1	Britain since the end of WW2 Use knitting, crocheting and weaving techniques to create attractive blankets and scarfs. Design the patterns before creating and dye the yarn, experimenting with natural dyes that would have been available at the time. Examine artefacts to inform their artwork and experiment with new techniques.	The Mayans Examine Mayan gods and religious beliefs and associated art work. Create sculptures based on Mayan designs. Look at examples of Mayan sculpture and experiment with various medium to create a statue depicting a Mayan god. Discuss techniques and ideas from modern sculptors such as Sophie Ryder in order to gain perspective and ideas. Evaluate each other's work and learn from it. Use clay and mod roc to perfect techniques.	Local Field Study Landscape painting based the local field study. Sketch in the field an area of chosen interest. Think as an artist of all the techniques you have been taught throughout school. How can this sketch be changed/improved/refined once you get back to school on a journey to its final creation? Discuss with others, experiment with techniques and demonstrate the ability to choose appropriate methods and apply them.
Year 5/6 Cycle 2	The Egyptians Create Egyptian headdresses based on Egyptian artefacts. Examine artefacts and research. Think about appropriateness of materials for design and effect. Experiment in sketch books with materials and techniques of plaiting, beading, sewing, curling, etc. Improve their experimental pieces by refining and improving joins, fastenings etc. Evaluate and analyse their work.	Ancient Greece Use the golden rectangle to experiment and design curves in building sketches – use sketch books to experiment with this and to create a piece of art using the Greek precision – linking mathematics and art – look at the famous Greek architects and designers and apply knowledge gained from these to their art work using the golden rectangle and Pythagoras etc. Gain a real sense of awareness of Ancient Greek greatness in the history of design and architecture.	Stone Age to Iron Age Looking at printing. What materials would have been available? Food, wood, stone etc. Examine art work from the period. Experiment in sketch books with printing techniques using leaves, sticks, wood etc. Print on natural products – print to stone, wood – experiment with dyes and how to make the colours vibrant.

All Art and Design assessments will be on-going every lesson and summative assessments will be termly in relation to the programmes of study in the New Curriculum.