

# Art Overview

## Art National Curriculum coverage

| Key stage 1 Curriculum coverage  |  |
|--|--|
| To use a range of materials creatively to design and make products.  | Colour wheel<br>Weaving<br>Kampong houses<br>Sketching the cathedral   |
| To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  | Beach huts<br>Kampong sculpture<br>Sketch the cathedral<br>Weaving     |
| To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.   | Beach huts<br>Kenyan weaving<br>Cathedral<br>Beach huts<br>Digital Art |
| To be taught about the work of a range of artists, crafts makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work. | Hidden/Key figure  |

| Key Stage 2 Curriculum coverage  |  |
|--|--|
| To create sketch books to record their observations and use them to review and revisit ideas.  | Skyline<br>Egyptian sculpture<br>Longboat<br>Printing  |
| To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay) | Skyline<br>Longboat<br>Egyptian sculpting<br>Islam<br>African masks<br>Representation of water<br>Jungle printing<br>Solider portraits<br>volcano painting |
| To be taught about great artists, architects and designers in history.   | Hidden/Key figure  |

# Art Concepts



## Colour and Tone:

Colour is fundamental to many forms of art. Its relevance, use and function in a given work depend on the medium of that work.

Tone refers to how light or dark a colour is.



## Pattern:

A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.



## Shape and form:

The recognition of a 'geometric shape' including squares, triangles, circles and hexagons etc as well as the importance of 'organic' shape within art such as from living things or of more free form.



## Line:

Line is defined as the path created when an object moves from one point to another. There are many different types of lines, all characterized by the length and width of lines. Lines can be static or dynamic depending on how the artist chooses to use them to determine the motion, direction and energy within a piece of artwork.



## Texture:

This can be actual texture in art forms such as collage and sculpture or implied texture through the use of line and colour.



## Expression:

The communication of thoughts and feelings either through the creation of or appreciation of art.



## Interpretation:

The attribution of meaning to a piece of art work and whether this was the artists intention



# Art Big Ideas



## Diversity:



## Ethics:

Understand moral principles – right or wrong?



## Drawing:

A form of visual art in which an artist uses instruments to mark paper or other two-dimensional surface.



## Painting:

The action or skill of using paint, either in a picture or as decoration.



## Sculpting:

Sculpture is the three-dimensional art work which is physically presented in the dimensions of height, width and depth.



## Printing:

Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric.

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## Textiles:


Textile arts are arts and crafts that use materials or fibres to construct practical or decorative objects.

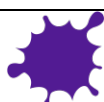



## Digital media:


Art made using software, computers, or other electronic devices.


# Art Big Ideas Learning Journey


|  <u>Drawing</u> |  |   |  |
|--|--|---|--|
| EYFS   | Year 1/2   | Year3/4   | Year 5/6   |
|  | <ul style="list-style-type: none"> <li>- Cathedral Sketch</li> <li>- Colour wheel</li> <li>- Kenyan weaving</li> <li>- Kampong house</li> <li>- Beach hut</li> </ul> | <ul style="list-style-type: none"> <li>- City skyline</li> <li>- Viking long boat</li> <li>- Egyptian sculpting</li> <li>- Desert printing</li> </ul> | <ul style="list-style-type: none"> <li>- Solider portraits</li> <li>- African Masks</li> <li>- Volcanoes</li> <li>- Sculpture</li> </ul> |

|  <u>Painting</u> |   |   |  |
|---|---|---|--|
| EYFS  | Year 1/2  | Year3/4   | Year 5/6   |
|   | <ul style="list-style-type: none"> <li>- Colour wheel</li> <li>- Kampong</li> <li>- Beach huts</li> </ul> | <ul style="list-style-type: none"> <li>- City skyline</li> <li>- Egyptian sculpture</li> <li>- Jungle printing</li> </ul> | <ul style="list-style-type: none"> <li>- Sculpting</li> <li>- Printing</li> <li>- Volcanoes</li> </ul> |

|  <u>Sculpting</u> |   |  |   |
|--|---|--|---|
| EYFS   | Year 1/2  | Year3/4  | Year 5/6  |
|  | <ul style="list-style-type: none"> <li>- Kampong</li> </ul> | <ul style="list-style-type: none"> <li>- Egyptian canopic jar</li> </ul> | <ul style="list-style-type: none"> <li>- Sculpture</li> </ul> |

|  <u>Printing</u> |  |   |  |
|---|--|---|--|
| EYFS  | Year 1/2   | Year3/4   | Year 5/6   |
|   | <ul style="list-style-type: none"> <li>- Beach huts</li> </ul> | <ul style="list-style-type: none"> <li>- Jungle prints</li> </ul> | <ul style="list-style-type: none"> <li>- Representation water</li> </ul> |

|  <u>Textiles</u> |   |  |  |
|---|---|--|--|
| EYFS  | Year 1/2  | Year3/4  | Year 5/6   |
|   | <ul style="list-style-type: none"> <li>- Seasons</li> </ul> | <ul style="list-style-type: none"> <li>- Disney digital art</li> </ul> | <ul style="list-style-type: none"> <li>- Propaganda</li> </ul> |

|  <u>Digital Media</u> |   |   |   |
|--|---|---|---|
| EYFS   | Year 1/2  | Year3/4   | Year 5/6  |
|  | <ul style="list-style-type: none"> <li>- Weaving</li> </ul> | <ul style="list-style-type: none"> <li>- Bag</li> </ul> | <ul style="list-style-type: none"> <li>- African masks</li> </ul> |

