

# ART



## Aims of an artist leaving our school

- Design and produce creative work using a range of materials, exploring their ideas and recording their experiences
- Know about the work of significant historical, cultural and local artists, craft makers and designers
- Develop proficiency in drawing, painting, sculpture and other art, craft and design techniques
- Reflect, evaluate and develop their work using specific vocabulary related to art and design

# Sequence of Learning – Colour, Paint and Oil Pastels

## Reception

- Name **primary** and **secondary colours**
- Explore **colour mixing** to understand that mixing primary colours creates secondary colours
- Explore radial form through firework and Rangoli **pattern** in pastels and **felt tips**
- Explore the work of Warhol through Pop Art using **paint** through a range of techniques. Understand that Warhol was significant as one of the pioneers of pop art. (**paintbrushes, rollers** and printing materials) to make a shield
- Explore the work of the artist Kandinsky to consolidate naming **primary** and **secondary colours**. Understand that Kandinsky was significant as one of the first abstract artists.
- **Colour mixing** to make orange for **thin brush** painting for penguins

## Year 1

- **Tint and shade – adding white and black** to different **primary and secondary colours** – make fruit and vegetables for final composition
- **Colour mixing** on paper **inspired** by the **artist** Pollock
- **Feathering and blending** of **oil pastels** with leaves
- **Tone – adding grey** to different **primary and secondary colours** to paint seascapes (Sum1). Explore the work of Hokusai.

## Year 2

- **Tint, tone and shade – adding white, grey and black** to different **secondary colours** – to replicate stone and water for Christchurch
- **Print repeating patterns inspired** by cultural art (eg. African/aboriginal) on a variety of surfaces

# Sequence of Learning – Pattern

## Reception

- Look at and replicate animal patterns in a **repeating patterns**
- Decorate diva pots in **primary & secondary colours**
- Explore radial form through firework and Rangoli **pattern** in pastels and **felt tips**

## Year 1

- Look at and replicate animal patterns in a **repeating patterns**
- Decorate diva pots in **primary & secondary colours**
- Explore radial form through firework and Rangoli **pattern** in pastels and **felt tips**

## Year 2

- **Recreate man-made patterns** of stonework
- Explore and replicate **Patterns** found in **nature** eg tree trunks and shells
- Decorate clay bowl with **pattern inspired** by the **artist** Van Gogh
- Use **natural** media replicating work of Goldsworthy
- **Print repeating patterns inspired** by cultural art (eg. African/aboriginal) on a variety of surfaces

# Sequence of Learning – Texture – collage and weaving

## Reception

- Paper **weaving** for basket
- Group **collage** using tissue paper – flat not sticking up – animal adventures

## Year 1

- Create own paper **prints** to cut out to **collage** scales for dinosaurs (inspired by the work of *Henri Rousseau – Surprised (Tiger in a Tropical Storm) painting*)

## Year 2

- **Weaving** using **printed** including papers and **fabrics**
- **Print repeating patterns inspired** by cultural art (eg. African/aboriginal) on a variety of surfaces

# Sequence of Learning – Form / Sculpture - clay

## Reception

- Make Diya pots, penguins – **pinch, rolling, flattening**

## Year 1

- Make a coil pot –Mudeford Bake Off ***pinch, rolling, flattening***

## Year 2

- Make a coil bowl with **relief detail** (ideas taken from the work of **Van Gogh**) ***pinch, rolling, flattening***
- Use **natural** media replicating work of **Goldsworthy**
- Explore the work of Sculptor Alberto Giacometti (famous for his figurative work depicting everyday life – draw similarities and differences between his work and that of Lowry) through the manipulation of foil as a second media for form

# Sequence of Learning – Drawing – line, shape, space

## Reception

- Exploring mark making using **pencils**, coloured pencils, crayons, **felt tips**, pastels & chalks (**thin, thick, straight, wavy, zig zag**)
- Austin's Butterfly for observational drawing, including step by step adult directed drawing – static whole body **drawing**, plants, mini-beasts
- Explore radial form through firework and Rangoli **patterns** in pastels and felt tips
- Explore Rangoli **patterns** creating their own pieces with chalk
- Explore Pop Art using **paint** through a range of techniques (**paintbrushes, rollers** and printing materials) to make a shield

## Year 1

- Perspective **drawing** of **landscapes/seascapes** in **pencil** - Why was Hokusai significant? (links to printing – woodblock print)
- Experiment with making a circle look like sphere in **chalk and charcoal** to draw fruit and vegetables.
- **Drawing** leaves in **oil pastel** (inspired by the work of *Henri Rousseau – Surprised (Tiger in a Tropical Storm) painting*)
- **Drawing** whole body static drawing of themselves in preparation for body part labelling

## Year 2

- **Observational** and abstract drawing of **portraits** inspired by the work of Picasso
- Dynamic drawing of people in action inspired by the work of **Lowry** (understand that Lowry is famous for depicting scenes of everyday life using stylised **figure painting** depicting movement)
- **Observational** & perspective drawing of historical landmarks in Christchurch
- **Print repeating patterns inspired** by cultural art (eg. African/aboriginal) on a variety of surfaces