

Whole School Overview – Art

Key Stage One

Skill

Artist/Focus/Objectives

Route A

Architecture/Painting

Norman Foster

Linked to topic based on London.

Use drawing, painting and sculptures to share ideas, experiences and imagination.

Develops a range of art and design techniques including colour, pattern, texture, line, shape, form and space.

GD- control the range of marks made when drawing and explores tone and shading.

Key Vocabulary: sculpting, sculpture, 4D, curved, horizontal, diagonal, pointed, rigid, round, vertical, vast.

3D Work

Taro Cheizo

Linked to topic based on Local area (Liverpool)

Becoming more aware of the form, feel, texture and pattern on objects.

Experiments with a purpose, using basic tools on rigid and plastic materials.

Compares and recreates form and shape.

GD - Is able to create texture and specific effects using a range of tools.

Key Vocabulary: 3D, stone, hollow, heavy, symmetrical, observation, construct, model, edge, circular.

Photography

Collects photographs for a theme.

Is aware that there are famous or specialist photographs.

Develops an awareness of scale, perspective, movement and colour in photography.

Alters images through collage, jigsaws, positives and negative shapes.

GD - Experiments with lenses.

Key Vocabulary: background, close-up, focus, landscape, distance, express, images, scene, space, light.

Route B

Painting/Collage

Andy Goldsworthy

Uses a range of tools to spread paint.

Experiments with and enjoys mixing colours



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	<p>Creates patterns using different tools and colours. Uses colour to express moods and feelings. GD - Represents things observes, remembered or imagined using colour. Key Vocabulary: painting, canvas, oil paint, watercolour, dark, warm/cold, light, primary, secondary.</p>
Drawing	<p>Giuseppe Arcimboldo Focus on Self Portraits Is spontaneously expressive, using marks, lines and curves. Uses lines to represent objects seen, remembered or imagined. Explores tone using different grades of pencil, pastel and chalk. Uses line and tone to present objects drawn or observed. GD - To control the range of marks and lines are made. Key Vocabulary: flowing, bold, looping, heavy, light, soft, hard, thick, thin.</p>
Printing/Textiles	<p>Damien Hirst Focus on repeated patterns printing beach towels. Uses one colour to paint or ink to create patterns. Extends repeated patterns – overlapping or using two colours. Explores and creates patterns and textures with an extended range of materials. GD - Is aware of colour, texture and shape. Key Vocabulary: geometric, symmetrical, repeated, circular, rectangular, empty,</p>
Lower Key Stage Two	
Skill	Artist/Focus/Objectives
Route A	
Architecture/3D work	<p>Antoni Gaudi Focus on Gaudi sculptures and chimneys. Use 2D images to explore Gaudi's designs. Create a 3D Sculpture inspired by Gaudi and nature. GD –Shows awareness of texture, shape and form including colour and pattern in own 3D work. Key Vocabulary: 2D, 3D, architecture, sculpture, vertical, horizontal, friendly, frightening, intriguing, peaceful, uneven, smooth.</p>
Photography	<p>Joe McNally Explores creating slides.</p>



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	<p>Is aware that movement can be photographed in small slides. Explore negative and positive GD - Use a pin hold camera to explore close up and distant images and movement. Key Vocabulary: zoom, space, frame, negative, positive, close up, movement.</p>
Drawing/Painting	<p>Nick Sharratt Explores shading using a range of media. Uses line, tone and shade to represent things seen, drawn or imagined. Draws familiar objects from a range of viewpoints. GD - Experiments with line tone and shade. Key Vocabulary – contour, delicate, edge, looping, scratchy, horizontal, vertical, monochrome, illustration.</p>
Route B	
Painting	<p>Vincent Van Gogh Explores the effect of other media on paint. Introduction of primary and secondary colours Begins to use different types of brushes for specific purposes and effect. GD - Begins to use a range of techniques including dots, scratches and splashes. Key Vocabulary – oil, paint, pastel, background, cool, dark, bold, bright, warm, brushstroke, bumpy, feathery, landscape, still life.</p>
Textiles (DT Focus)	<p>Is able to discriminate between materials to create specific texture. Prints on fabrics Simple stitching – using long needles to make straight stitches. GD - Uses contrasting colours in stitching and weaving. Key Vocabulary – ink, print/ing, complimentary, contrasting, repeated, tessellate/e/ion.</p>
Printing	<p>Louis Vuitton Explores images through monoprinting on a variety of papers. Explores images recreating texture. Explores colour through mixing through printing. Using printing to represent the natural environment. GD - Compares own image and pattern making with that of a well-known artist. Key Vocabulary – technique, printing, complementary, clashing, leathery, metallic, tactile, uneven, smooth.</p>



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Collage	<p>Sir Eduardo Paolozzi</p> <p>Experiments with creating mood, feeling and movement. Interprets stories, music, poems and other stimuli using collage. Uses the natural environment as stimulus. GD: Selects and chooses materials to achieve a specific outcome. Key Vocabulary: similar, different, atmosphere, communicate, curious, exciting, dreamy, dramatic, joyful, opinion.</p>
Upper Key Stage Two	
Skill	Artist/Focus/Objectives
Route A	
Drawing	<p>Salvador Dali</p> <p>Linked to Viking warships.</p> <p>Experiments with line tone and shade. Is confident at using a range of materials to produce line, tone and shade. Selects appropriate media and techniques to achieve a specific outcome. GD - Independently identifies mixture/techniques of media to use and create an outcome, justifying their choices. Key Vocabulary: continuous, contour, cross hatch, diagonal, horizontal. Vertical, sharp, smudged.</p>
Painting/Printing	<p>Tokutaro Yagi</p> <p>Compares own image and pattern making with that of a well-known artist. Makes connections between own work and patterns in the local environment. Recreates images/scenes through relief printing using car/polystyrene. GD - Designs prints for fabric book/wallpapers etc. Begins to use a range of techniques including dots, scratches and splashes. Investigates symbols, shapes, form and composition. Explores the effect of light, colour, texture and tone on natural and manmade objects. GD - Confidently uses a range of techniques, colours, told and seen, remembered or imagined. Key Vocabulary: observation, realistic, unrealistic, visual, natural, unnatural, naturalism.</p>
Collage	<p>Mayan inspired art. Selects and chooses materials to achieve a specific outcome. Embellishes using a variety of techniques including drawing, painting and printing. Develops and applies knowledge of embellishing techniques e.g. stitching and printing as a form</p>



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	<p>of expression.</p> <p>GD - Designs an artefact using knowledge of techniques, for a specific outcome.</p> <p>Key Vocabulary: textiles, technique, overlapping, printing, stitching, drawing, painting, expressive, decorative.</p>
Route B	
Painting	<p>Henri Rousseau</p> <p>Begins to use a range of techniques including dots, scratches and splashes.</p> <p>Investigates symbols, shapes, form and composition.</p> <p>Explores the effect of light, colour, texture and tone on natural and manmade objects.</p> <p>GD - Confidently uses a range of techniques, colours, told and seen, remembered or imagined.</p> <p>Key Vocabulary: natural, unnatural, foreground, middle ground, background, scene, vanishing point, focus, balanced, chaotic.</p>
Textiles (DT Focus)	<p>Uses contrasting colours in stitching and weaving.</p> <p>Uses a range of plaiting, pinning, stitching and sewing techniques.</p> <p>Experiments with soft sculpture, cuts, joins, patterns and embellishing.</p> <p>GD - Designs shapes, tie-dyes and prints for a specific outcome.</p> <p>Key Vocabulary: textiles, sculpture, shallow, vast, hollow/ing/ed, kneading, modelling, pinching, construct.</p>
3D Work	<p>Ancient Greeks pottery design focus.</p> <p>Starting to look at colour and pattern in 3D structures and transfers this knowledge to their own creations.</p> <p>Explores how stimuli can be used as a starting point for 3D work.</p> <p>Looks at 3D work from a variety of genres and cultures to develop own response and opinions.</p> <p>GD - Makes imaginative use of the knowledge they have of tools, techniques and materials to express own ideas and feelings.</p> <p>Key Vocabulary: pottery, ceramics, sculpt, manipulate, firing, kiln, glaze, slap, slip.</p>
Photography	<p>David Bailey</p> <p>Use a pin hole camera to explore close up and distant images and movement.</p> <p>Superimpose using a combination of techniques and photographs.</p> <p>Uses colour, tone and effects to create a specific mood.</p> <p>GD - Is aware of all basic principles and processes of photography, together with some of its limitations.</p> <p>Key Vocabulary: atmosphere cone of vision, monochrome, perspective, distance, focus.,</p>



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'Living and

Working as

Jesus taught us'