

Art and Design

Year Group	Autumn	Spring	Summer
KS1 – Year A <i>Theoretical and Disciplinary Knowledge</i>	Andy Goldsworthy, Louise Bourgeois <i>Children will learn about and begin to critique the artists Andy Goldsworthy and Louise Bourgeois, considering their style of work, their choice of materials and how their work has been interpreted.</i>	Ron Embleton and David Best <i>Children will discuss different artwork depicting a key historical event, the Great Fire of London. They will begin to consider the ‘purpose’ behind art.</i>	Romero Britto and Miro <i>Children will explore abstract art and the impact Miro and Britto on the art world. They will reflect on the use of geometric forms, lines and colours and discuss how artists use these to express ideas and emotions.</i>
Practical Knowledge Developing Expertise	Sculpture and Collage Children will learn to manipulate, mould and join materials, including natural ones, to create their own sculpture.	Collage Children will create their own 3D picture based on the Great Fire of London, taking inspiration from different sources including paintings and models. They will combine different media to create their own picture that develops an understanding of foreground, middle ground and background.	Drawing and pattern - line Children will develop their expertise of drawing lines and using different media, honing their observation skills and exploring ways to represent objects with different shapes.
KS1 – Year B <i>Theoretical and Disciplinary Knowledge</i>	Jasper Johns and Clarice Cliff <i>Children will investigate the style of Jasper Johns and Clarice Cliff discussing the primary and secondary colours they use, how they have used varieties of shade and the impact of this.</i>	Shelia Hicks & Eric Carle <i>Children will explore different printing effects and study the techniques of weaving. They will also examine a range of art examining scale.</i>	Van Gogh <i>Children will study Van Gogh’s seaside and comment on the effects he has created through building texture.</i>
Practical Knowledge Developing Expertise	Painting and printing Children will be aware of primary colours and how to mix them to make secondary colours and know how to make these lighter and darker (shades) which they will apply in their painting.	Exploring techniques - printing and weaving Children will experiment with different objects to print with and comment on the effect created, evaluating their findings. They will also learn some techniques for weaving and evaluate their products in	Collage They will use their developing knowledge of the seaside and coasts from their geography work and draw on inspiration from Van to create a coastal scene, thinking about the horizon, building

		relation to the overall effect they aimed to achieve.	texture & using tints and shades to represent of sea and sky.
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Lower KS2 – Year A	Antonio Gaudi	Oenone Hammersley	Pablo Picasso
<i>Theoretical and Disciplinary Knowledge</i>	<i>Children will look at the technique of mosaic and study the work of Gaudi. They will learn how artistic elements can be combined for a given effect. They will also investigate how Gaudi's work has been interpreted and its wider impact.</i>	<i>Children will learn about, discuss & critique Hammersley's style of work and look at the combination of elements she uses in her pieces.</i>	<i>Children will look at the work of Picasso and study his abstract portraits, working towards the creation of a sculpture inspired by his work. They will also investigate how his work developed and changed through his life, how this has been interpreted and its wider impact.</i>
Practical Knowledge	Collage – mosaics and natural materials	Drawing – pencil & oil pastels Painting – watercolour	Sculpture
Developing Expertise	Children will work with natural and man-made materials to create collages. They will investigate different techniques of changing the shape of these materials and create their own Roman inspired mosaics.	The children will work with a range of media and look at combining the elements of line, shape and colour effects. They will experiment with mixing colours before creating a final piece with water colour, based on the work of Hammersley.	The children will design their own abstract face based on the work of Picasso. They will then experiment with different techniques to make marks and join clay to create a final piece.
Lower KS2 – Year B	Anni Albers	William Morris	George Bissill (local artist)
<i>Theoretical and Disciplinary Knowledge</i>	<i>Children will look at the variety of weaving techniques and how these have evolved and their uses. They will explore the artist Anni Albers and her influence.</i>	<i>Children will look at the work of William Morris and his influence during the arts and crafts movement. They will explore the different techniques used, learn about mass production and reflect on why William Morris's designs are still popular today.</i>	<i>Children will study the work of a local artist George Bissill and explore the range of his art. This will also link with their local history work on mining.</i>
Practical Knowledge	3D textiles – weaving	Printing	Drawing – pencil, charcoal
Developing Expertise	Children will experiment with a range of material and weaving techniques. Using	Children will explore a range of printing techniques and how these can be repeated	Children will explore specific techniques (including line, tone and shade) and

	nature inspired themes, they will create an autumnal colour pallet to produce a final woven piece.	for a particular purpose.	experiment with different grades of pencils and charcoal. They will create a coal mining scene in the style pf George Bissell including photographic inserts.
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<p>Upper KS2 – Year A</p> <p><i>Theoretical and Disciplinary Knowledge</i></p>	<p>Calixte Dakpogan</p> <p><i>Children will consider how artists use different materials, including repurposing and reusing waste to create their pieces. They will explore Dakpogan’s influences from traditional masks of Benin and reflect on how discarded objects link modern culture with traditional mask forms.</i></p> <p><i>This also links to history and enables pupils to develop a deeper understanding of the cultural use of masks and how the Maya wore masks for various occasions.</i></p>	<p>Esther Mahlangu</p> <p><i>Children will develop deeper cultural appreciation of different artistic styles through the study of the artist Esther Mahlangu, reflecting on the importance her artwork had within the Ndebele culture.</i></p>	<p>Leonardo da Vinci</p> <p><i>Children will study the work of a range of artists and compare their techniques, also considering why portraits were so important in history. They will focus more in depth on the Mona Lisa and reflect on why this painting is so famous.</i></p>
<p>Practical Knowledge</p> <p>Developing Expertise</p>	<p>Masks</p> <p>The children will study artist who make masks from recycled materials and link this to their study of Maya and why masks were worn culturally. The children will then have the opportunity to create their own mask using recyclable materials .</p>	<p>Geometric patterns and painting</p> <p>Children will explore geometric patterns and the impact media choice has when creating a piece of artwork and develop a deeper understanding of scale.</p>	<p>Drawing</p> <p>Children will develop further drawing skills this term. The will show they are making conscious decisions about placement and proportion and the choice of materials in creating their own portrait using line, tone, shade and colour.</p>
<p>Upper KS2 – Year B</p> <p><i>Theoretical and Disciplinary Knowledge</i></p>	<p>Greek Vases</p> <p><i>Children will look at examples of art and pottery from Ancient Greek times and discuss the common themes (normally paintings of people and figures). They will recognise and discuss why Art was an important part of the lives of the Ancient Greeks.</i></p>	<p>Kandinsky</p> <p><i>Children will look at abstract and retrofuturist art work, including illustrations from the ‘Space race’ era; exploring how imagery was used and how it influenced art and design; they will be learning the term retrofuturism and evaluating images using knowledge of the formal elements, as well as considering artist decisions.</i></p>	<p>Andy Warhol</p> <p><i>Children will study Andy Warhol and the principle of pop art. Linking into their history topic of WW2, children will select and work with images that they could use in propaganda posters.</i></p>
<p>Practical Knowledge</p> <p>Developing Expertise</p>	<p>Sculpture and printing</p> <p>The children will build on their previous knowledge of the medium of clay, refining</p>	<p>Painting</p> <p>Children will explore drawing through line, tone, shape and texture; experimenting with</p>	<p>Photography & printing</p> <p><i>The children will create an ‘effective’ photomontage propaganda poster, using pop</i></p>

	their skills of shaping and techniques of joining. They will then create their own stencil, considering consistency in their patternation, to depict a key story or illustration from their historical knowledge.	materials and tools to create their own space inspired art work.	<i>art techniques. Using photography, they will take a suitable image, repeat it and then edit colours to create their propaganda posters.</i>
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“You have filled by heart with greater joy” Psalm 4:7

