



Gnosall St Lawrence CE Primary Academy Art and Design Curriculum Overview

EYFS	30 – 50 months	Expressive Arts & Design	Exploring and using media and materials	<ul style="list-style-type: none"> • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things
			Being imaginative	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	40-60 months	Expressive Arts & Design	Exploring and using media and materials	<ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary
			Being imaginative	<ul style="list-style-type: none"> • Create simple representations of events, people and objects • Chooses colours to use for a purpose
	ELG	Understanding the World	Exploring and using media and materials	<ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
			Being imaginative	<ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	All about me: Explore, experiment, create Self-portraits, collage faces, handprint art	Sparkle & shine, Explore, experiment, create, Fireworks with paints, Diva lamps, collage masks	Superheroes: Explore, experiment, create Colour, texture and shape for superhero, Junk modelling lair	Arctic: Explore, experiment, create Polar bear mask, Arctic animal painting	Dinosaurs: Explore, experiment, create Build a dinosaur skeleton sculpture	Pets: Explore, experiment, create Colour mixing, collage pet mask, paper plate pets	Julia Donaldson: Explore, experiment, create Play dough Gruffalo, woodland collage	Seaside and Under the sea: Explore, experiment, create Paper weaving, sea creatures, junk model sea creature, paint and collage sea creatures.	

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p>All about me:</p> <p>Self-Portraits -Learning about the proportions of the face, focusing on <i>form and shape</i>. Learning about portrait artists. Identifying <i>similarities and differences in different styles</i>. Focus on Pablo Picasso and abstract portraits. Children to use photographs to play with moving facial features. To create an abstract self portrait. Copy self-portrait on a clay tile.</p> <p>Collage project - Guiseppe Arcimboldo. Use harvest vegetables and grains to create a giant face collage by <i>sharing ideas</i></p> <p>Mediums - pencil, paint, clay</p>	<p>Sensational Safari:</p> <p>Focus on the Roly Poly Bird from the Twits.</p> <p>Pencil sketch of bird - supported drawing.</p> <p>Pencil sketch of a friend for the Roly-Poly bird. Children to consider use of colour and what embellishments will be on their bird.</p> <p>Make a paper model of the bird design focusing on the use of <i>texture</i>.</p> <p>Mediums - pencil, clay, paper modelling</p>	<p>Rescuers and Explorers:</p> <p>Mixing colours and <i>colour wheels</i> using pastels and paint.</p> <p>Sculpture - Learn about junk modelling and how we can use materials that we can recycle materials to create art.</p> <p>Exploring famous junk model artists, such as Marcel Duchamp.</p> <p>Design and create a junk model in a group so children can <i>share and discuss their creative ideas</i>.</p> <p>Mediums - pastel, paint, pencil, recycled materials</p>

	<p>Cycle B</p>	<p>The Big Build:</p> <p>Oil pastel - Create Fire of London silhouette art. Children will learn how to blend warm <i>colours</i> to recreate fire.</p> <p>Learning about perspective and drawing a city scene. Focus on Lowry and his use of perspective in his paintings. <i>Compare</i> his paintings to other cityscapes. Practise using perspective, <i>form and shape</i> in pictures and create a pastel cityscape scene.</p> <p>Mediums - oil pastel, pastel, pencil</p>	<p>Travel and Transport:</p> <p>Hot air balloon - Create a papier mache hot air balloon. Plan the balloon design.</p> <p>Science focus - plants and flowers. Focus on the artist Georgia O'Keefe. Observational still life sketching to developing a painting of a close-up painting of a part of a flower. Focus on <i>line, shape and form</i>. Understand <i>texture</i> to make wire and tissue paper flowers</p> <p>Mediums, papier mache, watercolour, wire and tissue paper</p>	<p>Under the Sea:</p> <p>Identify colours in different parts of the ocean. Comparing the shallows to the deep.</p> <p>Create a scene of bioluminescent sea creatures considering <i>texture</i> using wax crayons and black paint to create scratch art.</p> <p>Fabric weaving to create a decorative fish. Create a rainbow fish.</p> <p>Mediums - fabric, paint, collage</p>
	<p>Cycle A</p>	<p>Prehistoric Britain:</p> <p>Studying famous Cave Art (Ceuvas De Las Manos, Lescaux and Chaveut) and exploring the materials that would be used as the medium.</p> <p>Recording and making pencil sketches of Prehistoric animals in <i>sketchbooks</i>. Practising techniques with charcoal and drawing in charcoal. Planning a cave art piece and completing final design using charcoal, pastel and watered-down paint for spraying.</p> <p>Make clay jewellery - study, plan and design replica jewellery made in clay.</p> <p>Mediums - pencil, pastel, charcoal,</p>	<p>Around the world in 80 days:</p> <p>African Art - Focus on artist Edward Tingatinga. Researching the artist and studying his work with facts about him and opinions of his work <i>recorded in sketchbooks</i>. Mastering the skill of drawing animals using templates and guides to support learning. Initial practise of drawing animals accurately and then building this knowledge and applying the Tingatinga style.</p> <p>Planning and creating a final piece incorporating the colours and style used in Tingatinga art.</p>	<p>Look what they left behind:</p> <p>Bayeux tapestry - exploring and recording how it was made, the material that was used. Looking at what was depicted in the tapestry and making observational sketches in the sketchbook.</p> <p>Developing sewing skills - practising various stitches (running stitch, cross stitch, back stitch, blanket stitch).</p> <p>Designing in sketchbook and choosing materials to make a piece of the Bayeux tapestry. To recreate this with fabric to form part of a giant class tapestry.</p> <p>Draw a comic strip inspired by the works of Albert Uderzo and his illustrations of Astertix</p>

		paint, clay	Mediums - pencil, paint	Mediums - fabrics, pencil, pens
	Cycle B	<p>A place for everything:</p> <p>Study crests and look at the meaning of the symbols. To <i>sketch in sketchbooks</i> symbols which represent Gnosall and incorporate them in a shield design.</p> <p>Children to make this design in papier mache and use various paper/paint to build texture.</p> <p>Observational sketching of local habitats. Children to <i>master the using pencils</i> to create light and shade</p> <p>Mediums - pencils, papier mache, paper</p>	<p>Terrible Tudors:</p> <p>Study Tudor portrait art. Explore how it compares to more modern portraits. Make comparative study in <i>sketchbooks</i>.</p> <p>Focus on the works of Hans Holbein. Building on self-portrait work from KS1, children to begin <i>mastering</i> the importance of proportion and practise the skill of sketching eyes and noses (using shading techniques from previous term). To develop these in their <i>sketchbooks</i>.</p> <p>To practise with watercolour (techniques) and then create a self- portrait inspired by Holbein. Children to consider the use of colour and the proportions used on the page.</p> <p>Recreate a tutor rose with clay</p> <p>Mediums - pencil, watercolour, clay</p>	<p>Amazing Amazon:</p> <p>Rainforest art focusing on artist Henri Rousseau. Children to study the artist and his range of work.</p> <p>Develop sketches of trees, foliage, and animals of the Rainforest. Develop <i>mastery of blending with pastels</i> in greens and browns.</p> <p>Plan and create a Rainforest landscape in the style of Rousseau incorporating the skills developed with pastels.</p> <p>Children to learn how to make recycled paper to use on a wire butterfly they create.</p> <p>Mediums - pencil, pastel, wire, papers</p>
Year 5/6	Cycle A	<p>Greeks and Stars:</p> <p>Space Art - Research Peter Thorpe and analyse his artwork. Explore the use of colours and the style of his work. Children to <i>master</i> the use of oil pastels learning more</p>	<p>Mountain and Rivers:</p> <p>Children to observe different styles of landscape art and then zoom in on Sumi-e art. They will research and learn about the history of this and what medium they use.</p>	<p>The Victorians:</p> <p>Wallpaper printing</p> <p>Introduce artist Thomas Bewick (Cherryburn) and analyse the impact that his work has had.</p>

		<p>techniques of how to blend and build texture. Children practise drawing in style of Thorpe paying attention to foreground and background. Sketch and plan final design. Create this on black paper with oil pastel. Review techniques.</p> <p>Greek pottery - Research the use of pottery and the gender of pots. Children to choose a gender and create a pot after learning techniques of thumb pots and coil pots. To design and add a Greek pattern inspired by the pottery studied. Mediums - oil pastels, clay</p>	<p>To <i>master skills in shading</i>, starting with pencils. Children will be able to identify different shading techniques when drawing fruit. Children to then apply this when sketching mountains. To practise this with <i>mountain sketches in sketchbooks</i>. Children to be introduced to using ink and practising different strokes with different brushes. Plan sumi-e art in sketchbook and recreate with ink on paper.</p> <p>Mediums - pencils, inks</p>	<p>Children to then create observational sketches of natural objects and local wildlife. Then children learn about William Morris and record facts and information about the artist. Children to identify symmetry in his work and copy part of a Morris pattern in sketchbooks, thinking about the use of colour used. Children to design their own print and to use neoprene to create a print to use to recreate this pattern on repeat to create their own sheet of wallpaper.</p> <p>Mediums - pencils, neoprene, print ink</p>
Cycle B	<p>War and Conflict:</p> <p>Focus on <i>perspective, proportion, and composition</i> of drawing bodies. Children to be introduced to Henry Moore and his art depicting mass evacuations in the underground. To explore the mediums used by Moore and try these out in <i>sketchbooks</i>. Children then to learn and understand the proportions of the human body and practice drawing the body via the use of artist mannequins in different positions to prepare for creating final piece. These will be created in biro. The sketches will be more the outlines in keeping with Moore's style. Children to plan their own piece of Moore inspired</p>	<p>Angry Earth:</p> <p>Children to be introduced to Pop Art. Exploration of common themes and analysing a range of pop artists. Focus on Roy Lichtenstein. Learn about the artist and his trademark techniques. Practise cartoon strip style art in sketch books starting with copying Lichtenstein work and then adapting own ideas. To <i>master use of colour, use of ben day dots</i>. Children can design a stencil for the use of the dots. Sketchbook practise of onomatopoeia words to prepare for final piece. Children then to plan a 2 -4 cartoon strip of a volcanic eruption on A3 ensuring that they</p>	<p>Who's your Mummy:</p> <p>Revisit past KS learning in relation to drawing faces. Children to quickly revisit this and complete a self-portrait using pencil. Children to also revisit and practise shading techniques. This is to help them understand the contours of the face and <i>the importance of proportion</i>. Study of Egyptian death masks - research the purpose of them, common themes. Children then to plan their own death masks in their <i>sketch books</i> and make a paper template of their final design. Children to be given a white mask, cardboard, and masking tape to build their mask, they will then use papier Mache to build this up further. Masks will be hand-painted</p>	

		<p>art and use black paper to create their final design.</p> <p>Medium - pencil, black paper, chalk, watercolour</p>	<p>incorporate onomatopoeia and ben day dots.</p> <p>Medium - Paint, black marker, handmade dot stencil</p>	<p>by the children with them demonstrating their understanding of how the mask were decorated and embellished.</p> <p>Medium - pencils, papier Mache, cardboard, paint</p>
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