Art and Design Unit Guide for Teachers

Year 1 Autumn

Spots and Dots

Artist area/s – Colour, Drawing and Pattern

Key artists or designers - Yayoi Kusama

Suggested resources - Paint, pens, pencils, crayons

Final artwork - Collaborative large style artwork

Key skills/knowledge to be covered:

Colour:

- Name all of the colours
- Begin to introduce the mixing of colours to make new colours
- Continue to explore applying colour with a range of tools
- Make as many tones of colour as possible by using primary colours and white
- Darken colours without using black

Drawing:

- Use a sketchbook to gather and collect artwork.
- Extend the variety of drawing tools e.g. pastels, charcoal, crayons, ballpoint pens
- Layer different medias e.g. crayons and ball point pens
- Draw for a sustained period of time from the figure and real objects

Pattern:

- Show an awareness of patterns around them manmade and natural e.g. a pattern hunt
- Experiment creating repeating patterns on paper using drawing or printing.

Exploring and Developing Ideas:

- Record and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work and the processes they have used.
- Develop their ideas.
- Explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures

Evaluating and Developing Work:

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in their future work.
- Annotate work in their sketchbooks.

(Reminder – These skills can also be covered through a cross-curricular approach)

Art and Design Unit Guide for Teachers

Year 1 Summer

Portraits and Print Making

Artist area/s – Colour, Drawing and Printing

Key artists or designers – Pablo Picasso (Portraits) Orla Kiely (Printmaking)

Suggested resources - Pastels, Crayons, Paint, Plasticine, selection of materials to print with

Final artwork – A self-portrait drawing on a printed background

Key skills/knowledge to be covered:

Colour:

- Begin to describe colours by objects e.g. sunshine yellow and ocean blue
- Use colour on different scales e.g. A5, A4, A3 and A2 and on the playground

Drawing:

- Use a sketchbook to gather and collect artwork
- Observe and draw landscapes as accurately as possible.
- Continue to draw as a way of expressing feelings and experiences.
- Look at drawing and begin to comment thoughtfully, looking at shadows and use of light and dark

Printing:

- Create patterns and pictures by printing from objects using more than one colour.
- Explore relief printing – string, card etc.
- Add pencil or decorative detail to impressed images.
- Use equipment and media correctly to produce clean images.

Exploring and Developing Ideas:

- Record and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work and the processes they have used.
- Develop their ideas.
- Explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures

Evaluating and Developing Work:

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in their future work.
- Annotate work in their sketchbooks.

(Reminder – These skills can also be covered through a cross-curricular approach)

Art and Design Unit Guide for Teachers

Year 2 Spring

Layering Materials and Sculpture

Artist area/s – Texture and 3D Form

Key artists or designers – Henry Matisse and Andy Goldsworthy

Suggested resources - Collage Materials, Clay, Modroc

Final artwork – Clay or Modroc Sculpture inspired by the nature around them and decorated with collage materials

Key skills/knowledge to be covered:

Texture:

- Use a variety of techniques to explore texture e.g. weaving
- Use a variety of media to create a textured collage e.g. magazines, paper, tissue, fabric, plastic etc.

3D Form:

- Show an awareness of natural and man-made forms and environments.
- Replicate patterns and textures in a 3D Form.
- Manipulate clay for a variety of purposes e.g. thumb pots and models

Exploring and Developing Ideas:

- Record and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work and the processes they have used.
- Develop their ideas.
- Explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures

Evaluating and Developing Work:

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in their future work.
- Annotate work in their sketchbooks.

(Reminder – These skills can also be covered through a cross-curricular approach)

Art and Design Unit Guide for Teachers

Year 3 Autumn

Landscapes and the Local Area

Artist area/s – Colour and Drawing

Key artists or designers – Turner's 'Rain, Steam and speed' painting of Maidenhead

Suggested resources - Variety of pencils, chalk and watercolours

Final artwork – Watercolour Painting based off of the local area

Key skills/knowledge to be covered:

Colour:

- Extend exploring colour mixing to applying colour mixing
- Making colour wheels
- Introduce different types of brushes for different purposes
- Begin to apply colour using dotting, scratching, splashing etc.
- Demonstrate more control over colour use so tone and shading is more evident.
- Use more specific colour language e.g. tint, tone and shade
- Use colour to reflect mood

Drawing:

- Use their sketchbook to collect and record visual information from different sources.
- Experiment with different grades of pencil (2B-HB) and other implements to show tone and texture.
- Draw for a sustained period of time at their own level.
- Draw both the positive and negative shapes e.g. The outlines of an object and the shapes it creates within.
- Explore relationships between line and tone, pattern and shape, line and texture.
- Identify and draw the effect of light (shadows) on a surface, on objects and people.
- Introduce the concepts of scale and proportion.
- Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.

Exploring and Developing Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in their sketchbook.

(Reminder – These skills can also be covered through a cross-curricular approach)

Art and Design Unit Guide for Teachers

Year 3 Summer

Rangoli Patterns

Artist area/s – Printing and Pattern

Key artists or designers – Focus on Religion of Hinduism

Suggested resources - Polystyrene, Paint, clay

Final artwork – Rangoli pattern tile

Key skills/knowledge to be covered:

Printing:

- Identify the different forms printing takes e.g. books, pictures, wallpaper and fabrics
- Use relief and impressed printing processes.
- Explore colour mixing through overlapping colour prints deliberately.
- Print with a growing range of objects, including man made and natural

Pattern:

- Search for pattern around us in world, pictures and objects.
- Use the environment and other sources to make own patterns.
- Make patterns on a range of surfaces e.g. clay

Exploring and Developing Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in their sketchbook.

(Reminder – These skills can also be covered through a cross-curricular approach)

Art and Design Unit Guide for Teachers

Year 4 Spring

Gaudi Inspired Sculpture

Artist area/s – Texture and 3D Form

Key artists or designers – Gaudi

Suggested resources – Construction materials or clay modelling

Final artwork – Gaudi Inspired Installation or model using a variety of materials

Key skills/knowledge to be covered:

Texture:

- Develop skills in cutting and joining to create textured collages.
- Use collage to create mood boards of ideas.

3D Form:

- Shape, form, model and construct from observation and / or imagination with increasing confidence.
- Explore a variety of different adhesives and methods of construction.

Exploring and Developing Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in their sketchbook.

(Reminder – These skills can also be covered through a cross-curricular approach)

Art and Design Unit Guide for Teachers

Year 5 Autumn

Self-Portraits

Artist area/s – Drawing

Key artists or designers – Frida Kahlo

Suggested resources – Pencils, colours pencils and pens

Final artwork – Thought-provoking self-portrait

Key skills/knowledge to be covered:

Drawing:

- Use a sketchbook to develop ideas.
- Work in a sustained and independent way from observation, experience and imagination.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
- Produce increasingly accurate drawings of people.

Exploring and Developing Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in their sketchbook.

(Reminder – These skills can also be covered through a cross-curricular approach)

Art and Design Unit Guide for Teachers

Year 5 Summer

Mayan Patterns and Print-making

Artist area/s – Printing and Pattern

Key artists or designers – Margaret Preston and Dan Fenelon

Suggested resources – Poly board, Lino, Printing ink

Final artwork – Block prints

Key skills/knowledge to be covered:

Printing:

- Use relief and impressed printing processes
- Explore images through mono printing on a variety of papers.
- Explore printing techniques used by a variety of artists.

Pattern:

- Look at various artists creation of pattern and discuss effect.
- Discuss how patterns can reflect personal experiences and expression.

Exploring and Developing Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in their sketchbook.

(Reminder – These skills can also be covered through a cross-curricular approach)

Art and Design Unit Guide for Teachers

Year 6 Spring

Plant and Flower Painting and Sculpting

Artist area/s – Colour, Drawing and 3D Form

Key artists or designers – Alexander Calder and David Oliviera

Suggested resources – Paint, Wire, Tissue, Beads

Final artwork/s – Plant or flower sculpture and an observational painting of sculpture

Key skills/knowledge to be covered:

Colour:

- Demonstrate secure knowledge of primary and secondary, warm and cold, complimentary and contrasting colours.
- Control and experiment with particular qualities of tone, shades, hue and mood.
- Use colour to express moods and feelings
- Independently choose appropriate paint, paper and implements to adapt and extend their work.
- Create shades and tints using black and white.
- Carry out preliminary studies, test media and materials and mix appropriate colours.
- Show an awareness of how paintings are created, considering artists use of colour and application of it.

Drawing:

- Look at the effect of light on an object from different directions.
- Use a variety of techniques to interpret the texture of a surface e.g. mark making
- Work on a variety of scales and collaboratively.
- Independently select materials and techniques to use to create a specific outcome.
- Demonstrate a wide variety of ways to make different marks with dry and wet media.
- Identify artists that have worked in a similar way to their work
- Introduce the concept of perspective.

Exploring and Developing Ideas:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in their sketchbook

(Reminder – These skills can also be covered through a cross-curricular approach)