

## Art Spring Overview

Art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	Painting and mixed media: Paint my world	Sculpture and 3D: Paper play	Painting and mixed media: life in colour	Craft and design: Ancient Egyptian scrolls	Painting and mixed media: Light and Dark	Drawing: I need space	Drawing: Make my voice heard
Outline	Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. This unit contains three brand new lessons and two existing Kapow Primary lessons.	Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them	Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.	Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.	Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.	From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.
Learning objectives	<ul style="list-style-type: none"> <li>To explore through finger painting</li> <li>To create natural paintbrushes using found objects</li> <li>To respond to music through the medium of painting</li> <li>To make child led</li> </ul>	<ul style="list-style-type: none"> <li>To roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture. To work collaboratively to plan and create a sculpture. To</li> </ul>	<ul style="list-style-type: none"> <li>To develop knowledge of colour mixing.</li> <li>To know how texture can be created with paint.</li> <li>To use paint to explore texture and pattern.</li> <li>To compose a collage, choosing and arranging materials for effect.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate the style, pattern and characteristics of Ancient Egyptian art.</li> <li>To apply design skills inspired by the style of an ancient civilisation.</li> <li>To apply understanding of ancient techniques to</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to darken or lighten a colour when mixing paint.</li> <li>To know how to create tint and shade of a colour.</li> <li>To use tints and shades to give a three dimensional effect when painting.</li> <li>To explore how paint can create</li> </ul>	<ul style="list-style-type: none"> <li>To explore the purpose and effect of imagery.</li> <li>To understand and explore decision making in creative processes.</li> <li>To develop drawn ideas through printmaking.</li> <li>To test and develop ideas using sketchbooks.</li> <li>To apply an understanding of</li> </ul>	<ul style="list-style-type: none"> <li>To explore expressive drawing techniques.</li> <li>To consider how symbolism in art can convey meaning.</li> <li>To apply understanding of the drawing technique chiaroscuro.</li> <li>To evaluate the context and</li> </ul>

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	<p>collages using mixed media</p> <ul style="list-style-type: none"> <li>To create landscape collages inspired by the work of Megan Coyle.</li> <li>To create a large piece of group artwork based around fireworks.</li> <li>To experiment with colour, design and painting techniques.</li> </ul>	<p>apply painting skills when working in 3D.</p>	<ul style="list-style-type: none"> <li>To evaluate and improve artwork.</li> </ul>	<p>construct a new material.</p> <ul style="list-style-type: none"> <li>To apply drawing and painting skills in the style of an ancient civilisation.</li> <li>To apply an understanding of Egyptian art to develop a contemporary response.</li> </ul>	<p>very different effects.</p> <ul style="list-style-type: none"> <li>To consider proportion and composition when planning a still life painting.</li> <li>To apply knowledge of colour mixing and painting techniques to create a finished piece.</li> </ul>	<p>drawing processes to revisit and improve ideas.</p>	<p>intention of street art.</p> <ul style="list-style-type: none"> <li>To evaluate the context, intention and value of street art.</li> <li>To apply an understanding of impact and effect to create a powerful image.</li> </ul>
Key Skills	<ul style="list-style-type: none"> <li>Talk about their ideas and explore different ways to record them using a range of media.</li> <li>Experiment in an exploratory way.</li> <li>Use a range of drawing materials, art application</li> </ul>	<ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> <li><b>Using sketchbooks:</b></li> <li>Use sketchbooks to explore ideas.</li> <li><b>Making skills:</b></li> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> </ul>	<ul style="list-style-type: none"> <li><b>Generating ideas:</b></li> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> <li><b>Making skills:</b></li> <li>Further demonstrate increased control with a greater range of media.</li> </ul>	<ul style="list-style-type: none"> <li><b>Generating ideas:</b></li> <li>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> <li><b>Using sketchbooks:</b></li> <li>Use sketchbooks for a wider range of purposes, for example recording things using drawing</li> </ul>	<ul style="list-style-type: none"> <li><b>Generating ideas:</b></li> <li>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> <li><b>Using sketchbooks:</b></li> <li>Use sketchbooks for a wider range of purposes, for example, recording things</li> </ul>	<ul style="list-style-type: none"> <li><b>Generating ideas:</b></li> <li>Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</li> <li><b>Using sketchbooks:</b></li> <li>Confidently use sketchbooks for purposes including</li> </ul>	<ul style="list-style-type: none"> <li><b>Generating ideas:</b></li> <li>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> <li><b>Using sketchbooks:</b></li> <li>Using a systematic and independent approach,</li> </ul>

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	<p>techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <ul style="list-style-type: none"> <li>• Enjoy looking at and talking about art.</li> <li>• Recognise that artists create varying types of art and use lots of different types of materials.</li> <li>• Recognise that artists can be inspired by many things.</li> <li>• Talk about their artwork, stating what they feel they did well.</li> <li>• Say if they like an artwork or not and begin to</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and analyse a wider variety of ways to join and fix materials in place.</li> <li>• <b>Evaluating and analysing:</b></li> <li>• Describe and compare features of their own and others' artwork.</li> <li>• Evaluate art with an understanding of how art can be varied and made in different ways and by different people</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices about which materials and techniques to use to create an effect.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> <li>• <b>Knowledge of artists:</b></li> <li>• Talk about art they have seen using some appropriate subject vocabulary.</li> <li>• Apply their own understanding of art materials learnt from artist work to begin</li> </ul>	<p>and annotations, planning and taking next steps in a making process.</p> <ul style="list-style-type: none"> <li>• <b>Making skills:</b></li> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>• <b>Knowledge of artists:</b></li> <li>• Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using</li> </ul>	<p>using drawing and annotations, planning and taking the next steps in a making process.</p> <ul style="list-style-type: none"> <li>• <b>Making skills:</b></li> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>• <b>Knowledge of artists:</b></li> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> </ul>	<p>recording observations and research, testing materials and working towards an outcome more independently.</p> <ul style="list-style-type: none"> <li>• <b>Making skills:</b></li> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, e.g. photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> <li>• <b>Knowledge of artists:</b></li> <li>• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural</li> </ul>	<p>research, test and develop ideas and plans using sketchbooks.</p> <ul style="list-style-type: none"> <li>• <b>Making skills:</b></li> <li>• Create expressively in their own style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriate to fit with ideas.</li> <li>• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> <li>• <b>Knowledge of artists:</b></li> <li>• Describe, interpret and evaluate the work, ideas and</li> </ul>
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	<p>form opinions by explaining why.</p>		<p>purposefully choosing materials for a specific effect.</p> <ul style="list-style-type: none"> <li>• <b>Evaluating and analysing:</b></li> <li>• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</li> <li>• Begin to talk about how they could improve their own work.</li> <li>• Talk about how art is made.</li> </ul>	<p>their own experiences and historical evidence.</p> <ul style="list-style-type: none"> <li>• <b>Evaluating and analysing:</b></li> <li>• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> <li>• Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluating and analysing:</b></li> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art, considering how it can affect the lives of the viewers or users of the piece.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul>	<p>and historical context may have influenced their creative work.</p> <ul style="list-style-type: none"> <li>• Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>• Consider what choices can be made in their own work to impact their viewer.</li> <li>• <b>Evaluating and analysing:</b></li> <li>• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>	<p>processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <ul style="list-style-type: none"> <li>• <b>Evaluating and analysing:</b></li> <li>• Give reasoned evaluations of their own and others' work which takes account of context and intention.</li> <li>• Discuss how art is sometimes used to communicate social, political, or environmental views.</li> <li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li> <li>• Independently use their</li> </ul>
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							knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Key Vocab	transient collage fixed not fixed permanent temporary dab dot flick glide splat splatter stroke swish wipe	artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag	collage detail mixing overlap primary colour secondary colour surface texture	ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine	abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid	cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique	aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone
Key Questions	I wonder how we could fix this piece of (mixed media) to our pictures What would happen if we threw the teabag	How can you make a cylinder with paper? When something is not flat it is called... An example of 3D art is...	Which of the following are secondary colours... What word is used to describe how a surface feels? Collage is...	What is a feature of ancient Egyptian art? What plant did the Egyptians use to make paper? The way you put together a drawing to look visually	How do you make a shade of a colour? How do you make a tint of a colour? What do artists use tints and shades to show in paintings?	Which image best reflects the impact of the Space Race on design? What is the definition of retro-futurism?	Which Mexican artist was inspired by the Maya civilisation? Symbolic means ... What is the Italian term used to

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	<p>at the paper? Does that make a different splat than if we flick the paint? I wonder what will happen if we mix these two colours? I love that pattern. Can you show me how you did it? Tell me about your painting. What does it feel like?</p>	<p>Which famous artist is famous for making giant spider sculptures? How many different ways could you shape a piece of paper?</p>	<p>Which picture best represents a collage? An artist known for making collages was...</p>	<p>appealing is called a... Which picture shows a scroll? Which are the first three steps to make papyrus paper? What is a symbol? What can a zine be used for?</p>	<p>Which description best describes the "stippling" technique? What is the name of the painting technique developed by Georges Seurat? What technique is being used here? (wash) Composition means... Write a sentence or two explaining the effect that different painting techniques can achieve. You can use the words below to help (tints, shades, light and dark, three-dimensional, realistic)</p>	<p>Which image would be considered retro-futuristic? List three different drawing materials or techniques you could try to draw this image... What is the name of this printing technique (collagraphy) What is special about this printing technique? Who created the artwork "Moonwalk"? Pick two words to write a sentence about the purpose of a drawing (information, message, enjoyment, decoration, to make money).</p>	<p>describe light and dark in a painting? Which famous artist was known for his use of chiaroscuro? What is a mural? What type of street art is considered illegal? What does commissioned mean? Write a couple of sentences explaining how to create an impactful drawing. You can use the phrases below to help (chiaroscuro, dramatic effects, send a message, location and audience, symbolic imagery).</p>
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