

Linton Primary School

New Whole School Curriculum **ART and DESIGN**

KS1

	Autumn Term	Spring Term	Summer Term
1	<u>Mind Over Matter</u> Looking at overcoming adversity, developing a 'Growth Mindset'. <i>What provides individuals with the motivation and determination to succeed?</i>	<u>Fight for Survival</u> Investigating settlements, communities and food chains. <i>What are the characteristics of success and failure?</i>	<u>Incredible Journeys</u> Taking a look at habitats, migration and nomadic lifestyles. <i>What drives them on?</i>
KS1	<ul style="list-style-type: none"> • Use digital sources to explore perceptual art. • Focus on the work of 'Op Art' Artists, e.g. Bridget Riley. • Focus on line, shape, form and colour, to understand how effects are created. • Create work in the 'Op Art' style using collage techniques. • Use photography as a medium to 'trick' the eye. • Study works by abstract artists and those who have pushed boundaries such as Dali & Picasso. • Investigate the technique of silhouette and the effect it has on the viewer. • Create works using silhouette techniques using paper and paint. • Examine the contribution of 'Arts' to society. 	<ul style="list-style-type: none"> • Explore early examples of art and consider possible reasons for its creation. • Use drawing as a method of recording images. • Draw from observation using lines that capture form and shape. • Use a variety of tools and techniques including brush sizes and types to represent objects in paint. • Create textured paints by experimenting with natural materials such as earth and sand. • Work collaboratively to create works on a large scale. • Explore sculpture considering aesthetics and function. • Consider sculpture in different cultural contexts, e.g. ice sculpture, totem poles etc. • Experiment with construction and joining techniques. Evaluate success. • Create 3D works using natural materials. 	<ul style="list-style-type: none"> • Look at design, form and function as necessity for particular cultures, e.g. Canal boat people, Gypsy Roma / Traveller communities, Aborigines etc. • Consider the main factors that are the drivers for their specific art forms. • Consider the use of colour and motif. • Explore textiles as functional decoration. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Experiment by changing and modifying threads and fabrics by knotting, fraying, twisting, plaiting and combining. • Create fabrics by weaving and knitting etc.
2	<u>Unknown Universe</u> Space exploration, breakthroughs and new discoveries. <i>How are we changing the world?</i>	<u>Heroes and Villains</u> Taking a closer look at making and breaking the rules. <i>Who's got talent and influence?</i>	<u>The Greatest Gift</u> Discussing and debating the impact of talent. <i>What impact will you have on the world?</i>
KS1	<ul style="list-style-type: none"> • Appraise a range of modern, abstract and 'fantasy' art by a variety of artists. • Create a colour palette by collecting swatches that inspire. • Use 3D techniques manipulating and moulding malleable materials (such as clay or modelling clay) in a variety of ways to create a model, e.g. of an alien, planet or space craft. • Create a digital record using moving images. • Experiment with joining techniques and creating texture for effect. • Evaluate, reflect upon and make changes to their work considering scale, impact and stability. 	<ul style="list-style-type: none"> • Look at different representations of the same event / individual and consider the messages they convey. • Consider how we form opinions about individual's and situations from how they are represented. • Begin to explore the influence of print. • Experiment using a wide range of materials and techniques, including simple mono-prints, rollers, mesh and stencils. • Look at the key features of portraiture. • Draw a self portrait considering shape, scale and positioning of features. • Paint a portrait of someone you consider to be a hero considering how you wish them to be represented. (Celebrity / story book character.) 	<ul style="list-style-type: none"> • Further explore the influence of print. • Research signs, symbols and images that have been used to represent heroes and villains. (Such as those in Marvel comics.) • Appraise the styles used considering line, shape, form and colour. • Create a logo to represent a chosen character or individual. • Create a number of possibilities before choosing a final design. • Use drawn lines and those created using digital technology.

3	<u>Seasons of Change</u> Charting changes in the environment and over time. Exploring how to cope with change. <i>How can we use change to our advantage?</i>	<u>Home Grown</u> Influential individuals from our region who have changed our lives locally, nationally and globally. <i>What are the effects of innovation?</i>	<u>Hidden World</u> Using charts, maps and information to establish areas that remain enigmatic. <i>What lies in wait - is still to come?</i>
KS1	<ul style="list-style-type: none"> Take a close look at how change occurs in Nature focussing on colour, shape and texture.(Renewal & decay.) Research and record using digital media, cameras, video recorders etc. Consider how nature can inspire colour in our everyday lives. Experiment using elements from research to form ideas e.g. mood boards / initial ideas. Plan and create own work,(e.g. canvas and /or textile creation) by evaluating and refining own work. Consider how colour, shape and scale influence the success of a piece. 	<ul style="list-style-type: none"> Explore how different artists use a variety of materials to create affect. Explore the work of artists who re-use a range of objects and materials for invention, such as Heath Robinson. Explore the works of those who prefer a type of medium, e.g. Stella McCartney, Damien Hirst etc. Explore the qualities of different materials and assess their suitability for a particular purpose. (Natural, man-made, innovative, re-used and recycled.) Design and create 3D sculpture for a particular purpose, e.g. purely decorative to enhance the aesthetics of its surroundings, or to be a fountain or water collector etc. 	<ul style="list-style-type: none"> Look at art as a means of recording. Reflect upon the drawings, paintings and sketches of early explorers. Observational drawing to record factual information. Focus on colour and colour mixing to achieve accuracy. Investigate representing tone and texture through our drawings and paintings.
4	<u>Secrets of the Deep</u> Examining innovation underground and underwater. <i>What will the impact of new discoveries be?</i>	<u>The Weird and the Wonderful</u> Looking at civilisations and discoveries that have surprised, astounded and amazed. <i>What is the value of having an open mind?</i>	<u>Awesome Explorers</u> Considering who we remember and why. Delving into methods of recording. <i>What are the common characteristics of adventure?</i>
KS1	<ul style="list-style-type: none"> Take a close look at how pattern occurs in Nature. Research and record using digital media, cameras, video recorders etc. Consider how nature can inspire pattern. Explore how we use pattern to enrich our environment. (Wallpaper, wrapping paper, printed textiles etc.) Experiment using elements from research to form ideas for prints. Experiment using a wide range of materials and techniques, including simple mono-prints, rollers, mesh and stencils. Build repeating patterns by evaluating and refining own work. Consider how colour, shape and scale influence the success of a created pattern. 	<ul style="list-style-type: none"> Explore how different artists (past & present) have been /are inspired to create abstract works, e.g. Henry Moore, Wassily Kandinsky, Alexander Calder, Anne Neukamp, Frank Ammerlaan etc. Analyse the impact of abstract representations in paintings. Create an abstract painted work. Explore the works of those who prefer to use unusual materials for unexpected purposes to amazing effect. Explore the qualities of different materials and assess their suitability for a particular purpose as well as their impact. Design and create an abstract 3D sculpture to represent a chosen object or idea e.g. a creature, character, fruit or plant. Evaluate end results. 	<ul style="list-style-type: none"> Look at functional art within society, e.g. Shaker Style etc. Research a particular thread such as old maps of both sea and sky, diagrams of scientific equipment or inventions, or caricatures in illustration for reporting purposes. Isolate the elements of intrigue and use as a recipe for own work. Use line to create a piece of functional art. Consider the role of colour in illustration. Evaluate success of recording.

KS2

	Autumn Term	Spring Term	Summer Term
1	<u>Mind Over Matter</u> Looking at overcoming adversity, developing a 'Growth Mindset'. <i>What provides individuals with the motivation and determination to succeed?</i>	<u>Fight for Survival</u> Investigating settlements, communities and food chains. <i>What are the characteristics of success and failure?</i>	<u>Incredible Journeys</u> Taking a look at habitats, migration and nomadic lifestyles. <i>What drives them on?</i>
Lower KS2 Upper KS2	<ul style="list-style-type: none"> Use digital sources to record and collect examples of perceptual art. Focus on the work of 'Op Art' Artists, e.g. Bridget Riley. Focus on line, shape, form and colour, to understand how effects are created and use a graphics package to create images and effects using line. Create work in the 'Op Art' style using collage techniques, experimenting with overlapping and layering to create effect. Use collage as a means of collecting ideas and information. Study works by abstract artists and those who have pushed boundaries such as Dali & Picasso. Investigate the technique of silhouette and the effect it has on the viewer. Create works using silhouette techniques using paper and paint. Examine the contribution of 'Arts' to society. Add collage to a painted or printed background. Use different techniques, colours and lines to change impact of own work. Use collage as a means of extending work from initial ideas. Create a series of silhouette images to illustrate a narrative. 	<ul style="list-style-type: none"> Explore early examples of art and consider possible reasons for its creation. Make marks and lines with a wide range of drawing implements, e.g. pencil, chalk, pastels etc. Experiment with different implements to draw form and shape. Begin to show an awareness of objects having a third dimension. Paint, experimenting with different effects and textures including colour blocking and thickened paint to create textural effects. Work collaboratively to create works on a large scale. Explore sculpture considering aesthetics and function. Consider sculpture in different cultural contexts, e.g. ice sculpture, totem poles etc. Plan, design and make models from imagination. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Develop a painting from a series of sketchbook drawings. Create original imaginative work to record a narrative. Shape, form, model and construct from observation then adapt ideas to reflect imagination. Use natural / man-made materials to create a sculpture. 	<ul style="list-style-type: none"> Look at design, form and function as necessity for particular cultures, e.g. Canal boat people, Gypsy Roma / Traveller communities, Aborigines etc. Consider the main factors that are the drivers for their specific art forms. Use specific colour language. Mix and use tints and shades. Explore textiles as functional decoration. Use a variety of techniques to create different textural effects. Develop skills in stitching, cutting and joining. Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours. Use fabrics to create 3D structures. Use different grades of threads and needles to create effect. Experiment with a range of textile media to overlap and layer to create interest and affect function.
2	<u>Unknown Universe</u> Space exploration, breakthroughs and new discoveries. <i>How are we changing the world?</i>	<u>Heroes and Villains</u> Taking a closer look at making and breaking the rules. <i>Who's got talent and influence?</i>	<u>The Greatest Gift</u> Discussing and debating the impact of talent. <i>What impact will you have on the world?</i>
Lower KS2 Upper KS2	<ul style="list-style-type: none"> Appraise and compare a range, abstract and 'fantasy' art by a variety of artists, e.g. from Leonardo Da Vinci to Willard Wigan. Question and make thoughtful observations about starting points and select ideas to use in their own work. Create a representation of a fantasy model, invention or craft using a malleable material. Create surface patterns and textures in the malleable material to finish the model. Use the model to create and present recorded visual images using software. Shape, form, model and construct from observation or imagination a poseable form. Develop skills in handling and using clay including using slips etc. Produce intricate patterns and textures in the malleable media to demonstrate a high quality finished product. Create layered images using digital recordings of own work. 	<ul style="list-style-type: none"> Look at different representations of the same event / individual and consider the messages they convey. Consider how we form opinions about individual's and situations from how they are represented. Look at the key features of portraiture. Create portraits on a range of scales, e.g. real life size, miniature etc. Represent a range of textures by experimenting with technique to create effect. Explore using pattern and texture in a drawing to make representations. Develop a painting from a series of sketches or a drawing. Carry out preliminary studies, trying out different media and colour choices. Create imaginative work representing a situation or individual from a variety of sources and ideas, e.g. themes, poetry, music etc. 	<ul style="list-style-type: none"> Research signs, symbols and images that have been used to represent heroes and villains. (Such as those in Marvel comics.) Appraise the style of line used, impact of design and use of colour. Create a logo to represent a chosen character or individual. Experiment with a variety of shapes and lines to affect impact of the design. Create shapes digitally, experiment with line and colour for impact. Experiment making changes to one element at a time to improve a design. Create a number of possibilities before choosing a final design. Import an image digitally. Use digital technology to create and manipulate new images. Compare ideas, methods and approaches, others have used and share thoughts and opinions on their success.

<h1>3</h1>	<h2><u>Seasons of Change</u></h2> <p>Charting changes in the environment and over time. Exploring how to cope with change. <i>How can we use change to our advantage?</i></p>	<h2><u>Home Grown</u></h2> <p>Influential individuals from our region who have changed our lives locally, nationally and globally. <i>What are the effects of innovation?</i></p>	<h2><u>Hidden World</u></h2> <p>Using charts, maps and information to establish areas that remain enigmatic. <i>What lies in wait - is still to come?</i></p>
<p>Lower KS2 Upper KS2</p>	<ul style="list-style-type: none"> Take a close look at colour in our immediate and wider environment – consider the emotional effect. Research and record using digital media, cameras and recorders etc. Consider how nature can inspire the use of colour for certain objects. Experiment using elements from research to form ideas for painted / textile works. Create colour collections, recreating shades and tones. Create works using chosen colour combinations. Consider how colour, shape and scale influence the success of our work. Create a work that has been developed from a sketchbook idea. Create a textile design for a particular season. Create work using a limited palette. Recreate the same idea in a range of colour combinations and appraise effect. 	<ul style="list-style-type: none"> Explore how different artists (especially those associated with our region) use a variety of materials to create affect. Explore the range and impact of artworks in our region. Explore the work of artists who re-use a range of objects and materials for invention. Explore the qualities of different materials and assess their suitability for a particular purpose. Plan, design and make an initial model from developed ideas. Refine model and make improvements considering stability, function and impact of design. Experiment with methods of joining relevant to materials being used. Plan a sculpture / model through drawing and other relevant preparatory work. Use recycled, natural or man-made materials to create an invention / functional piece of art, e.g. a fountain. Develop knowledge of appropriate methods for joining certain types of materials and resources. Develop knowledge of appropriate tools and safe usage. 	<ul style="list-style-type: none"> Look at art as a means of recording. Reflect upon the drawings, paintings and sketches of early explorers. Draw naming, matching and creating lines / marks from observations. Experiment inventing new lines to make accurate representations. Mix primary shades and tones and secondary colours to achieve accuracy in representing objects and images. Investigate representing tone and texture through describing what we can see and want to achieve. Appraise early representations and discuss reasons for discrepancies. Use media to make a variety of marks, lines, patterns and shapes within a drawing. Explore colour mixing and blending techniques. Use different techniques for different purposes, e.g. shading, hatching etc. Start to develop their own style using tonal contrast and mixed media.
<h1>4</h1>	<h2><u>Secrets of the Deep</u></h2> <p>Examining innovation underground and underwater. <i>What will the impact of new discoveries be?</i></p>	<h2><u>The Weird and the Wonderful</u></h2> <p>Looking at civilisations and discoveries that have surprised astounded and amazed. <i>What is the value of having an open mind?</i></p>	<h2><u>Awesome Explorers</u></h2> <p>Considering who we remember and why. Delving into methods of recording. <i>What are the common characteristics of adventure?</i></p>
<p>Lower KS2 Upper KS2</p>	<ul style="list-style-type: none"> Take a close look at how pattern occurs in Nature. Research and record using digital media, cameras and recorders etc. Consider how nature can inspire pattern. Experiment using elements from research to form ideas for prints. Create printing blocks using a relief or impressed method. Create repeating patterns. Create prints with two colour overlays. Consider how colour, shape and scale influence the success of the created pattern. Create printing blocks by simplifying an initial sketchbook idea. Create prints using a relief or impressed method. Create prints with three colour overlays. Work into prints with a range of colours and media. Consider repeating pattern designs. Create a repeat for a printed design. 	<ul style="list-style-type: none"> Explore how different artists have chosen to make abstract representations. Include paintings and sculpture in research. (e.g. Kandinsky, Picasso, Moore, Ammerlaan, Neukamp etc.) Explore the concept of 'installations'. Explore the impact qualities of different materials, colour, shape and scale can have on a piece of work. Work collaboratively to plan, design and make an initial model from developed ideas. Consider impact of shape, space, scale and colour on own ideas. Experiment with methods of joining relevant to materials being used. Plan a sculpture / model through drawing and other relevant preparatory work. Use carefully chosen materials to create an installation. Further develop knowledge of appropriate methods for joining certain types of materials and resources. Further develop knowledge of appropriate tools and safe usage. Consider how to present and exhibit such a work. 	<ul style="list-style-type: none"> Look at functional art within society, Consider how as humans we choose to 'decorate' and 'design'. Research a particular thread such as old maps of both sea and sky, diagrams of scientific equipment or inventions, or caricatures in illustration for reporting purposes.. Isolate the elements of intrigue and use as a recipe for own work. Consider how styles from around the globe 'influence' art and design and crop up again and again. Use line to create a piece of functional art. Consider the role of colour in illustration and design. Evaluate success of recording. Use media to make a variety of marks, lines, patterns and shapes within a drawing. Explore colour and the importance it has on the impact and success of a particular piece. Explore use and recreation of different techniques. Further develop their own style through initial and final ideas.