

# Friarage School

## ART Curriculum.



## **Intent**

At our primary schools we aim to provide children with art and design experiences which are creative, enjoyable, challenging and confidence-building, based on the central activities of generating and developing ideas, making and evaluating.

The aims of the Art curriculum at our school are to enable pupils to:

- be taught within the requirements of the Early Years Foundation Stage and National Curriculum and beyond.
- realise their full potential in an individual, creative and imaginative way and to value their own capacity for producing a range of art and design.
- understand and communicate ideas and feelings through the language of art and design.
- develop aesthetic awareness and the ability to make informed critical judgements.
- understand cultural diversity and appreciate different values and traditions.
- gain enjoyment from participation in and appreciation of art and design within school, the local environment and the wider community.

Each year covers the following

- painting
- drawing
- collage/textile
- 3D/sculpture
- Printing
- Digital art should be covered in computing but could be incorporated into these units as relevant - particularly mixed media.

## Our Big Ideas are


Generating ideas   Knowledge of Artists   Making skills   Formal elements   Evaluating


### This is how they fit with the national curriculum

KS1 National Curriculum	Big Ideas
to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Generating Ideas Making Skills Formal Elements
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Making Skills Formal Elements
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Knowledge of Artists Evaluating

KS2 National Curriculum	Big Ideas
to create sketch books to record their observations and use them to review and revisit	Generating Ideas Making Skills Formal Elements
ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Making Skills Formal Elements
To learn about great artists, architects and designers in history	Knowledge of Artists Evaluating

EYFS See separate document	Context	Subject-specific knowledge	Subject- specific skill development (see progression of skills in more detail)	Key expected outcomes

KS1				
Cycle A Autumn	<p><b>Piet Mondrian</b></p> <p>Use the work of Piet Mondrian as stimulus for own work.</p> <p><b>Formal elements and making skills focus</b></p> <ul style="list-style-type: none"> <li>- Painting/colour mixing</li> <li>- Printing</li> </ul>	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Knowledge of artists</p> <p>Evaluating</p>	<p>Naming colours - primary and secondary</p> <p>To mix secondary colours from primary colours.</p> <p>To mix colours based upon Kandinsky's and Mondrian's work</p> <p>Use a variety of tools and techniques including different size and type of brushes</p> <p>Wash brushes after use.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artists)</p> <p>Create a colour wheel</p> <p>Experimenting and exploring with materials, tools and techniques</p> <p>Experiment with printing techniques</p> <p>Create a final piece of work inspired by an artist</p> <p>Evaluate own work</p>
Spring	<p><b>Paul Klee</b></p> <p>Printing</p> <p><b>Formal elements and making skills focus</b></p> <ul style="list-style-type: none"> <li>- Painting/colour mixing</li> <li>- Printing</li> </ul> 	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Knowledge of artists</p> <p>Evaluating</p>	<p>Explore Paul Klee and the use of shapes in his work.</p> <p>Using printing techniques potato / sponge / wood blocks for different effects and patterns.</p>	<p>Experiment with printing techniques</p> <p>Create a final piece of work inspired by an artist</p> <p>Evaluate own work</p>

				
Summer	<b>James Brunt</b> <i>Sculpture – natural</i> <i>Collage/ sculpture</i> <b>Formal elements and making skills focus</b> <ul style="list-style-type: none"> <li>- sculpture /3D</li> <li>- digital art</li> <li>- collage</li> </ul>	Formal elements Making Skills Generating ideas Knowledge of artists Evaluating	Research work of Brunt Visit from the artist to create large scale beach art. Explore sculpture with natural materials Create large class sculpture Discuss and evaluate work and emotional connection to it Create a new work – individual or group	Photograph, explore and discuss our art on the beach using photographs to discuss and evaluate and as inspiration for own work Create small and large sculptures from natural materials Create collages with natural materials
Cycle B Autumn	<b>Henri Matisse</b> <i>Printing/sculpture (clay)</i> Use the work of Matisse as stimulus for own work (Matisse – snail)  <b>Formal elements and making skills focus</b> <ul style="list-style-type: none"> <li>- collage</li> <li>- printing</li> <li>- Sculpture</li> </ul>	Formal elements Making Skills Generating ideas Knowledge of artists Evaluating	<b>Collage/textiles</b> Collect, sort, name , match colours appropriate for an image. Arrange and glue to different backgrounds Fold, crumple, overlap paper Create images from a range of media – magazines, fabric, crepe paper etc Match and sort fabric to make a collage – explore texture, length, size and shape Make rubbings to collect textures and patterns Repeat patterns <b>3D – Clay</b> Manipulate in a variety of ways including rolling and kneading. Make a simple thumb pot. Create patterns in surface	Talk confidently about Matisse  Create collages of creatures based on the snail – paper and fabric Create texture rubbings from natural and man made materials – create own repeated patterns  Use clay to make a snail or alternative creature  Evaluate own work



Spring

**Edward Tingatinga**

*Drawing (1) / painting (2)*

**Compare to Illustrator – Ron Hargreaves**

*Drawing*

Using the work of Tingatinga as inspiration.

**Formal elements and making skills focus**

Formal  
elements  
Making Skills  
Generating  
ideas  
Evaluating




Record and explore ideas from first hand observations of artists' work: **Edward Tingatinga**

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips. And collage materials - paper, fabric, foil etc


Control the types of marks made with the range of media.  
Name, match and draw lines/marks from observations.

Drawings in a range of media based on tinga / Mr Men cartoons. Copy images then draw own. -

Still life observational drawing in HB pencil, using lines.




	<ul style="list-style-type: none"> <li>- drawing</li> <li>- digital art</li> <li>- Painting</li> </ul>  		<p>Observe and draw shapes from observations and using the work of Edward Tingatinga as inspiration.</p> <p>Investigate tone by drawing light/dark.</p> <p>Apps for drawing  <a href="https://tayasui.com/index.html">https://tayasui.com/index.html</a></p> <p>Paper by we transfer  <a href="https://apps.apple.com/us/app/id506003812?ign-mpt=uo%3D4">https://apps.apple.com/us/app/id506003812?ign-mpt=uo%3D4</a></p>	<p>Introduce tone by drawing lightly/heavily and look at simple shading.</p> <p>Draw with felt pens.</p> <p>Colour in with charcoal, felt tips and crayons.</p> <p>Create a final image and evaluate</p>
Summer	<p><b>Seascapes- Naomi Jenkins</b></p> <p>Collage/ painting – watercolours</p> <p>Jo Atheton</p> <p>Weaving ( textiles)</p> <p><a href="https://joatherton.com/gallery2/">https://joatherton.com/gallery2/</a></p>	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Knowledge of artists</p> <p>Evaluating</p>	<p><b>Collage/textiles</b></p> <p>Collect, sort, name, match colours appropriate for an image.</p> <p>Arrange and glue to different backgrounds</p> <p>Fold, crumple, overlap paper</p> <p>Create images from a range of media - magazines, fabric, crepe paper etc</p> <p>Match and sort fabric to make a collage - explore texture, length, size and shape</p> <p>Make rubbings to collect textures and patterns</p> <p>Repeat patterns.</p> <p>Use a variety of techniques - for weaving, stitching to create different textural effects</p>	<p>Experiment with techniques and choose one fit for own purpose.</p> <p>Create piece of weaving inspired by flotsam weaving (FISH)</p>  <p>Evaluate own weaving</p>

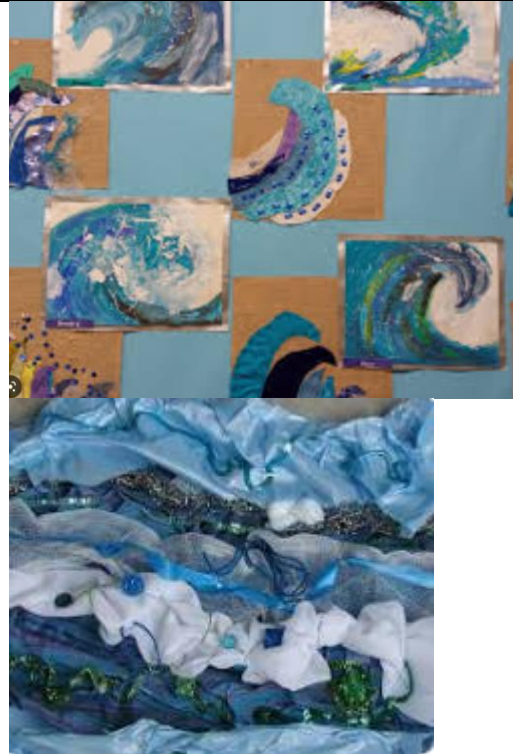





	 <ul style="list-style-type: none"> <li>- painting</li> <li>- textiles</li> <li>- sculpture</li> </ul>		Use skills to create an independent piece of paper weaving	
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LKS2				
Cycle A Autumn	<b>Stephen Wiltshire</b> <b>Contemporary artist and illustrator</b> <i>Drawing/ architecture compare to</i> <b>Joseph banks Natural still life painter.</b>	Formal elements Making Skills Generating ideas Knowledge of artists Evaluating	Look at work of Stephen Wiltshire and evaluate Experiment by making marks and lines with a wide range of drawing implements - charcoal, chalk, crayon, chalk pastels, pens...	Use experimentation of techniques and inspiration from Stephen Wiltshire to create own piece of Art using pen technique.



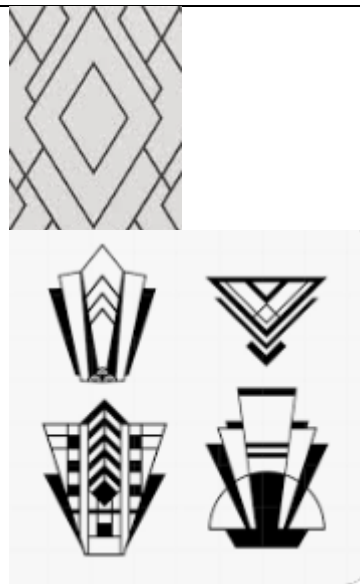
	 		<p>Experiment with adding detail  Experiment with grades of pencil  Begin to create 3D effect with shading  Experiment with different size brushes  Mix tints and shades  Mix colours independently  Use watercolour for wash - Banks, poster paint or acrylic for Haring</p>	<p>AS contrast chn to use pencil to still life draw and paint in the style of Joseph Banks</p> <p>Evaluate.</p>
Spring	<p><b>Hokusai</b>  <i>Collage and textiles</i>  To use the paintings of Hokusai (especially the <i>Great Wave</i>) to inspire own print work</p> <p>Formal elements and making skills focus</p> <ul style="list-style-type: none"> <li>- Textiles</li> <li>- collage</li> <li>-</li> </ul> 	<p>Formal elements  Making Skills  Generating ideas  Knowledge of artists  Evaluating</p>	<p>Explore work of Hokusai and movement in his work  Experiment with collage techniques for moving water</p> <p>Use collage and printing to create own version of The Great Wave on fabric - choice of item</p>	<p>Use experimentation of techniques and inspiration from Hokusai to create own piece of Art</p> <p>Create a collage image of the sea  - could add pastels  Batik?  create a piece of textile/ collage work inspired by Hokusai depicting movement and using layering</p>

				
Summer	<p><b>Kandinsky</b>  <i>Painting</i>          Use the work of Wassily Kandinsky as stimulus for own work.</p> <p><b>Formal elements and making skills focus</b></p> <ul style="list-style-type: none"> <li>- <b>Painting</b></li> <li>- <b>Printing</b></li> <li>- <b>textiles</b></li> </ul>	<p>Formal elements          Making Skills          Generating ideas          Knowledge of artists          Evaluating</p>	<p>To mix colours based upon Kandinsky's work          Recap on chn colour mxing and the colour wheel from the KS1 skills</p> <p>Use a variety of tools and techniques including different size and type of brushes</p> <p>Experiment with printing techniques</p> <p>Wash brushes after use.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artists)</p> <p>Experimenting and exploring with materials, tools and techniques</p> <p>Experiment with printing techniques</p> <p>Create a final piece of work inspired by an artist</p> <p>Evaluate own work</p>

			 <p>Circle weaving textiles Paper plate weaving</p>	
<p>Cycle B Autumn</p>	<p><b>David Hockney</b> <i>Painter/ digital art</i> <b>Formal elements and making skills focus.</b></p> <ul style="list-style-type: none"> <li>- Drawing (sketches)</li> <li>- digital art</li> </ul> 	<p>Formal elements Making Skills Generating ideas Knowledge of artists Evaluating</p>	<p>Research Hockney and create pic collage of images. Chn to annotate with thoughts/ feelings/emotions Chn to draw or sketch a mimic of one. Trying out different colour concepts.</p> <p>Tayasui Sketches app on ipad. Practise to re crete. Experiment with features and different media pencil, paints, texture, fill etc. Print out and add to books</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artists)</p> <p>Experimenting and exploring with digital media.</p> <p>Create a final piece of work inspired by an artist</p> <p>Using the ipads chn to create a scene inspired by Hockney. Using the <b>Tayasui Sketches app</b>. <a href="https://tayasui.com/index.html">https://tayasui.com/index.html</a> Final piece to go into books Evaluate own work</p>

Spring	<p><b>Harry Wheedon/ Mackintosh</b>  <i>Architect/ designer/ printing – deco design</i>  <i>Collage</i>  <b>Understand the history of architecture</b>  <b>Create a building inspired by an architect</b></p> <p><b>Formal elements and making skills focus</b></p> <ul style="list-style-type: none"> <li>- 3D/ sculpture</li> <li>- Drawing</li> </ul> <div data-bbox="250 464 703 826" data-label="Image"> </div> <div data-bbox="250 833 533 1168" data-label="Image"> </div> <div data-bbox="573 833 898 1168" data-label="Image"> </div>	<p>Formal elements          Making Skills          Generating ideas          Knowledge of artists/architects          Evaluating</p>	<p>Research history of architecture and changes over time          Experiment with proportion and perspective          Use an architect to inspire a building design          Printing techniques to produce art deco style geometric shapes          Look at range of printmaking techniques - create printing blocks (lino, polystyrene etc)          Create repeating patterns with inks and rollers          Print with 2/3/4 colour overlays</p> <div data-bbox="1211 608 1541 895" data-label="Image"> </div> <div data-bbox="1211 903 1563 1238" data-label="Image"> </div>	<p>Use inspiration from architect research to design and to create own scale building</p> <p>Use previous techniques to create model          evaluate</p>
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Summer	<p>Emma Stoddard- Whitby Sculpture trail.  <a href="https://www.emmastothard.com/the-whitby-sculpture-trail">https://www.emmastothard.com/the-whitby-sculpture-trail</a></p> <p>Use the work of Emma Stothard as stimulus for own work.          Trip to Whitby for Sculpture trail.</p> <p><b>Formal elements and making skills focus</b></p> <ul style="list-style-type: none"> <li>- sculpture /3D</li> <li>- digital art</li> <li>- Drawing</li> </ul> <p><b>Note:</b>          Chn may be familiar with Freddie Gilroy the large sculpture on the marine drive.          This could be a good introduction to local art in the area leading up to explore Emma Stothard.</p>	<p>Formal elements          Making Skills          Generating ideas          Knowledge of artists          Evaluating</p>	<p>Research work of Stothard,          Begin to use a sketchbook as a visual diary.</p> <p>Experiment with a variety of media: pencils, rubbers, crayons, pastels, pens, charcoal, chalk.</p> <p>Explore sculpture of Emma Stoddard with a range of malleable media - clay, plasticine          Experiment with ways of producing a figure</p> <ul style="list-style-type: none"> <li>- Clay</li> <li>- Wire and foil</li> <li>- Papier mache</li> <li>- Modroc</li> </ul> <p>Explore sculpture with natural materials          Create large class sculpture          Visit the Whitby sculpture trail.          Discuss and evaluate work and emotional connection to it          Create a new work - individual or group</p>	<p>Find out about Stothard          Draw sculptures.          Explore modelling with clay Make representations of people from clay          Create surface texture on clay</p>

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Year 5	context	Big ideas	Subject specific development	Key expected outcomes
Autumn	<p><b>Frieda Kahlo– portraits</b>  <i>Drawing/painting</i>  <b>To use a range of self portraits and portraits to inspire an original self portrait</b>  Possible artists to compare to Frieda Kahlo</p> <ul style="list-style-type: none"> <li>- Hurvin Anderson</li> <li>- Barkley Hendricks</li> <li>- Van gough</li> <li>- Grant Wood</li> <li>-Kehinde Wiley</li> </ul> <p><b>Formal elements and making skills focus</b></p> <ul style="list-style-type: none"> <li>-Painting</li> <li>-Drawing</li> <li>-mixed media</li> </ul>	<p>Formal elements  Making Skills  Generating ideas  Knowledge of artists  Evaluating</p>	<p>Explore how self portraits vary and are a means of self expression or have a political message</p> <p>Hurvin Anderson - <i>Is it OK to be black?</i>  Famous Painting, winner of the turner prizes in 2017 Research meaning of painting and discuss (link to Black History month)</p> <p>Frieda Kahlo - self portraits</p> <p>Choose media for own self portrait  Degrees of complexity for different abilities - paint, pencil, mixed media , collage</p> <p>Experiment with technique chosen</p>	<p>Explore artists in sketch book</p> <p>Experiment with technique chosen</p> <p>Sketch portrait first</p> <p>Use rules of proportion for face</p> <p>Produce self portrait</p> <p>Evaluate</p>
Spring	<p><b>Picasso</b>  <i>Sculpture/ masks</i>  <b>Use work of Picasso to inspire a 3D mask</b></p> <p><b>Formal elements and making skills focus</b></p> <ul style="list-style-type: none"> <li>- 3D/ Sculpture</li> </ul>	<p>Formal elements  Making Skills  Generating ideas  Knowledge of artists  Evaluating</p>	<p>Look at African masks and how they inspired Picasso</p> <p>Use the work of Picasso and the cubists as stimulus for own 3D work.</p> <p>Experiment with mask making techniques - paper, paper mache, Modroc, clay</p> <p>Design mask based on work of Picasso</p> <p>Create and evaluate mask.</p>	<p>Record research and thoughts about artist and depiction of faces</p> <p>Design mask in style of Picasso (angular etc)</p> <p>Create own mask - technique to be decided by child</p> <p>Evaluate own work</p>
Summer	<p><b>Warhol (Pop Art)</b>  <i>Printing/ collage</i>  <b>Use Andy Warhol as stimulus for own work</b></p>	<p>Formal elements  Making Skills  Generating ideas</p>	<p>Use sketchbooks to record their observations about Pop Artists</p> <p>Look at range of printmaking techniques used by Pop artists - create printing blocks</p>	<p>Use experimentation of techniques and inspiration from Warhol to create own piece of Pop Art - printing and collage</p>

	<b>Formal elements and making skills focus</b> -Printing - collage	Knowledge of artists Evaluatin	Create repeating patterns with inks and rollers Print with 2/3/4 colour overlays  Experiment with collage techniques Use sketchbooks to record their observations and use them to review and revisit ideas	Create a collage portrait  Combine both techniques to create a piece of work inspired by Pop Art
Year 6				
Autumn	<b>Kate Malone– painting and sculpture</b> <a href="https://www.katemaloneceramics.com/">https://www.katemaloneceramics.com/</a> Good teaching resources <a href="https://theartteacher.net/2021/10/26/kate-malone-artist-profile/">https://theartteacher.net/2021/10/26/kate-malone-artist-profile/</a> <b>Formal elements and making skills focus</b> -Painting Digital art - 3d sculpture	Formal elements Making Skills Generating ideas Knowledge of artists Evaluating	Explore work of Kate Malone and her inspiration from nature and natural form What does that mean to you as an artist? Using digital camera photograph close up to get the detail from fruit, skin and insides.  Chn to paint small detailed sections leading to a larger piece.  Experiment with ways of producing a fruit chn explore. <ul style="list-style-type: none"> <li>- Clay</li> <li>- Wire and foil</li> <li>- Papier mache</li> <li>- Modroc</li> </ul>	Chn to create a painting with water colours then re-create with acrylic paint and palette knives. Evaluate  Chn to produce a fruit using one of the sculpture media. Evaluate
Spring	<b>Banksy</b> Printing/ stencilling / graffiti artists – local To create a piece of printing/stencilling inspired by Banksy  <b>Formal elements and making skills focus</b> <ul style="list-style-type: none"> <li>- Printing</li> <li>- Collage/ textiles</li> </ul>	Formal elements Making Skills Generating ideas Knowledge of artists Evaluating	Explore work of Banksy and meanings behind his work Experiment with stencilling and printing techniques such as girl and the balloon. Design an image using a stencil (for printing) Look at range of printmaking techniques - create printing stencils. Print with 2/3/4 colour overlays	Use experimentation of techniques and inspiration from Banksy to create own piece of Art  Create a collage image ( stencilling) with a message



				<p>create a piece of printing work inspired by Banksy - print onto canvas bag or t shirt</p> <p>Evaluate own work</p>
Summer	<p><b>Ian Mitchell</b> - local</p> <p>-collage</p> <p>-painting</p>  <p><b>Keith Haring</b> -modern artist</p> <p>Painting</p> <p>Drawing</p>  <p><b>Islamic Art/ Architecture</b> – drawing</p>	<p>Formal elements</p> <p>Making Skills</p> <p>Generating ideas</p> <p>Knowledge of artists</p> <p>Evaluating</p>	<p>Mix tints and shades for coastal scenes</p> <p><i>Colour wash and back grounds for collage. Layers of paper, torn , layered and textured</i></p> <p>Mix colours independently</p> <p>Use watercolour for wash – Mitchel,</p> <p>poster paint or acrylic for Haring</p>	<p>Evaluate and contrast work of Mitchell and Haring</p> <p>Experiment with techniques</p> <p>Create own piece of work based on one of artists</p> <p>More techniques/ skill used by older children – used mixed media</p>