



**Newall Green
Primary School**

Aiming High To Reach Our Goals

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



Art & Design Curriculum

| Document Control | |
|------------------------------|--|
| Title: | Art Curriculum |
| Date: | March 2020 |
| Supersedes: | - |
| Amendments: | Introduction to a whole range of artists representing different cultures, genres and forms. |
| Related Policies / Guidance: | National Curriculum https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study |

Approved by:

Date: 02.03.20

Last reviewed on:

Next review due by: [March 2022]

Intent

The curriculum that we teach has been planned to develop the **five key skills for life** of: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication.

Purpose of study Art, craft and design embody some of the highest forms of human creativity. We have planned a curriculum that helps each child develop their skills whilst broadening their understanding of different artists and the influence of these artists through history. We want our children to be inspired and confident to experiment with colour, shape and form allowing them the space to try out their skills and communicate their ideas in various forms.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Art and design – key stages 1 and 2

Subject content Key stage 1 Pupils should be taught:

- 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
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit 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]
- about great artists, architects and designers in history.

Modifications

We have moved away from linking the history topics to the art skills development so that the focus is on the skills that need developing rather like developing a handwriting style.

Mask of Agamemnon
Heinrich Schliemann
1550-1500 B.B.



There are few remaining examples with early art often favoring drawing over color. Work has been found recently in tombs. Egyptian Frescoes, pottery, and metalwork.
1500 BC.

Ancient Art

The Night Watch
Rembrandt
1642



Emerged in Europe around 1600. reaction against the intricate and formulaic Mannerist style which dominated the Late Renaissance. Less complex, more realistic, & emotinal.

Baroque

Starry Night
Vincent Van Gogh
1889



In France that represented both an extension of Impressionism and a rejection of that styles inherent limitations.
20th century.

Post Impressionism

The Scream
Edvard Munch
1893



Art literature of the early 20th century. Artists attempt to depict not objective reality but rather the emotions and responses that objects and event arouse in him. Distortion, exaggeration, primitivism, and fantasy. Highly subjective and spontaneous self expression.

Expressionism

Cloud Shepard
Hans Arp
1953



1915-1922. Characterized by a spirit of anarchic revolt. Revelled in absurdity, and emphasised the role of the unpredictable an artistic expression.

Dada

Art Movement's Timeline
By: Jesinda Vincent

Renaissance
Began in Italy, 14th century. Individual Expression, & Wordly Expirience. Move away from religion, dominated middle ages, and turn to individual man in society.



Mona Lisa
Leonardo Da Vinci
Circa 1503-1519

Impressionism
Emerged in France, 19th century. Marked a momentous break from tradition in European painting. The image of an object as if someone just caught a glimpse. Lots of color, scenery, very bright and vibrant.



Haystacks
Claude Monet
1890-1891

Modernism
Late 19th-20th centuries. Revolt against the conservative values of realism. Traditional forms of art.



Mont Ste Victoire
Paul Cezanne
1885-1889

Cubism
20th century. Avantgarde art movement, objects are broken up, analyzed, and re-assembled in an abstracted form. Revolutionized European painting and sculpture.



Weeping
Pablo Picasso
1937

Pop Art
Direct descendant of Dadaism in the way it mocks the established art world by appropriating images. Celebrate everyday objects such as; sop can, washing powders, & coke bottles.



Campbell's Soup
Andy Warhol
1962

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|---|---|---|--|--|---|
| Reception Theme: colour | Piet Mondrian. Primary and secondary colours. | How to use chalk, paint and crayons to depict stars and fireworks. | Create a collage to depict the cold, polar bears, penguins etc. | How to depict fruit in clay and playdough: apples, oranges and bananas. | How to draw fish, crabs, and star fish. | Experiment with colours and materials to represent a picture of the seaside |
| Year 1 Theme: How to draw | Drawing: eyes, noses, ears and mouths. Self-portraits Andy Warhol | Colour. Shades of colour. Artists who use colour for effect. Develop skills & use in continuous provision Andy Warhol | Working with paper to depict winter scenes. Create a montage. | Compare Katsushika Hokusai, David Hockney and Claude Monet – how to create the movement of water | How to draw different insects – Compare to Jon Gowdy's work with sand and Andre Amador, | Collage work Hannah Hoch Joseph Cornell |
| Year 2: Theme: Visual trickery | Bridget Riley and Andy Warhol (revisit & compare) The use of colour and optics. | Barbara Hepworth, Auguste Rodin and Henry Moore. Andy Goldsworthy Shape and form in sculpture. | The work of designers in creating transport that uses shape and form. (in preparation for DT vehicles) | Perspective: foreground, background, getting smaller into the distance – Laurence Stephen Lowry | Compare Islamic / African pattern and use potato printing to recreate | Visual imagery in posters including fonts and slogans |

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| Year 3 Theme: Great civilisations | Pencil: how to draw a cat and a dog. How to draw using perspective. | Paper: creating paper-mâché animals and Baubles. | Painting reflections and creating silhouettes. | | Positive and negative space. Directional brush strokes. Vincent Van Gogh | |
| Year 4 Theme: composition | Egyptian art compared to Clarice Cliff | Horizon, perspective and composition in a landscape picture of Hong Kong. | Depicting the weather in art. Compare to rain forest climate depicted by Henry Rousseau's work & Gail Shaw + Pieter Bruegel and Chinese artists. | Pencil: how to draw curves and shade. Composition in still life. | Viking decoration on long boats and jewellery | Tie Dye, Batik, wax resist. |
| Year 5 Theme: accurate drawing | Portraits: accurate drawing of eyes, ears, mouths and the face Revisit Katsushika Hokusi and compare to Shawn Selders - natural environment. | Portraits and hidden messages | Frida Kahlo and Maurits Cornelis Escher - creating form from directional pencil strokes | William Morris and Andy Warhol prints. Japanese block printing. | How to paint movement. Flemish paintings. | Louise Moillon Still-life paintings. Shading spheres. |
| Year 6 Theme: emotion in art | Painting, sculpting and creating flowers. | Impressionism. Movement in water. Claude Monet and Pierre Renoir . How to paint summer days. | George Stubbs . How to create lights and dark in animal pictures. Henri Rousseau . | Russian artists. Marc Chagall , Wassily Kandinsky , Hermitage museum. | Lasurence Stephen Lowry, Pablo Picasso . How to convey emotions. | Surrealism. Use of colour for emotions. How to depict dreams. Salvador Dali |

Further artists are looked at throughout each unit:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--|---------------------------------|---------------|-----------------------------|----------|----------|
| Reception Theme: colour | Piet Mondrian. | | | | | |
| Year 1 Theme: How to draw | Catharina Van Hemessen, Sofonistiba Anguissola | Frank Stella, Fahrelnissa Zeid, | Anton Pieck | David Hockney, Claude Monet | | . |
| Year 2: Theme: | Andy Warhol | Barbara Hepworth, Henry | Salvador Dali | Joe Van Wetering | | |

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|--|--|---|--|--|--|---------------------|
| Visual trickery | | Moore, Eileen Agor, John Stezaker, Auguste Rodin | | | | |
| Year 3 Theme: Great civilisations | Cassius Marcellus Coolidge, William Wegman Thomas Gainsborough | | Claude Monet, Joseph Mallord William Turner, Leonid Afremov | Simon Hennessey | | Vincent van Gogh |
| Year 4 Theme: composition | Maria Iliou, Michael Monaco, Richard Wawro | Pieter Bruegel, Judy Joel | Pieter Bruegel, Judy Joel | Rebecca Scott, Tim Roper, Christopher Dresser | | |
| Year 5 Theme: accurate drawing | Leonardo da Vinci, Johannes Vermeer, Holbein, Giuseppe Arcimboldo | Holbein, Giuseppe Arcimboldo | Frida Kahlo, Martin Ramirez, Maurits Cornelis Escher | William Morris, Andy Warhol | | Louise Moillon |
| Year 6 Theme: emotion in art | Georgia O'Keffe, Vincent van Van Gough, Azuma Makato, Hasegawa Tohaku | Mary Cassatt, Berthe Morisot, Claude Monet, Pierre Auguste Renoir | George Stubbs, Stephen Park, Helen Wilson, Henri Rousseau | Wassily Kandinski, Marc Chagall | aurence Stephen Lowry, Pablo Picasso | Salvador Dali |