**RED HALL PRIMARY SCHOOL**

**ART CURRICULUM OVERVIEW**

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| What is the intent of our Art curriculum?Our aim is to provide our pupils with **creative and rich learning experiences** as well as to provide opportunities to inspire curiosity. We view The Arts as opportunities for pupils to be as creative and as imaginative as possible – **the sky is the limit!** We believe that art is a vital and essential part of children’s education, and like Pablo Picasso we believe **“every child is an artist”.** Our scheme of work, developed from the National Curriculum, includes aspects of appreciation, art history and experimentation. Our lessons are incorporated across the curriculum, making learning fun, **bespoke** and accessible by all pupils.For many of our pupil’s at Red Hall, they may never **experience** visiting other countries or meeting someone of a different culture. A lot of our pupils also do not experience art outside of school! With this in mind, we have a minimal curriculum until the children gain skills in the basic techniques: drawing, painting and sculpture The curriculum develops children’s understanding of their own and others’ cultural heritages through studying a diverse range of male and female artists and styles throughout history. We focus on an Artist and a technique each term so the children **learn skills** to combine into a finished project. Some art lessons are discrete and others follow our whole school topics. Our curriculum enables children to experiment in Art with their ideas, their use of colour, texture, form, pattern and different materials, processes and evaluations. We understand Art can be difficult and scary for some children with so many possibilities, there isn’t just one right or wrong answer within The Arts – it’s open to interpretation. Within our curriculum a big focus is self-reflection and **risk taking** which over time builds **resilience**. There are so many aspects of art and design from drawing to painting to sculpting, that each child can find their **individual** **talents** and we can laugh and learn from the pieces that didn’t go so well. ***“The man who makes no mistakes, does not usually make anything”*** *-* Edward Phelps. In Early Years we focus on exploring mark making, colour mixing and combining materials. The children will have access to a wide range of collage, painting and drawing activities, using appropriate tools and art materials. This will help them explore and develop into their **artistic potential**, the children will be encouraged to develop their own creative ideas. During KS1, we focus on expanding creativity and imagination through providing art, craft and design activities relating to the **children’s own identity and experiences**. During Key Stage 2, Art and Design is about **deepening** the children’s creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Each year we build upon the year prior and witness children **blossom** into budding artists in their own way! | What experiences will the children receive?At Red Hall Primary School, we want the children to have a say in their learning. We focus on their **interests** as much as we can, as well providing **unique and enriching opportunities.**As a pupil at Red Hall, your child will have access to a wide range of experiences:* Termly Art projects focussing on the drawing, painting and 3D elements as well as whole school Art days experiencing other techniques.
* **Whole School Exhibitions** each year each class is given an Artist/skill to study and a project to complete. The complete projects are displayed in the gym for the rest of the school, governors, parents and staff to see - this is always a big success!
* **Real life experiences** e.g. observational drawing of objects around them or making products that they would use
* Museum visits e.g. Bowes Museum
* Working with artists both internationally and nationally – we are **one of the only Primary Schools** in the North East to be part of The Rivers of the World Project. Our teachers are on training courses for this now. This is a two-year project of which **two Lebanese artists** will be in school working with the children on specific skills, the children will create a final project at the end of the two years with all the new skills they have learned. We are pretty excited for this!!
* Creating artwork for **Darlington’s Annual Carnival**
* Regular competitions - Easter egg competitions, WW2 Poppy Competition as well as topic competitions. Last year we entered a Space Competition with ‘Vision for Education’ and we **won 1st, 2nd AND 3rd place!** The top prize was a telescope which is now in school!
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| By the end of their time at Red Hall, what will all of our children have?* Developed a **passion** for Art
* An understanding of basic Art techniques
* Have developed a **wider** **cultural understanding** through our **enriched and broad curriculum**
* Know at least one artistic skill they can achieve
* A **sense of pride** in their achievements and the presentation of their work.
* An understanding of a range of **skills that are transferrable** to other subjects
* **Resilience**, to continuously improve and not see this as a failure.
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**Units Overview**

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|  | **Autumn 1***A Moment in Time* | **Autumn 2***Tell Me A Story* | **Spring 1***The Most Amazing Journey* | **Spring 2***We Are Family* | **Summer 1***Magic, Mystery & Mayhem* | **Summer 2***Dream BIG* |
| **Year 1** | Drawing |  | Painting |  |  | Sculpture |
| **Year 2** | Drawing |  | Painting |  | Sculpture |  |
| **Year 3** | Drawing |  | Sculpture |  | Painting |  |
| **Year 4** | Drawing |  | Painting | Sculpture |  |  |
| **Year 5** | Drawing |  | Painting |  | Sculpture |  |
| **Year 6** | Drawing |  | Painting |  | Sculpture |  |

**Progression of Skills**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drawing** | **Drawing using 2D shapes*** I can use different objects to create basic shapes.
* I can begin drawing 2D shapes e.g. circle, square, rectangle and triangle.
* I can use different medias to draw e.g. pencil, crayons and pastels.
* I can experiment and use different line techniques e.g. straight, wavy, thick and thin.
* I can draw from observation or imagination.
* I can record in my sketchbooks from teaching modelling.

**Final Product –** I can draw a piece of fruit from observation.A drawing of a pumpkin and apples  Description automatically generated | **3D Drawings*** I can draw 2D shapes and 3D shapes.
* I can draw using tone to create a 3D effect.
* I can use chalks, oil pastels, pens, pastel, and pencils as a medium.
* I can begin to create lighter and darker tones.
* I can begin to shade and blend using my finger.
* I can draw from observation or imagination.

**Final Product –** I can draw e.g. a planet with a 3D illusion. | **Stone Age** * I can use chalks, pens, pastels, pencils (3B-2H) and paints to design and make products.
* I can draw using real life experiences, research ideas and my imagination.
* I can sketch my ideas first.
* I can explore brush techniques and pastel blending techniques.
* I can practise line making with charcoal.
* I can create the illusion of movement in cave illustrations.
* I can focus on the shape of the body and the scale compared to the animals.
* I know that objects closer are larger than objects behind when composing
* I can show bodies in poses.
* I can practise control when using different media.

**Final Product –** I can draw Stone Age cave art. | **Cubism*** I can use charcoal, pens, pastels, pencils (3B-2H) and paints to draw.
* I can research Picasso’s cubism face’s
* I can sketch my ideas first.
* I understand the cubism style of art.
* I can show precision in line technique.
* I understand positive and negative shapes.

**Final Product –** I can recreate Picasso’s cubism face artwork. | [**Perspective**](https://primaryschoolart.com/2020/10/02/one-point-perspective-bedroom-year-5-6-art-lesson/)* I can explore cross hatching.
* I can use light and dark to show where the light and shadows are in my drawing.
* I can explore the full range of pencils knowing H is hard for B pencils are soft.
* I can use a single focal point in my drawing.
* I can explore perspective in my drawings.
* I can adapt features with accurate pencil lines.

**Final Product –** I can recreate Van Gogh’s Bedroom in Arles’. | **Portraits*** I can research Frida Kahlo and her portraits.
* I can practise, apply and improve my art and design techniques, including drafting and re drafting, trial and error and part drawing.
* I can use my art techniques to express emotions (for mood).
* I can study a facial feature and how it changes with the change in emotion
* I can use mirror work to observe own emotions and expressions.
* 34 Ways to Learn How to Draw Faces - DIY Projects for TeensShow evidence of one facial feature being refined or adapted
* I can explore proportion and use the proportion technique when drawing portraits.

**Final Product –** I can draw a portrait in the style of Frida Kahlo.  |
| **Painting** | **Pop Art** * I can name a pop art artist and know pop art is a style of art.
* I can draw four pictures using the Pop Art style and focussing on previous line techniques and drawing skills.
* I can use a range of materials to make products.
* I can use different materials to create basic shapes.
* I can make a basic colour wheel and experiment with pairing colours.
* I can experiment with different line techniques and apply this where necessary to my final product.
* I can draw using a range of outlines and colour in blocks of primary and mixed colours.
* I can draw, paint my ideas from a given brief or instructions.
* I can print using foam animals to create my picture.

**Final Product –** I can create dinosaur print in a Pop Art style. | **Great Fire of London*** I can use a range of materials e.g. black card for the silhouette of the buildings.
* I can use different materials to create basic shapes.
* I can name the primary and secondary colours.
* I know primary colours can mix together to make secondary colours.
* I can explore tints and shades.
* I can make a basic colour wheel.

**Final Product –** I can paint a scene of the burning houses from the Great Fire of London. | **Volcanoes*** I can practise control when using different media.
* I can explore which colours and materials stand out on black backgrounds.
* I can recap primary and secondary colours.
* I can recap tints and shades.
* I can research Nick Rowlands’ ‘volcano’ picture.
* I can explore how to move paint using: pouring, blowing, hair drying, dragging etc.
* I can sketch volcano shapes, deciding on the best for the image.

**Final Product –** I can paint an erupting volcano picture. | **Watercolours*** I know the primary and second colours.
* I can mix secondary colours to make tertiary colours.
* I understand what hue / tone means.
* I can research David Hockney’s Watercolours work.
* I can explore watercolours.
* I can explore the four watercolour techniques (wet on wet / dry on dry / wet on dry / dry on wet).

**Final Product –** I can paint a landscape using watercolours in the style of David Hockney. | [**Still Life**](https://www.accessart.org.uk/still-life/)* I can practise control when using different media.

I can use a viewfinder.I can sketch my design view from the view finder.* I can recap the four watercolour techniques (wet on wet / dry on dry / wet on dry / dry on wet).

I have explored the work of artists who work within the still life genre.* I can use blocking in painting techniques.
* I can develop paint from a drawing.
* I can use mixed media
* I can use my knowledge of colour (shades/tints/primary/secondary/tertiary colours etc.) to inform my choice of colour and/or media.
* I understand about warm and colours, complementary and contrasting colours.

**Final Product –** I can paint a Still Life picture using mixed media. | **Poppy Field*** I can use my knowledge of colour (shades/tints/hues/tones/primary/secondary/tertiary colours etc.) to inform my choice of colour and/or media.
* I can use mixed media
* I can research Claude Money’s Poppy Field artwork.
* I know the four watercolour techniques
* I can demonstrate precision within my painting.

**Final Product –** I can recreate Monet’s Poppy Field painting. |
| **Sculpture** | **Bog Baby*** I can explore clay as a medium.
* I can use different materials to create basic shapes and 3D sculptures.
* I can sculpt to develop my ideas from a given brief or instructions.
* I can explore cutting and pinching clay
* I can explore how to join clay using water and/or slip
* I can explore creating different shapes by rolling, twisting, smoothing and squashing

**Final Product –** I can make a clay sculpture of a Bog Baby character. | **Dragon’s Eyes*** I can draw, paint and sculpt in the style of an artist to develop my ideas including: clay and cardboard.
* I can practise drawing my idea before I make it using clay.
* I can select the best medium.
* I can research Darrell Wakelam’s use of card and paper to sculpt.
* I can explore the use of layering.
* I can show a range of techniques on the clay’s surface e.g. scratching, lines, printing with and without tools.
* I can experiment with colour choices- especially the use of white for bases, thickening and brightening.

Dragon Eye art | St Thomas More's Catholic Primary School KS1 Blog**Final Product –** I can make a clay Dragon Eye sculpture. | [**Fruit Inspired Clay Tiles**](https://www.accessart.org.uk/fruit-inspired-clay-tiles/)* I can practise control when using different media. For example: resists, watercolours mixed in shades, brush choices and clay tools.

I can use a viewfinder to select my design for my clay tile.I can sketch my design view from the view finder.I can roll the clay and use a template to cut the clay into a tile (1cm thick).* I can use clay tools to press in or scratch the surface.
* I can make a raised section into the clay (if needed).
* I can use acrylic paint to decorate the clay tile.

**Final Product –** I can create fruit inspired clay tile.  | [**Clay Coils**](https://www.accessart.org.uk/decorative-clay-coil-pots/)I can roll, cut, pinch etc.to manipulate the clay * I can use clay tools independently.
* I can make a join using clay.
* I can add a handle to my coil.
* I can use my art knowledge to decorate the coil in my own style.

**Final Product –** I can create a clay coil with a handle.  | [**Mythical Heads**](https://www.accessart.org.uk/demon-dog-heads-by-andy-cairns/)I can roll, cut, pinch etc.to manipulate the clay * I can use clay tools and other objects to change the clay’s appearance.
* I can recreate realistic features on my clay model.
* I can add detailed features to the clay’s surface.
* I can sketch my design first and if needed improve this several times.

**Final Product –** I can a mythical creature’s head using clay. Demon dog head made in clay slab by a year five student at The Belfry Primary School, Overstrand | **Human Figures*** I can use Edgar Degas’ - Little Dancer sculpture as my inspiration.
* To know about the range of media that Degas and other 3D artists used from 1850 to present day, including wire sculptures.
* I can explore wire as a medium.
* I can manipulate wire to create a 3D representation of the human form
* I can manipulate media to ensure the sculpture is in proportion.
* I can create a wire sculpture first then make it a mixed media sculpture by adding clay.

**Final Product –** I can create human form from wire and clay. |
| **Artists, craft makers and designers** | Andy Warhol (Pop Art)Elaine Sturtevant (Pop Art)Piet Mondrian (Drawing) | Bridget Riley (Drawing)Darrell Wakelam (Sculpture) | Nick Rowlands (Painting)Paul Cezanne (Still Life)  | Pablo Picasso (Cubism)David Hockney (Watercolours) | Vincent Van Gogh (Perspective) | Frida Kahlo (Portraits)Claude Monet (Watercolours) |
| **Art Appreciation** | * I can share my ideas with others.
* I can look at the work of an Artist and describe it.
* I can talk about similarities and differences between the work of an Artist and my own work.
 | * I can describe what I think or feel when I look at the work of others.
* I can share and explain my ideas and experiences with others.
* I can look at the work of a range of Craft Makers and Designers and make my own observations, comparing similarities and differences.
 | * I can evaluate the work of an artist.
* I can evaluate my own work and record what went well.
 | * I can research the work of great, historic Artists, Architects and Designers and record my findings.
* I can evaluate my own work and record what went well and want could be improved.
 | * I can research and evaluate the work of great, historic Artists, Designers and discuss and record my findings.
* I can evaluate my own work using language of art, craft and design (tone, line, texture, pattern), and record my experiences (what worked well, less well)
 | * I can research the work of great, historic Artists, Architects and Designers and record my findings in detail, showing detailed observations.
* I can evaluate my own work in-depth, comparing it with the work of other Artists and Designers, whilst recording my experiences and the process I have taken.
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**National Curriculum Coverage**

YEAR ONE

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| --- | --- | --- | --- |
| Previous Knowledge | Autumn  | Spring | Summer |
| Children have been developing their fine motor skills, exploring different mediums and being imaginative in Early Years.  | Children will explore different media e.g. pencil and crayons, and explore drawing skills such as line techniques. | Children will apply their drawing techniques and explore different media and painting skills. They will recall primary colours and explore colour mixing. | Children will explore different media and sculpture skills. They will explore clay as a media and begin to pinch and roll the clay. They will also apply their painting skills to decorate the clay sculpture. |
| Key Vocab Drawing - line, 2D shapes, thick, thin, straight, wavy, composition, pastels, primary coloursSculpture - fold, roll, pinch, squash, slip, join, clay, sculpture, 3DPainting – Primary Colours, Pop Art, colour wheel, line, outline |

YEAR TWO

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| --- | --- | --- | --- |
| Previous Knowledge | Autumn  | Spring | Summer |
| Children have been exploring new techniques and styles such as pop art, clay sculptures and colour wheels.  | Children will explore different media e.g. chalk, pastels, pencils. They will also build upon their line techniques from Year 1 by beginning to add draw portraits. | Children will apply their drawing techniques and look at primary and secondary colours, and begin to look at tints and shades. | Children will apply their painting skills to decorate the clay sculptures. They will develop their roll, pinch and joining skills from Year 1 as well as layering the clay and adding detail by scratching on the surface. |
| Key Vocab Drawing - chalk, pastel, lines, self-portrait, features, outline, blend, proportion, 2D shapes, thick, thin, straight, wavySculpture - fold, roll, pinch, squash, slip, join, clay, sculpture, 3D, texture, mouldPainting – Primary Colours, Secondary Colours, tints, shades, colour wheel |

YEAR THREE

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| --- | --- | --- | --- |
| Previous Knowledge | Autumn  | Spring | Summer |
| Children have deepened their understand of colour wheels and choosing different shades. They have added more detail to their drawings and layered clay sculptures.  | Children will explore different media e.g. charcoal, pastels, pencils. Children will begin to use a range of pencils (3B-2H), composition and the allusion of moving. | Children will explore different media and painting skills such as blowing, dragging and pouring.  | Children will explore different media and sculpture skills such as using the tools to cut clay templates and layer the clay. They will also apply their painting skills to decorate the clay sculpture. |
| Key Vocab Drawing - chalk, pastel, lines, features, outline, blend, proportion, scale, sketching pencil range, compositionSculpture - roll, pinch, squash, slip, join, clay, sculpture, 3D, texture, mould, resist, pattern, still life, composition, foreground, background, negative space, scratch, press, layerPainting – Primary Colours, Secondary Colours, tints, shades, background |

YEAR FOUR

|  |  |  |  |
| --- | --- | --- | --- |
| Previous Knowledge | Autumn  | Spring | Summer |
| Children have looked at new mediums such as charcoal and a range of pencils as well as experienced using clay tools. |  Children will sketch their ideas first and look at Cubism as an art style. They will also explore positive and negative spaces. | Children will explore different media and painting skills such as the four watercolour techniques as well as hue and tone. | Children will explore different media and sculpture skills including making joins from clay. They will also apply their painting skills to decorate the clay sculpture. |
| Key Vocab Drawing – Cubism, charcoals, Picasso, sketch, line, 3D, shapes, overlap, layer, negative space, positive spaceSculpture – manipulate, tools, clay, coil, decorate, style, handle, sculpturePainting – watercolours, primary, secondary, tertiary, tints, shades, wet, dry, hue, tone |

YEAR FIVE

|  |  |  |  |
| --- | --- | --- | --- |
| Previous Knowledge | Autumn  | Spring | Summer |
| Children have looked at new mediums such as charcoal and a range of pencils as well as experienced using clay tools. |  Children will sketch their ideas first and look at perspective as an art technique. They will also look at cross hatching.  | Children will explore different media and painting skills including blocking in and the still life style. Children will begin to look at warm/cold and complimentary colours. | Children will explore different media and sculpture skills including using clay tools with more precision and be able to add more realistic detail such as facial features. |
| Key Vocab Drawing – cross hatching, light, dark, shadows, pencil ranges, focal point, single, perspectiveSculpture – manipulate, tools, clay, sketch, features, sculpturePainting – still life, line, colour, shape, texture, form, composition, foreground, background, negative space, 3D shapes, view finder, acrylic, hue, tone |

YEAR SIX

|  |  |  |  |
| --- | --- | --- | --- |
| Previous Knowledge | Autumn  | Spring | Summer |
| Children have looked at new mediums such as charcoal and a range of pencils as well as experienced using clay tools. |  Children will sketch their ideas first and look at proportion as an art technique. They will also focus on portraying an emotion through their drawings. | Children will apply all their painting knowledge to create a mixed media piece of art. | Children will explore different media and sculpture skills such as using wire as a medium and creating the human form. |
| Key Vocab Drawing – portraits, emotion, feature, proportion, perspective, light, darkSculpture – manipulate, tools, clay, sketch, features, wire, 3D, medium, human form, proportion, sculpturePainting – still life, line, colour, shape, texture, form, composition, foreground, background, negative space, 3D shapes, view finder, acrylic, hue, tone |