Art Overview 2021-22 -Cycle 2

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|  | Autumn Term | Spring Term | Summer Term |
| Year R  Art &DT | **Dinosaurs (Autumn 1)**  Begins to build a repertoire of songs.  Experiments to create different textures.  Plays alongside other children who are engaged in the same theme.  **Autumn** and **celebrations (Autumn 2)**  Explores what happens when they mix colours.  Manipulates materials to achieve a planned effect, | **Superheroes (Spring 1)**  Understands that media can be combined to create new effects.  Constructs with a purpose in mind, using a variety of resources.  **Animals** and **Spring (Spring 2)**  Using simple tools and techniques competently and appropriately.  Chooses particular colours to use for a purpose. | **Fairy tales**, and **Dragons (Summer 1)**  Selects appropriate resources and adapts work where necessary.  Plays cooperatively as part of a group to develop and act out a narrative.  **Magic, witches and wizards (summer 2)**  Selects tools and techniques needed to shape, assemble and join materials they are using.  Creates simple representations of events, people and objects. |
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| Year 1/ 2 | **Bonfires (painting/collage) p12**  Use a variety of tools and techniques including the different brush sizes and types.  Mix and match colours to artefacts and objects.  Work on different scales  Mix secondary colours and shades.  Use different types of paint.  Create different textures.  Use a variety of media inc photocopied material, fabric, plastic, tissue, magazines crepe paper  Create images from imagination experience and observation. | **Portraits – Drawing p8**  Use a variety of tools inc pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoint, chalk.  Use a sketchbook to gather and collect evidence.  Begin to explore the use of line, shape and colour. | **Out of the Toy Box –Printing p10**  To make marks in print with a variety of objects inc natural & man-made. (sponges, fruit, veg)  Carry out different printing techniques – on paper & textiles, pressing, rolling, rubbing, stamping.  Make rubbings.  Build a repeating pattern & recognise patterns in the environment. |
| Artists |  | Andy Goldsworthy |  |
| Links | Links to History, Diwali |  | Links to ICT |
| Record and explore ideas from first hand observation, experience and imagination.  Ask and answer questions about the starting point for their work and develop ideas.  Explore the similarities and differences within the work of artists, craftspeople and designers in different times and cultures. | | Identify what they might change in their current and future work.  Review what they and others have done and say what they think and feel about it. | |
| Year 2/3 | **Watercolour Backgrounds**  Record and explore ideas from experience and imagination.  Layer different media (silhouettes).  Experiment with visual elements.  Mix a range of colours, shades. | **Bodies**  Select and record from first hand experiences.  Questions and makes thoughtful observations.  Explore the work of Julian Opie or Anthony Gormley.  Use different media to achieve line, colour, shape.  Experiment with visual elements.  Plan a design. | **Colour Chaos**  Record and explore from first hand experience.  Explore the work of Romero Britto  Annotate work in sketchbooks.  Use sketchbooks to collect and record.  Use different media to achieve line, colour, shape and pattern. |
| Year 4/ 5 | **The Seaside**  Use a variety of source material for their work.  Work in a sustained and independent way from observation, experience and imagination.  Use a sketchbook to develop ideas.  Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. | **William Morris**  Explain a few techniques, inc the use of poly-blocks, relief mono and resist printing.  Choose the printing method appropriate to task.  Build up layers and colours/ textures.  Organise their work in terms of pattern, repetition, symmetry and random printing styles.  Choose links and overlay colours. | **Islamic Art**  Demonstrate a secure knowledge about primary and secondary, warm and colds, complementary and contrasting colours.  Work on preliminary studies to test media and materials.  Create imaginative work from a variety of sources. |
| Artists | **Alfred Wallis** |  |  |
| Year 5/6 | **Christmas Cushions**  DESIGN: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or individuals.  Generate, develop and model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.  MAKE: Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining, and finishing) accurately. | **Cooking - Bread**  To investigate and evaluate bread products according to their characteristics.  To learn how bread products are an important part of a balanced diet and can be eaten in different ways.  To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects.  To be able to design a new bread product for a particular person or event.  To be able to make bread based on a plan and design.  To be able to evaluate a finished product. | Moving Toys  To investigate toys with moving cam mechanisms  To investigate different types of cam mechanisms.  To investigate ways of strengthening structures for a moving toy.  To be able to design a moving toy with a cam mechanism.  To be able to follow a design to create a moving toy with a cam mechanism.  To be able to evaluate a finished moving toy. |
|  |  |  | Leonardo Da Vinci |

Painting Textiles/ collage Drawing Printing 3D form

Exploring and developing ideas Evaluating and developing work