St Wilfrid's Catholic Academy Art Whole School Overview

Year groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & Year 1/2 Cycle A	<u>Spirals</u> <u>How can we use our whole bodies to make drawings?</u> *Knowledge* - Drawing from imagination - Developing drawings - Observation and experimental mark making *Skills:* - Draw from my finger tips, my wrist, my elbow, my shoulder and my body. - Make a variety of different marks with different drawing tools (soft pencil, a graphite stick and a handwriting pen) - Look at the work of Molly Haslund and listened to how the artist made the work. I can share how I feel about the work. Practical: - Children use whole bodies to make 'snail drawings' - Create observational drawings of snails - Make different marks - Make a drawing using a continuous line		<u>Simple Printmaking</u> <u>How can we make prints using the things we find around us?</u> **Knowledge** - To identify how we can use our hands and feet to create prints of patterns. - To identify how you can use textured objects to make prints. - To identify how you can make a relief print using a 'plate' -To display the work made through the half term and talk about outcomes **Skills** Printmaking techniques Relief printing Texture rubbings Pattern creation Repeating print design Colour, shape, line, and texture exploration Observation and investigation Sketchbook development Experimentation with materials Construction of printing plates Reflection, evaluation, and peer discussion		Making Birds <u>How can we transform materials into sculpture? How can we transform 2d paper into 3d form?</u> <u>How can we use drawing and texture to add character to our sculpture?</u> Knowledge To create observational drawings of feathers using a variety of medium and mark making To manipulate paper to create 3d forms. To make my own standing bird sculpture taking inspiration from artists' work. To display my bird as a 'flock'. Skills - Work from a similar stimulus or starting point but end up with very different results. - observational drawing - experimental mark making - Notice that there is a relationship between drawing & making. - That we can transform 2d into 3d. - engage in class discussion about their individual and collective work.	

Year 2 & Year 1/2 Cycle B	<u>Explore and Draw</u> <u>How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</u> *Knowledge* - *Know* how some artists explore the world around them to find inspiration. - I have explored my local environment (school, home) and collected things that have caught my eye. - Explore composition by arranging items have been collected - observational drawing, focussing on the way it feels - Explore how to use line, shape and colour Skills: **observation, pattern-making, composition, creative decision-making, experimentation, and reflective skills,** - Observational drawing - Mark making - Mixed-media exploration - Line, shape, colour, and texture development - Sketchbook skills - Scale exploration - Experimentation and creative risk-taking - Recording from direct observation - Layering and combining materials - Investigation of natural forms and objects		Expressive Painting How can we explore colour using a variety of mark-making tools? Knowledge - To identify and respond verbally and visually to an expressive painting. - To use both colour mixing and mark making to make an expressive painting. - To identify different brushwork used by old masters Van Gogh and Cezanne. - To utilise the skills I have picked up relating to mark making, composition and colour mixing and apply it to my own still life painting. - To display the work made through the half term and reflect on the outcomes. Skills **expressive painting, colour mixing, gestural mark making, artist study, and observational still-life painting.**		*Stick Transformation Project* <u>How can we transform an object and turn it into sculpture, using our imagination?</u> *Knowledge* To use imagination to play and explore using materials. To use imagination to reinvent the stick. To display the work made through the half term and reflect on the outcomes. *Skills* - fasten materials together to construct my sculpture. - Using imagination - test ideas. - think about form and colour through a variety of materials - Share my Art Journal and sculpture with the class - Discuss what went well and how to improve work next time - Listen to classmates talk about their own artwork and I can share my thoughts about their work.	

Year 3 & Year 3/4 Cycle A	*Gestural Drawing with Charcoal* How can we use gestural drawing with charcoal to make drawings full of energy and drama? Knowledge To identify the properties of charcoal and artists who use it in their work. To discover the different things that I can do with charcoal through gestural mark making. To remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page. To create dynamic, atmospheric gestural drawings with charcoal. To display the work made through the half term and reflect on the outcomes. Skills - Observational and expressive drawing - Gestural mark making - Charcoal handling and control - Blending and tonal work - Experimentation with media - Understanding artists' techniques - Creating atmosphere and movement in drawings - Reflection, evaluation, and presentation of artwork - Appreciation of the history of drawing and mark making		*Working with Shape and Colour* How can we make our own creative response to an original artwork, using line, shape and colour? Knowledge To explore historical artwork through looking, talking and drawing. To use collage to explore the elements of a work of art. To continue to develop my collaging skills thinking about colour, shapes, and composition. To work into my collages to create definition and dimension. Skills visual enquiry, collage, composition, creative interpretation, and critical discussion of art.		Telling Stories Through Drawing and Making How can we create 3 dimensional characters inspired by characters in film and fiction? Knowledge To understand that artists use sketchbooks to respond to other creative art forms. To use exaggeration as a tool to convey the intention of my drawings. To make a 3d sculpture in response to literature/poetry. To display the work made through the half term and reflect on the outcomes. Skills Take inspiration from other art forms such as film and literature and make drawings in response. - re-interpret and re-invent through making work in another medium - explore character, narrative and context to create drawings. - create sculptures which will convey these qualities though their form, texture, material, construction, and colour - reflect on our own work and the work of others, we think about what we are good at and what we might do differently next time.	
Year 4 & Year 3/4 Cycle B	*Storytelling through Drawing* How can we create visual narratives inspired by poetry or prose? Knowledge		*Exploring Still Life* How can we use drawing, painting and collage skills to create still life images? *Knowledge*		*Sculpture, Structure, Inventiveness and Determination* Can we demonstrate traits of inventiveness and determination, as well as imagination, when making sculpture?	

	To explore the work of artists who tell stories through imagery. To use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing. To create a finished piece which contains sequenced images to describe a narrative. To display the work made through the half term and reflect on the outcomes. Skills - Artist research and visual analysis - Sketchbook development - Narrative storytelling through art - Illustration techniques - Drawing with line, shape, and colour - Composition and image sequencing - Mark making - Creative idea generation - Reflection and self-evaluation - Peer critique and discussion - Presentation of artwork - Combining text and image to communicate meaning		To identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook. To explore contemporary still life and respond by making visual notes in my sketchbook. To create my own still life artwork exploring, colour, line and texture. To display the work made through the half term and reflect on the outcomes. Skills Making Skills (drawing, painting, using media) Looking & Talking (analysing and discussing artists) Exploring & Inventing (experimenting and developing ideas) Using a Sketchbook (recording, testing, reflecting) Presenting & Evaluating (sharing and reflecting on outcomes)		*Knowledge* - Explore the work of artists - Use a variety of media to create observed and expressive drawings - Explore what it is like to be a bird when building a nest - Display the work made through the half term and reflect on the outcomes *Skills* - Take creative risks. - Explore materials - Use materials, tools, and the ideas in our head to explore line, shape, form, balance, and structure. - Use materials, tools, and the ideas in our head to explore line, shape, form, balance, and structure. - Express our personality through the art we make. - Reflect on our own work and the work of others	
Year 5 & Year 5/6 Cycle A	Typography and Maps <u>How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?</u> <u>Knowledge</u> To understand how typography can be used creatively to communicate thoughts and ideas. To create my own typeface inspired by my own interests. To make my drawings strong and powerful.		*Making Monotypes* <u>How can we use mono type to make a creative response to poetry or prose?</u> *Knowledge* To identify monotype prints made by artists. To open my mark making vocabulary by varying the tool, hold, pressure, speed, and intention. To respond to a poem in the form of a zine made from painted, collaged, and printed elements. To display the work made through the half term and reflect on the outcomes.		*Architecture* <u>What is our responsibility as an architect? How can we make a better world?</u> <u>Knowledge</u> - What is our responsibility as an architect? How can we make a better world? - What is our responsibility as an architect? How can we make a better world? - To make an architectural model of a home.	

	To apply my new typography skills and my powerful drawings skills to make a visual map. Skills - Typography and lettering - Drawing and illustration - Mark making - Collage techniques - Composition and layout - Visual communication - Symbol-making - Sketchbook development - Artist research and analysis - Personal expression and identity in art - Reflection, evaluation, and critique - Creating visual maps using mixed media and typography		*Skills* - *Artist analysis* - *Observational looking* - *Mark making* - *Sketchbook development* - *Monotype printmaking* - *Mixed media techniques* - *Creative interpretation* - *Composition* - *Reflection and evaluation* - *Presentation and photography*		- To display the work made through the half term and reflect on the outcomes. *Skills* 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]	
Year 6 & Year 5/6 Cycle B	*2D Drawing to 3D Making (Following Green 'shorter' pathway)* <u>How can we transform 2d drawings into 3d objects?</u> <u>Knowledge</u> What different types of food packaging are there and what colours and patterns can I identify on the boxes? How do artists create the designs for food packaging? How can I build packaging nets whilst experimenting with drawing, composition and type? How can I reflect on my 3D object? **Skills** Observational drawing Pattern and colour analysis Artist and designer research Typography and lettering design		Exploring Identity <u>How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?</u> **Knowledge** To understand that artists can explore and express their identity through their artwork. To explore intuitive observational drawing. To experience communal drawing and foster a drawing community of peers. - To listen to how other artists construct their work, before working physically in drawing and collage or digitally on a tablet to make my own layered and constructed portrait. - To understand how materials can be layered and the effect this creates. - To use sketchbooks effectively to refine ideas.		<u>Shadow Puppets</u> <u>How can we adapt traditional techniques of makers, and transfer them to create our own narratives?</u> <u>Knowledge</u> - Understand that paper can be cut and shaped in ways to create form and character. - Understand that artists use paper creatively to make their artwork. - learn about shadow puppets are historically significant. - Use paper, and methods of joining and construction to create a shadow puppet character. - Engage with text, narrative or story to develop a collaborative shadow puppet ready for performance. - Display the work made through	

	Graphic design Composition and layout Packaging design 3D construction and model-making Creative problem solving Sketchbook development Reflection, critique, and evaluation Designing for audience and purpose		To display the work made through the half term and reflect on the outcomes. Skills Artist analysis and discussion Observational drawing Collaborative drawing Sketchbook development Portrait drawing Mixed media techniques Collage Layering techniques Digital art (where available) Creative experimentation Independent artistic decision making Using line, shape, colour, texture, tone, form and composition purposefully Communicating ideas and identity visually Evaluation and reflection Presenting and photographing artwort		**the half term and reflect on the outcomes.** **- Put on a performance using shadow puppets.** *Skills* - Become familiar with the cultural significance of shadow puppetry and artists that work with paper. They will understand how paper can be cut and shaped to create puppets. - Record their responses and ideas in their Art journals. - Work towards creating puppets for a performance following a narrative, or make standalone puppets. - Make notes, note down ideas, make quick sketches to test ideas/shapes. - Display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. - Perform a shadow puppet show.	