



INTENT: 'For anyone to grow up complete, art is imperative' – Paul Harvey

<u>Art and Design National Curriculum Requirements</u>	
<u>KS1</u>	<u>KS2</u>
<p><u>Pupils should develop knowledge about –</u></p> <ul style="list-style-type: none"> 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. <p><u>They should be taught –</u></p> <ul style="list-style-type: none"> 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 	<p><u>Pupils should develop knowledge about –</u></p> <ul style="list-style-type: none"> great artists, architects and designers in history <p><u>They should be taught –</u></p> <ul style="list-style-type: none"> 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]

Biscovey Academy Art and Design Sequence of Learning

Year 3- Year 6

LKS2

<p><u>Building on knowledge gained in the infants:</u></p> <ul style="list-style-type: none"> • Know how to soften clay. • Know how to join pieces of clay together. • Understand how to use clay tools safely. 	<p><u>Building on knowledge gained in the infants:</u></p> <ul style="list-style-type: none"> • Experiment and control marks with a range of media. • Draw and invent lines and shapes. • Investigate tone by drawing dark/light lines, patterns and shapes. • Investigate pattern and texture. 	<p><u>Building on knowledge gained in the infants:</u></p> <ul style="list-style-type: none"> • Use a variety of tools and techniques e.g. brush sizes and types. • Name and mix primary colours. • Knowledge of primary and secondary colours. Create textured paint by adding materials.
<u>Cycle A Autumn 2</u>	<u>Cycle A Spring 1</u>	<u>Cycle A Summer 1</u>
<u>Sculpture</u>	<u>Drawing</u>	<u>Painting</u>
<p>Topic: How Great were the Greeks?</p> <p><u>Artist research:</u> Children look at the work of Ancient Greek skeuopoios. They look at different types of theatre masks.</p> <p><u>Skill/techniques:</u> Children use examples of masks to inform their own design, selecting preferred features. Children recap on their knowledge of using clay tools correctly and safely. Children practice using tools to mould and engrave facial features.</p> <p><u>Final Outcome:</u> Create an Ancient Greek mask out of clay.</p>	<p>Topic: Cornish connections</p> <p><u>Artist research:</u> Children look at the work of local artist, Joanne Short and explore her landscapes.</p> <p><u>Skill/techniques:</u> Children practice observational drawings of a landscape. Children practice a range of shading techniques to show texture and depth. Children experiment with a range of mediums such as charcoal and oil pastels.</p> <p><u>Final Outcome:</u> Children produce an observational drawing of a landscape of Cornwall. This can be done through primary sources from their Truro trip.</p>	<p>Topic: From Cape Town to Casablanca</p> <p><u>Artist research:</u> Children explore the artist Kara Walker and her silhouette artwork.</p> <p><u>Skill/techniques:</u> Children look at different blending techniques and experiment to find their preferred method. Children practice mark making with brushes that vary in thickness. Children use finer brushes to paint intricate silhouettes.</p> <p><u>Final Outcome:</u> Children produce a painting of a sunset with silhouettes of African animals.</p>
<u>Core Facts</u>	<u>Core Facts</u>	<u>Core Facts</u>
<ul style="list-style-type: none"> • I know that Ancient Greek masks were used in theatre. • I know that skeuopoios was the name of Greek theatre mask makers. • I know that clay tools can be used to make texture markings. • I know that simple structures can be made stronger by adding layers, folding and rolling. 	<ul style="list-style-type: none"> • I know that Joanne Short is a local, contemporary artist. • I know that contemporary art refers to art of the present day and relatively recent past. • I know that a landscape in art is a picture depicting scenery on land. • I know that when creating observation art I need to consider proportion and perspective. 	<ul style="list-style-type: none"> • I know that Kara Walker is an American artist. • I know that a silhouette is a dark shape and or outline of something in restricted light against a brighter background. • I know that adding white to a colour creates a tint.

<p><u>Building on knowledge gained in the infants:</u></p> <ul style="list-style-type: none"> Experiment and control marks with a range of media. Draw and invent lines and shapes. Investigate tone by drawing dark/light lines, patterns and shapes. Investigate pattern and texture. 	<p><u>Building on knowledge gained in the infants:</u></p> <ul style="list-style-type: none"> Know how to soften clay. Know how to join pieces of clay together. Understand how to use clay tools safely. 	<p><u>Building on knowledge gained in the infants:</u></p> <ul style="list-style-type: none"> Use a variety of tools and techniques e.g. brush sizes and types. Name and mix primary colours. Knowledge of primary and secondary colours. Create textured paint by adding materials.
<u>Cycle B Autumn 2</u>	<u>Cycle B Spring 2</u>	<u>Cycle B Summer 1</u>
Drawing	Sculpture	Painting
<p>Topic: Predator</p> <p><u>Artist research:</u> Children look at local artist, Jon Tremaine and explore examples of his work.</p> <p><u>Skill/techniques:</u> Children experiment with different grades of pencil. They practice shading techniques to begin to add depth to their drawings. Children are given warm up activities to practice quick sketching parts of an image. Children experiment with charcoal markings.</p> <p><u>Final Outcome:</u> Children produce an observational drawing of a marine animal, based on their trip to the aquarium. Primary sources can be used.</p>	<p>Topic: Stones and Bones</p> <p><u>Artist research:</u> Children look at the sculptor Michael Grab and examples of his work. Look at the similarities and differences between his work and Stonehenge.</p> <p><u>Skill/techniques:</u> Children learn how to use clay tools safely. Children practice techniques to soften, mould and extend the clay, into their desired shape.</p> <p><u>Final Outcome:</u> Children recreate Stonehenge using clay.</p>	<p>Topic: Mighty Metals</p> <p><u>Artist research:</u> Children explore the work of local artist Lisa Wisdom and look at examples of her art.</p> <p><u>Skill/techniques:</u> Children look at colour theory, recapping primary and secondary colours, as well as metallic colours. They practice using different paintbrushes in varying thickness to create thinner and thicker lines. Children explore collage art and look at layering and textures.</p> <p><u>Final Outcome:</u> Children recreate artwork by Lisa Wisdom, using a range of metallic paints to replicate the effects she produces with scrap metal.</p>
<p><u>Core Facts from KS1- What do children know when they join Biscovey Academy?</u></p> <ul style="list-style-type: none"> I know that the three primary colours are red, blue and yellow. I know that primary colours can be mixed to make secondary colours. I know that the colour wheel is a tool used to show the relationship between colours. I know that an artist is a person who creates art using skill and creative imagination. 		
<p><u>Core Facts</u></p> <ul style="list-style-type: none"> I know that Jon Tremaine is a Cornish Wildlife artist. I know that observation art is the process of drawing or painting a subject as accurately as possible. I know that charcoal is made when willow or vine is heated at a high temperature. 	<p><u>Core Facts</u></p> <ul style="list-style-type: none"> I know that Stonehenge is a man-made circular group of huge stone blocks. I know that man-made means made or caused by human beings. I know that clay dries out. I know how to shape and mould clay using my hands and a range of tools. 	<p><u>Core Facts</u></p> <ul style="list-style-type: none"> I know that complementary colours appear opposite each other on the colour wheel. I know that metallic means relating to or resembling metals. I know that collage art is the process of arranging and overlapping different materials.

<u>UKS2</u>		
<u>Year 5 Autumn 1</u>	<u>Year 5 Spring 2</u>	<u>Year 5 Summer 2</u>
Sculpture	Drawing	Painting
<p>Topic: Volcanoes and Earthquakes</p> <p>Artist research: Children look at Henri Matisse and explore his work.</p> <p>Skill/techniques: Children look at a range of different dragon eye designs and choose elements that they like. Children then use their chosen features to inform their own design of a dragon eye. Children recap on their knowledge of extending and moulding clay.</p> <p>Final Outcome: Children create a dragon eye using clay.</p>	<p>Topic: Island Invaders Vikings</p> <p>Artist research: Children look at the work of local artist, Simon Knight. They explore the fine detail he achieves in his portraits.</p> <p>Skill/techniques: Children practice a range of shading techniques to show tone and depth in their drawings. Children analyse facial features through observational work, focusing on identifying fine details in their drawings.</p> <p>Final Outcome: Children create a half portrait of a Viking.</p>	<p>Topic: Green, Grey and Brown</p> <p>Artist research: Children look at the work of Georgia O'Keeffe. They explore examples of her work, focusing on subjects of nature.</p> <p>Skill/techniques: Children practice their brush control to create a range of lines and textures. Children recap blending techniques from the previous year. Children recap collage work from Y3 and look at how they can use collage to add depth and texture to their art.</p> <p>Final Outcome: Children create a door from The Secret Garden using mixed media.</p>
<p><u>Core Facts</u></p> <ul style="list-style-type: none"> • I know that Henri Matisse was a French visual artist. • I know that artists create pattern to add expressive detail to their artwork. 	<p><u>Core Facts</u></p> <ul style="list-style-type: none"> • I know that Simon Knight is a Cornish portrait artist. • I know that a facial feature is a distinguishing element of a face such as an eye, nose, lips or mouth. • I know that tone, texture and line can be used to add depth to my drawing. 	<p><u>Core Facts</u></p> <ul style="list-style-type: none"> • I know that Georgia O'Keeffe was an American modernist painter. • I know that Georgia O'Keeffe mainly painted nature as her subject. • I know that Georgia O'Keeffe used oil pastels to achieve bright and vibrant colours.

<u>Year 6 Autumn 2</u>	<u>Year 6 Spring 2</u>	<u>Year 6 Summer 1</u>
<i>Painting</i>	<i>Sculpture</i>	<i>Drawing</i>
<p>Topic: A Child's War</p> <p><u>Artist research:</u> Children look at the work Frederick T.W. Cook who was a local artist.</p> <p><u>Skill/techniques:</u> Children look at a range of blending techniques when using pencil. Children explore scale and proportion. Children practice evaluating their artwork and that of others.</p> <p><u>Final Outcome:</u> Children create a Blitz city scape silhouette painting.</p>	<p>Topic: Blood Heart</p> <p><u>Artist research:</u> Children look at the work of Carlos Paez Vilaro.</p> <p><u>Skill/techniques:</u> Children spend time researching the shape and parts of the heart, to inform their own sculptures. Children recap their previous knowledge of softening and extending clay. Children use plasticine to add detail to their sculpture. Children practice evaluating their artwork.</p> <p><u>Final Outcome:</u> Children create a clay heart.</p>	<p>Topic: Darwin's Delight</p> <p><u>Artist research:</u> Children look at the work of Charles Darwin and explore his sketches and observational drawings.</p> <p><u>Skill/techniques:</u> Children experiment making lines and shading with different grades of pencil. Children recap shading techniques to add tone and depth to their drawings. Children practice evaluating their artwork.</p> <p><u>Final Outcome:</u> Children create a range of drawings of animals from the Galapagos islands.</p>
<p><u>Core Facts</u></p> <ul style="list-style-type: none"> • I know that Frederick T.W. Cook was a London born artist who lived in Polperro, Cornwall. • I know that Frederick T.W. Cook used oil paints and gouche as his medium. • I know that Frederick T.W. Cook was an official fireman-artist during WW2. 	<p><u>Core Facts</u></p> <ul style="list-style-type: none"> • I know that Carlos Paez Vilaro was a Uruguayan abstract artist. • I know that abstract art is a genre of art that prioritises shapes, colors, and forms over realistic representation. 	<p><u>Core Facts</u></p> <ul style="list-style-type: none"> • I know that Charles Darwin used observational drawings to record evidence of evolution. • I know that realism refers to the accurate and detailed depiction of life.