



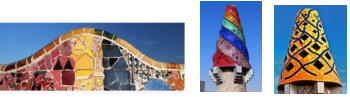








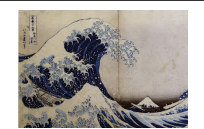

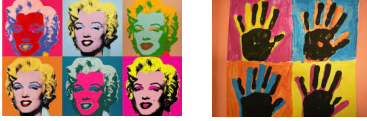



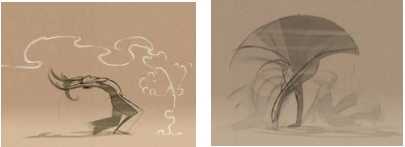


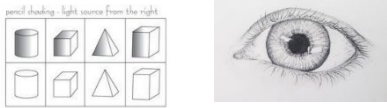
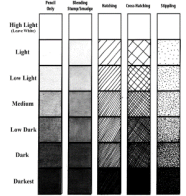
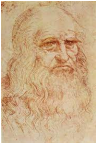






## Clipston Primary School – Topic Overview for Art & Design

*This document should be used with reference to the Big Picture for Art & Design*

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Styles &amp; Periods</b>			
<p><u>Collage and Shape</u>  <b>Henri Matisse</b> (1869 –1954), France, Modernism and Post-Impressionism</p> 	<p><u>Drawing (leaf rubbings &amp; chalk)</u>            Study and critically analyse artwork by:  <b>Edward Tingatinga</b> (1932 – 1972), Tanzania</p> 	<p><u>Painting (colour theory)</u>            Study and critically analyse artwork by:  <b>Van Gogh</b> (1853 – 1890), Netherlands</p> 	<p><u>Painting (colour theory)</u>            Study and critically analyse artwork by:  <b>Georgia O’Keeffe</b> (1887 – 1986), USA – Modernist.</p> 
<p><u>Sculpture, Collage &amp; Mosaic</u>  <b>Antoni Gaudi</b> (1852 – 1926), Spain – Modernism, in particular the architecture in Barcelona, Spain.</p> 	<p><u>Painting (colour theory &amp; finger painting)</u>            Study and critically analyse artwork by:  <b>Claude Monet</b> (1840 – 1926), France</p> 	<p><u>Drawing (perspective)</u>            Study and critically analyse artwork by:  <b>Sue Averell</b> (1957 - present), USA - in particular her artwork on cityscapes</p> 	<p><u>Drawing (perspective)</u>            Study and critically analyse artwork by:  <b>M.C. Escher</b> (1898 – 1972), Dutch Graphic Artist.</p> 
<p><u>Dot Paintings &amp; Texture</u>  <b>Claude Monet</b> (1840 – 1926), France - Impressionism</p> 	<p><u>Sculpture (nature)</u>            Study and critically analyse artwork by:  <b>Andy Goldsworthy</b> (1956 – present), UK</p> 	<p><u>Sculpture (junk modelling)</u>            Study and critically analyse artwork by:  <b>Wassily Kandinsky</b> (1866 – 1944), Russian</p>  <p style="text-align: right;">Swinging - 1925</p>	<p><u>Sculpture (clay)</u></p> <ul style="list-style-type: none"> <li>Study and critically analyse artwork by: <b>William Morris</b> (1834 – 1896), British Textile Designer - in particular his illuminated letter</li> </ul> 
<p><u>Colour Mixing, Shape &amp; Pattern</u>  <b>Piet Mondrian</b> (1872-1944), Netherlands – Geometric Abstract Artist</p>	<p><u>Printing</u>            Study and critically analyse artwork by:  <b>Andy Warhol</b> (1928 – 1987), USA</p>	<p><u>Collage (paper)</u>            Study and critically analyse artwork by: <b>Henri Matisse</b> (1869-1954), France, who</p> 	<p><u>Collage (printing)</u>            Study and critically analyse artwork by:  <b>Katsushika</b></p> 

		<p>used collage techniques and 'painted with scissors'</p>	<p><b>Hokusai</b> (1760 – 1849), Japanese Painter and Print maker of the Edo Period - in particular his 'Great Wave'</p>
<p><u>Shape &amp; Collage</u>  <b>Paul Klee</b> (1879 – 1940), Germany / Switzerland - in particular their works using collage and shapes. Expressionism, Cubism, Surrealism.</p> 	<p><u>Painting (colour theory &amp; cubism)</u>  Study and critically analyse artwork e.g. by: <b>Pablo Picasso</b> (1881 – 1973), Spain</p> 	<p><u>Drawing (oil pastels)</u>  Study and critically analyse artwork by: <b>Faith Ringgold</b> (1930 - present), USA - including how her art is used for activism and story-telling</p> 	<p><u>Drawing (chalk and charcoal)</u>  Study and critically analyse artwork by: <b>Ryan Woodward</b> (1972 - present), Animation, USA - gesture drawings</p> 
<p><u>Paint, Shape &amp; Pattern</u>  <b>Wassily Kandinsky</b> (1866 – 1944), Russia – Abstract Artist</p> 	<p>Study and critically analyse artwork e.g. by: <b>Lyubov Popova</b> (1889 – 1924), Russia.</p> 	<p><u>Drawing (pencil sketching)</u>  Techniques for coverage, pattern and texture e.g. shading, cross-hatching, smudging, swirls, pointillism</p> 	<p><u>Drawing (pencil sketching)</u>  Techniques for coverage, pattern and texture – shading, cross-hatching, smudging, swirls, pointillism</p> 
<p><b>Natural Art</b> – use twigs, leaves and stones to create natural artworks and patterns.</p>	<p><u>Drawing (self-portrait &amp; chalks/pastels)</u>  Study and critically analyse artwork e.g. by: <b>Leonardo da Vinci</b> (1452 – 1519), Italy</p> 		
<p><b>Explore clay</b>, developing skills in cutting, moulding, shaping and indentation patterns e.g. thumb pots / vases.</p>	<p><u>Sculpture (clay)</u>  Explore techniques such as rolling, cutting, moulding and carving with clay</p> 		
<p>Painting – colour monster book (talk about how colours make you feel)</p>	<p><u>Collage (paper dots)</u>  Study and critically analyse artwork by: <b>Yayoi Kusama</b> (1929 – present), Japan</p> 		

## Clipston Primary School – End Points for Art & Design

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Drawing</b>			
Explore lines and mark-making.	Use a range of drawing media to explore shape, pattern and texture, making observational drawings. Discuss light and dark.	Draw from close observation to capture fine details. Use simple rules of perspective in drawing of buildings.	Use a variety of drawing media (including different grades of pencil) to represent light, shade, form, pattern, texture and perspective in a range of drawing work.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Painting</b>			
Name the primary colours and some secondary colours.	Know the primary colours and have an awareness of secondary colours. Use a colour wheel to represent these..	Know the primary and secondary colours and how they are represented using a colour wheel. Understand complementary and analogous colours, including where they can be found on the colour wheel. Identify warm and cool colours and their effects / uses in artwork.	Know the primary and secondary colours and have an awareness of tertiary colours. Use knowledge of complementary, analogous, warm and cool colours to convey a message in artwork and develop a colour palette.
Explore how new colours can be made by mixing existing colours.	Use the primary colours to mix secondary colours. Explore lightening a colour by adding white and darkening a colour by adding black	Competently mix secondary colours by combining primary colours, exploring how the hue can differ depending on the proportions of primary colours used.	Proficiently mix secondary and tertiary colours of differing hues. Create a progression of tints by adding white to lighten a hue by varying degrees. Create a progression of shades by adding black to darken a hue by varying degrees.
Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pad)	Explore a variety of materials, tools and techniques, experimenting with application of colour.	Use a range of painting media and refine use of painting techniques to create desired effect.	Use a range of painting media and painting techniques characteristic of a specific genre e.g. particular brush strokes, colour and paint application.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Collage &amp; Printing</b>			
Explore printing as the transfer of colour using a range of materials and utensils.	Create simple printed artwork using a range of printing utensils, including single and multi-coloured prints, repeating patterns and natural materials.		Create artwork using mono printing and relief printing. Understand the concepts of positive and negative space and how these can be used to create a

			composition. Know some real-life examples of printing e.g. in industry.
Cut and tear papers and glue it to the surface.	Cut, tear, scrunch and roll different materials, attaching them using joining techniques. Use to create a collage on a theme / in the style of an artist, focusing on size, proportion and position.	Competently use a range of collage techniques (e.g. scissors and tearing) to create own collage compositions, including positive and negative space, symmetry, layering and textures.	

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Sculpture</b>			
Handle and explore a range of modelling materials, describe their properties / say how they feel (e.g. stiff, soft, rough, smooth).	Use modelling materials (e.g. clay, natural materials, playdough) to create realistic and imagined forms. Build simple thumb pots using clay including rolling, coiling and moulding.	Transform 2D images into 3D sculptures using cuts, bends and twists. Use a range of modelling materials and tools, choosing the one most appropriate to a given task. Add embellishments and decorations to enhance.	Create 3D forms choosing appropriate materials and tools. Carve and sculpt materials using a range of tools and finishing techniques (e.g. etching and smoothing). Demonstrate an awareness and influence of a specific art genre.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Visual Language</b>			
Talk about their own work.	Outline personal likes and dislikes regarding their own work. Make suggestions for ways to adapt or improve their artwork.	Comment on similarities and differences between own work and others' work, describing what they feel about both.	Explain how studying other artists' work has influenced and developed their own. Adapt and refine own work in the light of evaluation.
Explain what they like or dislike about an artwork.	Explain what they like or dislike about an artwork, comparing it with other pieces of art.	Use a range of artistic vocabulary to compare and comment on artworks of a particular genre or movement.	Describe and explain the ideas, methods and techniques used to create artwork.