

## Art Overview

### KSI - Cycle A

Area within art	Skills	Knowledge	Why this? Why now?	Vocabulary
<b>Why have buildings changed over time?</b>				
<b>Other Media</b>	<ul style="list-style-type: none"> <li>- To cut and tear materials to create and desired shape</li> <li>- To organise and arrange materials to create a desired image</li> <li>- To select the type of, and colour of, material for a given reason</li> </ul>	<ul style="list-style-type: none"> <li>- To know how to give an opinion on a piece of art - Castle and Sun – Paul Klee</li> <li>- To know the importance of thinking carefully about colour and texture</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children have collaged using both natural and man-made materials, to create images of their own choice. They will move on to having to select materials and methods to create precise images. Here they have the flexibility to experiment with different methods and materials to create their own image using a given piece as inspiration</li> </ul>	<ul style="list-style-type: none"> <li>- Collage</li> <li>- Materials</li> <li>- Purpose</li> <li>- Shape</li> <li>- Organise</li> </ul>
<b>Are humans the most power thing on earth?</b>				
<b>Painting (Poster paint)</b>	<ul style="list-style-type: none"> <li>- To use a range of natural and man-made material to print adding interest</li> <li>- To accurately print specific areas or shapes</li> <li>- To select specific parts of the piece to print to achieve a desired effect</li> </ul>	<ul style="list-style-type: none"> <li>- To know that textures and the qualities of different materials and objects differ</li> <li>- To know how to look for different textures to add desired effects</li> <li>- To know how adding texture to a piece of art can increase the interest of it</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children have looked at the properties of materials and how they can be described. They have experimented with printed and rubbing using different materials that they have found. They will now be building on this knowledge and use different textures in specific areas of their pieces considering texture, shape and size.</li> </ul>	<ul style="list-style-type: none"> <li>- Natural</li> <li>- Man made</li> <li>- Print</li> <li>- Texture</li> </ul>
<b>Why do people go on journeys?</b>				
<b>Drawing (Pencil)</b>	<ul style="list-style-type: none"> <li>- To be able to make specific observations from an image</li> <li>- To replicate an image considering the size of each area/item within this</li> <li>- To demonstrate increased pencil control and direction</li> </ul>	<ul style="list-style-type: none"> <li>- To know that landscape paintings can all look different (David Hockney, Vincent Van Gogh, John Constable, Georgia O'Keefe)</li> <li>- To know how to compare and contrast different pieces</li> <li>- To know what a landscape actually is</li> </ul>	<ul style="list-style-type: none"> <li>- Throughout EYFS children have drawn what they can see, they have spoken about this and discussed colours, shapes and sizes. They will now consider this when creating landscape (realism) images of a chosen destination, carefully considering what they can actually see and replicating this.</li> </ul>	<ul style="list-style-type: none"> <li>- Landscape</li> <li>- Observation</li> <li>- Scale</li> <li>- Control</li> </ul>

Lower KS2 – Cycle A

Area within art	Skills	Knowledge	Why this? Why now?	Vocabulary
<b>What was life like for the Ancient Greeks?</b>				
<b>Sculpture (Clay)</b>	<ul style="list-style-type: none"> <li>- To carry out an appropriate method to create a pot – coil, thumbing</li> <li>- To change the shape and size of the pot as it 'grows'</li> </ul>	<ul style="list-style-type: none"> <li>- To know that during this time pottery was handmade and not mass produced</li> <li>- To be able to recognise traditional designs from this period of time</li> <li>- To know the uses of different types of pots during this time (Hydria, Albaston, Kylix)</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS and KSI children are introduced to clay and how it can be manipulated. Here they will have to become more precise, ensuring their piece has a smooth, accurate and symmetrical finish.</li> </ul>	<ul style="list-style-type: none"> <li>- Coil</li> <li>- Thumbing</li> <li>- Traditional</li> <li>- Purpose</li> </ul>
<b>What was The War of the Roses all about?</b>				
<b>Drawing (Pencil)</b>	<ul style="list-style-type: none"> <li>- To use carefully considered pencil strokes to re-create an image</li> <li>- To draw images ensuring the size of each one is relatable to other parts of the piece</li> <li>- To select different pencil types to change the tone of an image</li> <li>- To organise images in the foreground and background to create a balanced piece</li> </ul>	<ul style="list-style-type: none"> <li>- To know historically paintings have been used to spread and re-tell stories</li> <li>- To know that different artists represent images differently</li> <li>- To know the difference between the hardness of different pencils</li> <li>- To know how to discuss different pieces of art including : <ul style="list-style-type: none"> <li>- Guernica – Pablo Picasso</li> <li>- Fighting Temeraire – J.W Turner</li> <li>- Corporal Daphne Pearson – Dame Laura Knight</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Throughout EYFS and KSI children have drawn a single image – a person or an object. They will now be re-creating a chosen piece of art and have to put together a whole scene, in doing this this they will have to consider the size of each section, they are creating, the style they are re-producing and also build on their stamina to ensure the quality of the whole piece remains of a high standard.</li> </ul>	<ul style="list-style-type: none"> <li>- Arrangement</li> <li>- Scale</li> <li>- Foreground</li> <li>- Background</li> </ul>
<b>What was life like for the Tudors?</b>				
<b>Painting (Poster Paint)</b>	<ul style="list-style-type: none"> <li>- To create accurate representation of a face</li> <li>- To use correct placement of facial features considering the position of a face</li> <li>- To change the shade and tone of a colour</li> </ul>	<ul style="list-style-type: none"> <li>- To know why portraits were so important during the Tudors period - vanity, legacy, demonstrate alliances, asserting power</li> <li>- To know and recognise the work of Kehinde Wiley and Frida Kahlo</li> <li>- To know how to compare and voice opinions on different pieces of art</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children have experimented with drawing and creating collages of their faces. Here they will master the accuracy of creating a portrait, considering the position of facial features and the size of each one and ensuring there is a likeness to the person they are painting.</li> </ul>	<ul style="list-style-type: none"> <li>- Scale</li> <li>- Arrangement</li> <li>- Portrait</li> <li>- Tone and shade</li> </ul>

Upper KS2 – Cycle A

Area within art	Skills	Knowledge	Why this? Why now?	Vocabulary
	<b>Did Mahatma Ghandi change the world forever?</b>			
<b>Other Media</b>	<ul style="list-style-type: none"> <li>- To create symmetrical shapes and patterns</li> <li>- To use equipment - compasses and set squares</li> <li>- To carefully consider and select colour</li> <li>- To carefully consider and select materials to create an effective design</li> </ul>	<ul style="list-style-type: none"> <li>- To know the origins of Rangoli patterns started with Sita</li> <li>- To know that Rangoli patterns are often seen during the celebration of Diwali</li> <li>- To know the significance of dry Rangoli patterns</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS and lower KS2 children learn about the celebration of Diwali and are introduced to images of Rangoli. In LKS2 children use collage and considered colours used, they have been given an image or style in which to stay true to. Here they will use these skills but have to consider the accuracy and preciseness of each part of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>- Precise</li> <li>- Symmetry</li> <li>- Rangoli</li> <li>- Symbolic</li> </ul>
	<b>How influential was Richard Arkwright on the industrial revolution?</b>			
<b>Drawing (Charcoal)</b>	<ul style="list-style-type: none"> <li>- To use precise line drawings</li> <li>- To use charcoal to add tone</li> <li>- To show perspective</li> <li>- To use different methods – blending, cross hatching, parallel hatching</li> </ul>	<ul style="list-style-type: none"> <li>- To know and recognise the work of L.S Lowry</li> <li>- To know that tone and imagery can create a mood</li> <li>- To know how to an express an opinion of a piece of art</li> </ul>	<ul style="list-style-type: none"> <li>- In LKS2 children have re-created images they have been given using grids to help them organise and size the image. They will now take inspiration from a past piece using a different media whilst independently planning and organising the piece considering perspective of the piece as well the emotions they want to show.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone</li> <li>- Perspective</li> <li>- Scale</li> <li>- Emotion</li> <li>- Cross hatching</li> <li>- Lifting</li> <li>- Parallel hatching</li> <li>- Blending</li> </ul>
	<b>How important was Emmeline Pankhurst in the fight for equality?</b>			
<b>Painting (Acrylic)</b>	<ul style="list-style-type: none"> <li>- To make observations – anatomy</li> <li>- To master the application of acrylic paint</li> <li>- To use different methods – Combing, impasto, overlay, scumbling</li> </ul>	<ul style="list-style-type: none"> <li>- To know and recognise the work of George Stubbs</li> <li>- To know that texture can be created by varying the method of application</li> <li>- To know how to explain and individual opinion around paintings Vs photos</li> </ul>	<ul style="list-style-type: none"> <li>- In LKS2 children have painted portraits of human faces, something they are very familiar with. Here they will use the skills they have learnt previously, but will have to consider the anatomy of an animal, taking into account the different textures and shapes – for example hair and muscle definition.</li> </ul>	<ul style="list-style-type: none"> <li>- Combing</li> <li>- Impasto</li> <li>- Overlay</li> <li>- Scumbling</li> <li>- Anatomy</li> </ul>

KSI - Cycle B

Area within art	Skills	Knowledge	Why this? Why now?	Vocabulary
<b>Is exploring important?</b>				
<b>Sculpture (Clay)</b>	<ul style="list-style-type: none"> <li>- To create shapes using clay</li> <li>- To identify and replicate details which can identify a specific piece of architecture</li> <li>- To create a 'tile' that has a similar reference to a specific piece of architecture</li> </ul>	<ul style="list-style-type: none"> <li>- To know that architects design buildings and structures</li> <li>- To know that Lady Elizabeth Wilbraham designed many buildings (inc. Belton House) but because she was female she did not receive the credit for this</li> <li>- To recognise and know the location of famous global landmarks</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children looked at their own homes and buildings they are familiar with as well as drawing their own images. They have made shapes using play dough and experienced clay. They will now have to identify specific details that make a building unique and recreate these using clay.</li> </ul>	<ul style="list-style-type: none"> <li>- Clay</li> <li>- Shape</li> <li>- Texture</li> <li>- Detail</li> <li>- Unique</li> <li>- Mould</li> </ul>
<b>Do inventions make the world a better place?</b>				
<b>Drawing (Pencil)</b>	<ul style="list-style-type: none"> <li>- To make precise observations</li> <li>- To recreate shapes with increased accuracy</li> <li>- To be able to identify weaknesses and make improvements to these</li> <li>- To select appropriate colours</li> </ul>	<ul style="list-style-type: none"> <li>- To know that images are made up of different shapes</li> <li>- To know what still life drawing is</li> <li>- To recognise some of the most famous still life images created – Sunflowers – Vincent Van Gogh Campbells Soup Cans – Andy Warhol Skull – Paul Cezanne</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children have described objects, how they look and feel and they have practiced pencil control. They will now improve their observation skills, drawing only what they can see considering individual details and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Still life</li> <li>- Realistic</li> <li>- Precise</li> <li>- Size</li> </ul>
<b>How do humans use water?</b>				
<b>Painting (Water colour)</b>	<ul style="list-style-type: none"> <li>- To use the space to create an interesting piece</li> <li>- To experiment with different strokes</li> <li>- To select appropriate strokes for a desired effect</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise the collection of work 'water lilies' by Monet</li> <li>- To know the difference between a landscape and waterscape</li> <li>- To know where to start when completing a water scape</li> <li>- To know that changing the way or direction a brush is used can effect the outcome</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children have painted images using paint, re-creating paintings and painting their own. They will now re-create a studied image thinking carefully about using space effectively, considering the composition of the whole piece.</li> </ul>	<ul style="list-style-type: none"> <li>- Waterscapes</li> <li>- Space</li> <li>- Strokes</li> <li>- Re-create</li> </ul>

Lower KS2 - Cycle B

Area within art	Skills	Knowledge	Why this? Why now?	Vocabulary
<b>Sculpture (Mod-Roc)</b>	<ul style="list-style-type: none"> <li>- To design and create a sketch of design explaining the intended representation</li> <li>- To use a range of materials to create desired shapes</li> <li>- To apply mod roc carefully to create an accurate and pleasing finish</li> </ul>	<ul style="list-style-type: none"> <li>- To know what 'mod roc' is and where it can be used</li> <li>- To know and recognise the work of Henry Moore</li> <li>- To know that an artist can create an interpretation rather than an accurate representation</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children have experimented with a range of media to create models and sculptures. They will now be using a new material – Modroc. They will not only be using a new material they will have to also use their creativity to design a representation of a feature involving water rather than replicating a true representation of something.</li> </ul>	<ul style="list-style-type: none"> <li>- Interpretation</li> <li>- Mod-roc</li> <li>- Mould</li> <li>- Representation</li> </ul>
<b>Painting (Acrylic)</b>	<ul style="list-style-type: none"> <li>- To be able to apply acrylic paint in an accurate manner</li> <li>- To be able to use different colours to create a desired tone</li> <li>- To use accurate strokes</li> </ul>	<ul style="list-style-type: none"> <li>- To know and recognise the work of Henri Matisse and Oliver Jeffers</li> <li>- To know that a painting doesn't have to be an 'accurate like for like' depiction of a scene to be valued</li> <li>- To know the qualities of acrylic paint</li> </ul>	<ul style="list-style-type: none"> <li>- In KS1 children have experimented with applying paint in different ways and have thought about colour choices. They will now experiment with acrylic paint, replicating the style of a well-known artists and understanding that a piece of art does not have to be a 'perfect replica' of a photo, object or view but can be abstract.</li> </ul>	<ul style="list-style-type: none"> <li>- Acrylic</li> <li>- Texture</li> <li>- Application</li> <li>- Tone</li> <li>- Landscape</li> <li>- abstract</li> </ul>
<b>Drawing (Pastel)</b>	<ul style="list-style-type: none"> <li>- To be able to use a range of techniques – Blending Masking Cross hatching</li> <li>- To select a techniques and colour to convey emotion</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise the work of Pierre Auguste – Renoir</li> <li>- To know the qualities of pastels</li> <li>- To observe and comment on</li> <li>- <a href="#">Inspiration from 'Paint for the planet'</a></li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children have used chalks, crayons and pastels considering how they are the 'same and different'. They will now take this knowledge and build on it using pastels. They will consider the qualities of pastels and use specifically selected methods to achieve a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Blending</li> <li>- Masking</li> <li>- Cross hatching</li> <li>- Emotion</li> </ul>

Upper KS2 – Cycle B

Area within art	Skills	Knowledge	Why this? Why now?	Vocabulary
	<b>What was the impact of the Roman invasion on Britain?</b>			
<b>Sculpture (Clay)</b>	<ul style="list-style-type: none"> <li>- To use different techniques – squeezing, joining, carving, pulling and pinching</li> <li>- To use appropriate tools for the method chosen</li> <li>- To create different finishes for different parts of the bust</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise certain features were exaggerated or included on a bust to symbolise various qualities</li> <li>- To name and recognise techniques that have been used within different sculptures</li> <li>- To know the importance sculptures played in history</li> </ul>	<ul style="list-style-type: none"> <li>- In KS1 children have used clay to create sculptures and practiced more advanced methods in LKS2. Now they will use their knowledge of how clay re-acts and can be manipulated to further advance the skills they are capable of using.</li> </ul>	<ul style="list-style-type: none"> <li>- Bust</li> <li>- Squeezing</li> <li>- Carving</li> <li>- Pulling</li> <li>- Joining</li> <li>- Pinching</li> <li>- Symbolism</li> </ul>
	<b>What was the impact of the Anglo-Saxon invasion on Britain?</b>			
<b>Drawing (Pastel)</b>	<ul style="list-style-type: none"> <li>- To master pastel techniques – Highlighting, shadow, mixing, sgraffito</li> <li>- To use pastels with control</li> <li>- To make observations</li> </ul>	<ul style="list-style-type: none"> <li>- To know the Bayeux tapestry shows events surrounding the Battle of Hastings in 1066</li> <li>- To know that pastel react differently whether they are wet or dry</li> <li>- To know what pastel can be manipulated once it is on the paper</li> </ul>	<ul style="list-style-type: none"> <li>- In LKS2 children have looked at works of art portraying aspects of war and battle. In EYFS and KS1 they experimented with chalk and pastel becoming confident with how it reacts and can be applied, they will now master specific techniques whilst re-creating their own version of the Bayeux Tapestry</li> </ul>	<ul style="list-style-type: none"> <li>- Highlighting</li> <li>- Shadow</li> <li>- Mixing</li> <li>- Sgraffito</li> </ul>
	<b>Have invasions affected our local area?</b>			
<b>Painting (Watercolour)</b>	<ul style="list-style-type: none"> <li>- To master watercolour techniques – Wet on wet, bleeding, dry brush, graded wash</li> <li>- To create a sketch to record observations</li> </ul>	<ul style="list-style-type: none"> <li>- To know the advantages and disadvantages of water colour</li> <li>- To know the importance of collecting sketches to plan and design a final piece</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- In EYFS children became familiar with our local area and the appearance of it. In LKS1 they have practiced basic techniques when using water colours. They will now use this and newly acquired skills to select the best techniques to re-create observed scenes</li> </ul>	<ul style="list-style-type: none"> <li>- Wet on wet</li> <li>- Bleeding</li> <li>- Dry brush</li> <li>- Graded wash</li> </ul>