

# Wembdon St George's Church School

## Our Learning in Art and Design 2022-2023



### **Wembdon St George's Church School Curriculum Intent:**

We value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Children learn the practical skills of drawing, painting, sculpture, print making and collage using a range of materials. Opportunities to practise and refine these are provided for all. Sketchbook use captures children's experimentation, design and self-evaluation. Children are taught about the work of great artists, craft makers, architects and designers, drawing inspiration from others for their own work. The work of such artists is explored, evaluated and responded to critically.

We aim to develop the skills required for this by focusing our curriculum on the areas of:

- Drawing
- Painting
- Sculpture
- Printmaking
- Collage

2021-2022	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
EYFS	Aspects: Drawing Painting Printmaking Sculpture Textiles	Aspects: Drawing Painting Printmaking Sculpture Textiles	Aspects: Drawing Painting Printmaking Sculpture Textiles Focus artist: Wassily Kandinsky	Aspects: Drawing Painting Printmaking Sculpture Textiles Focus artist: Henri Matisse	Aspects: Drawing Painting Printmaking Sculpture Textiles Focus artist: Georgia O'Keefe	Aspects: Drawing Painting Printmaking Sculpture Textiles
KS1	Aspect: Textiles Focus artist: Local artists* – history of Bridgwater Carnival Topic title (Geography): Local area: where do we live?			Aspect: Drawing (silhouette) Focus artist: Tinga Tinga Topic title (Geography): Hot and cold places: what is the equator?	Aspect: Sculpture Focus artist/designer: Isambard Kingdom Brunel Topic title (History) Isambard Kingdom Brunel	
Y3/4		Aspect: Textiles Focus artist: Claude Monet Topic title (Geography): Rivers: what's around the riverbend?		Aspect: Drawing Focus artist: Henri Rousseau Topic title (Geography): Rainforests: where are the rainforests?	Aspect: Sculpture Focus artist: Andy Goldsworthy Topic title (History): Settle down!	
Y5/6	Aspect: Painting Focus artist: Paul Nash Topic title (History): Britain at War		Aspect: Sculpture Focus artist: Benin art Topic title (History): Benin Kingdom			Aspect: Textiles Focus artist: Serena de la Hey* (Willow Man) Topic title (Geography): Local area and region: what is our local region?

2022-2023	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
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EYFS	Aspects: Drawing Painting Printmaking Sculpture Collage	Aspects: Drawing Painting Printmaking Sculpture Collage	Aspects: Drawing Painting Printmaking Sculpture Collage Focus artist: Wassily Kandinsky	Aspects: Drawing Painting Printmaking Sculpture Collage Focus artist: Henri Matisse	Aspects: Drawing Painting Printmaking Sculpture Collage Focus artist: Georgia O'Keefe	Aspects: Drawing Painting Printmaking Sculpture Collage
Y1	Aspect: Sculpture Focus artists: Jan Griffier and Paul Klee Topic inspiration (History): Panic on Pudding Lane – The Great Fire of London				Aspect: Painting Focus artist: J M W Turner and Charlie French Topic inspiration (History): Seaside rescue: Grace Darling	Aspect: Collage Focus artist: Henri Rousseau and Pierre-Joseph Redoute Topic inspiration (Science): Plants
Y2/3 (2/3A, 2/3B, 2/3C)		Aspect: Printmaking Focus artist: Edward Lear (and fossils). Topic inspiration (Science): Rocks	Aspect: Painting Focus artist: Vincent Van Gogh and Andy Warhol Topic inspiration (Science): Plants			Aspect: Collage Focus artist: Hormazd Narielwalla (and the Zambian landscape). Topic inspiration (Geography): Mugurameno village, Zambia
Y4/5 (4/5A, 4/5B, 4/5C)	Aspect: Printmaking Focus artist: Ancient Greek pattern Topic inspiration (History): Eureka! Ancient Greece				Aspect: Painting Focus artist: Prehistoric art and Claudy Jongstra Topic inspiration (History): Yabba dabba doo - Stone Age to Iron Age	Aspect: Collage Focus artist: Heitor da Silva Costa (designer of Christ the Redeemer) and John Dyer Topic inspiration (Geography): Rio and South-East Brazil
Y6 (6A and 6B)	Aspect: Drawing Focus artist: L.S. Lowry Topic inspiration (History): Power to the people - Industrial Revolution		Aspect: Printmaking Focus artist: Ancient Mayan sculpture Topic inspiration (History): The Mayans	Aspect: Collage Focus artist: Frank Bowling, Henri Matisse and Romare Bearden Topic inspiration (Geography): Volcanoes and earthquakes		

## Making

EYFS	KS1	LKS2	UKS2
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<b>Drawing</b>	<p>Explore a variety of drawing materials.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Express ideas and feelings through drawing.</p>	<p>Draw lines of varying thickness.</p> <p>Use dots and lines to demonstrate pattern and texture.</p> <p>Use different materials to draw, for example soft pastel, chalk, felt tips, pencil, pen, charcoal and wax.</p> <p>To draw what is seen (observational drawing) and what is felt, from memory and imagination (experimental drawing).</p>	<p>Experiment with showing line, tone and texture with different hardness of pencils (F, H up to 8B).</p> <p>Use shading to show light and shadow effects.</p> <p>Use different materials to draw, for example soft pastel, chalk, felt tips, pencil, pen, charcoal and wax.</p> <p>To draw what is seen (observational drawing) and what is felt, from memory and imagination (experimental drawing).</p>	<p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Depict perspective in drawings.</p> <p>Use a variety of materials/tools and select the most appropriate.</p> <p>Explore drawing and mark-making on different surfaces.</p> <p>To draw what is seen (observational drawing) and what is felt, from memory and imagination (experimental drawing).</p>
<b>Painting</b>	<p>Use a paintbrush and other tools to mark-make using paint.</p> <p>Name the primary colours and explore outcomes when mixed.</p> <p>Express ideas and feelings through painting.</p>	<p>Name the primary and secondary colours.</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools.</p> <p>Mix primary colours to make secondary colours.</p> <p>Add white and black to alter tints and shades.</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</p> <p>Create different textures and effects with paint.</p> <p>Explore painting on different surfaces.</p>	<p>Create a colour palette, demonstrating mixing techniques.</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</p> <p>Paint on new surfaces.</p>
<b>Sculpture</b>	<p>Build a construction/ sculpture using a variety of materials and objects e.g. recycled, natural and man-made materials, malleable, etc.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, plasticine, straw and card.</p> <p>Use a variety of techniques with clay and plasticine, e.g. rolling, cutting, pinching.</p> <p>Use a variety of shapes, including lines and texture.</p> <p>Use basic tools to help deconstruct (scissors) and then construct (glue stick).</p>	<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use clay and other malleable materials and practise joining techniques, e.g. clay slip.</p> <p>Add materials (wool, string, twigs, found objects, paper etc) to the sculpture to create detail.</p>	<p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>Use materials other than clay to create a 3D sculpture.</p>
<b>Printmaking</b>	<p>Produce prints using simple objects.</p> <p>Experiment with rubbings.</p>	<p>Use a variety of materials, e.g. sponges, fruit, blocks etc.</p> <p>Demonstrate a range of techniques, e.g.</p>	<p>Use more than one colour to layer in a print.</p> <p>Replicate patterns from observations.</p>	<p>Design and create printing blocks/tiles.</p> <p>Develop techniques in mono, block and relief printing.</p>

	Share creations, explaining the process used.	rolling, pressing, stamping and rubbing.  Explore simple mono-printing techniques.	Make printing blocks/tiles, e.g. coiled string glued to a block/piece of cardboard, foam tile.  Make repeated patterns with precision.	Create and arrange accurate patterns on different surfaces.  Use more than one colour to layer in a print.
<b>Collage</b>	Explore, sort and arrange a variety of materials.	Use a combination of materials that have been cut, torn and glued.  Sort and arrange materials.  Add texture by mixing materials.	Select colours and materials to create effect, giving reasons for their choices.  Refine work as they go to ensure precision.  Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.	Add collage to a painted or printed background.  Create and arrange accurate patterns.  Use a range of mixed media.
<b>Knowledge and understanding</b>				
<b>Work of other artists</b>	Look at the work of a range of different artists through history.  Use famous artists as inspiration for own work.	Describe the work of famous, notable artists and designers.  Express an opinion on the work of famous, notable artists.  Use inspiration from famous, notable artists to create their own work and compare.  Key questions to support Step 1 – Artist exploration: Describe what you can see. Describe what you like. Why? How does it make you feel? What would you like to ask the artist?	Express an opinion on the work of famous, notable artists and refer to techniques and effect.  Outline the techniques and processes used by different artists.  Use inspiration from famous artists for own artwork.  Key questions to support Step 1 – Artist exploration: Describe the artwork. What do you like/dislike? Why? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? If you could take this artwork home, where would you put it and why?	Give detailed observations about notable artists' and designers' work.  Offer facts and opinions about notable artists' and designers' work, e.g. What was the process used? Why was it made? How did the artist prefer to work? What or who influenced their work?  Key questions to support Step 1 – Artist exploration: Describe the artwork. What do you like/dislike? Why? How does it make you feel? Why? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity?

Evaluation				
Self-evaluation	What did you enjoy? What did you do?  (verbal)	What did you enjoy? What went well?  (verbal or recorded in sketchbooks)	What did you enjoy? What went well?  What do you want to develop or try next time?  (recorded in sketchbooks)	What did you enjoy? What went well?  Did any problems come up and how were they solved?  What might you try differently next time?  (recorded in sketchbooks)