



# Subject Overview: Art 2016-17

|        | Term 1   | Term 2  | Term 3  | Term 4   | Term 5  | Term 6  |
|--------|--|---|---|--|---|---|
| Year 1 | <p><b>Textiles</b></p> <p>To use a range of materials creatively to design and make products<br/>To show how people feel in paintings and drawings</p> <p><b>Focus artist:</b></p> | <p><b>Sculpting</b></p> <p>To describe what I can see and give an opinion about the work of an artist</p> <p><b>Focus artist:</b></p> | <p><b>Sculpting - making models</b></p> <p>Becomes aware of form, feel, texture, pattern and weight and can discuss. Experiment with basic tools on rigid and plastic materials.</p> <p><b>Focus artist:</b><br/>Sandie Sutton - plastic sculpting artist<br/><a href="http://www.leytonstonearts-trail.org/2016/06/19/meet-sandie-m-sutton-sculpting-nature-with-reclaimed-plastics/">http://www.leytonstonearts-trail.org/2016/06/19/meet-sandie-m-sutton-sculpting-nature-with-reclaimed-plastics/</a></p> | <p><b>Printing</b></p> <p>Repeating patterns, random organised with range of blocks.</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc.</p> <p><b>Focus artist:</b><br/>Donna Clark<br/>Amie Roman<br/>Helen Pakeman</p> <p><a href="http://www.monoprints.com/monoprints.php">http://www.monoprints.com/monoprints.php</a></p> | <p><b>Paint mixing</b></p> <p>Create moods in art work<br/>Primary and secondary colours</p> <p><b>Focus artist:</b><br/>Keith Murdoch<br/>John Piper</p> | <p><b>Collaging</b></p> <p>Sorts according to specific qualities e.g warm, cold, shiny, smooth</p> <p>Engages in more complex activities e.g. cutting and sewing a variety of materials</p> <p>Has experiences of adhesives and decides on the most effective for task.</p> <p><b>Focus artist:</b><br/>Bridget Collins<br/>Pablo Picasso<br/>Mary Delany</p> |



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| Year 2 | <p><b>Sculpting/drawing</b></p> <p>To use different grades of pencil when drawing, use charcoal, pencil and pastel to create art</p> | <p><b>Collage</b></p> <p>To create habitats for various animals<br/>To collage animals and place in the habitat<br/>Megan Coyle's work</p> | <p><b>Printing</b></p> <p>Explores and recreates patterns and textures with an extended range of materials i.e. sponges, leaves, fruit.</p> <p>Explores images through monoprinting on a variety of papers. Begins to make decisions about surfaces.</p> <p><b>Focus artist:</b><br/>Donna Clark<br/>Amie Roman<br/>Helen Pakeman</p> <p><a href="http://www.monoprints.com/monoprints.php">http://www.monoprints.com/monoprints.php</a></p> | <p><b>Drawing (ink)</b></p> <p>Uses line and tone (dark and light) to represent things seen, remembered and observed.</p> <p>Explores shading, using different media.</p> <p>Use twigs with ink to replicate map routes/contour lines/outline of ships/boats</p> <p><b>Focus artist:</b><br/>Fred Kennett</p> <p><a href="http://www.fredkennett.co.uk/gallery">http://www.fredkennett.co.uk/gallery</a></p> | <p><b>Textile</b></p> <p>Simple weaving with strong wool through a stiff card loom.</p> <p>Weaves paper, progressing from one to two colours.</p> <p><b>Focus artist:</b><br/>Sally Shore - ribbon weaving</p> | <p><b>Painting</b></p> <p>Creates patterns using different tools and colours.</p> <p>Knows difference between primary and secondary colours.</p> <p>Can mix secondary colours.</p> |



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| Year 3 | <p><b>Sculpting</b><br/><b>Canopic jars</b></p> <p>Sketches to produce final product<br/>Prototype with different materials - paper<br/>Skills - clay moulding<br/>Review,<br/>Make<br/>evaluate</p> | <p><b>Painting</b><br/><b>Volcanoes</b></p> <p>To express mood and feeling - experiment with different colours<br/>Mark making using various tools<br/>Specific skills for painting<br/>Final product on canvas</p> | <p><b>Collage</b></p> <p>Develop awareness of contrasts in textures and colours.</p> <p>Experiment with creating mood, feeling, movement and areas of interest.</p> <p>Interpret stories, music, poems and other stimuli.</p> <p><b>Focus Artist:</b><br/>Piet Mondrian</p> | <p><b>Drawing</b></p> <p>Draw familiar things from different viewpoints.</p> <p>Use line, tone and shade to represent things seen, remembered and imagined.</p> <p><b>Focus Artist:</b><br/>Palaeolithic Cave drawing</p> | <p><b>Modroc</b></p> <p>Make map reliefs of European countries compared to the UK</p> <p>Making relief skills to be explored and modelled</p> | <p><b>Textiles</b></p> <p>Applique</p> <p><b>Focus artist:</b><br/>Ruth O' Leary<br/>Lorraine Roy<br/>Jackie Gale</p> |



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| Year 4 | <p>Sculpting<br/><b>Ornithopters and aeroplanes</b></p> <ul style="list-style-type: none"> <li>-Prototyping using different materials (bottles, tape).</li> <li>-evaluating</li> <li>-scale of wings to body</li> <li>-reinforcement of wings with tape etc.</li> <li>-creating shape using paper mache</li> </ul> | <p>Printing<br/><b>Fruit and vegetable/ animal prints</b></p> <ul style="list-style-type: none"> <li>-explore ideas</li> <li>-evaluate work using the key words from art and design</li> <li>-creativity and originality, colour work for impact</li> </ul> | <p>Textile<br/><b>Tile printing onto fabric to create a giant mosaic/ painting onto fabric with ink/paints</b></p> <ul style="list-style-type: none"> <li>-team work/ collaborations</li> <li>-colours specific to era, contrasting and blending</li> </ul> | <p>Painting<br/><b>Impressionism Monet/Van Gogh</b></p> <ul style="list-style-type: none"> <li>-colour blending with primary colours to create secondary and tertiary colours</li> <li>-brush strokes</li> <li>-marks to express mood</li> <li>-explore effects using sawdust/glue etc.</li> </ul> | <p>Sculpting<br/><b>Clay animals</b></p> <ul style="list-style-type: none"> <li>-joining clay</li> <li>-cross-hatching</li> <li>-blending</li> <li>-kiln understanding</li> <li>-health and safety</li> <li>-proficient in sculpting</li> <li>-evaluating and using key vocabulary</li> </ul> | <p>Collage<br/>Drawing skills</p> |



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| Year 5 | <p>Sculpting using withy - Viking longship</p> <p>Looking at various historical ship designs.</p> <p>Recording observations in various forms, e.g with pencil, charcoal etc</p> <p>Accuracy in structure and replicating a style.</p> | <p>Drawing</p> <p>Using ink - Savage</p> | <p>Collage/Painting</p> <p>- Creating Nebulas.</p> <p>Using various materials to develop tone and create different effects.</p> <p>Using techniques, colours and effects to represent things seen.</p> <p>Mixing colours.</p> <p>Adding to paint to create effect, eg. Sawdust, glue, sand</p> | <p>Sculpture.</p> <p>Looking at various sculptures on The Line. Local art work.</p> <p>Analysing work of others.</p> <p>Creating a relief collaboratively on a large scale - linked to materials in science.</p> | <p>Printing Newham Docklands</p> <p>*Makes connections between own work and patterns in the local environment (curtain/wallpaper)</p> <p>Recreates images through relief printing using card</p> <p>Builds up drawings and images of whole or parts of items using various techniques i.e. card, relief, screen print</p> | <p>Textiles - creating rainforest images of animals using applique.</p> <p>Using colour matching for effect.</p> <p>Batik for sky.</p> <p>Creating modd.</p> |



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|--------|--|---|---|---|-------------|---------------------------------------|
| Year 6 | Sculpting Greek athletic scenes using wire sculpting/chicken wire. Papier mache<br><br>Olympic | Water colour with Berol pens and cartridge paper and water brush strokes<br><br>-link to level 5 art descriptors and artist | Printing patterns<br><br>Stencil making<br>Relief printing cards<br><br>-Mayan themed | Printing patterns<br><br>Stencil printing | SATs<br>TBC | Textiles - graphics tshirts and print |