

**St Peter's Long-Term Overview**

**Subject: Art**

<b>Year 5</b>	<p><b>Topic:</b></p> <p><b>Colour wheel, Tints and shades</b></p> <p><b>Van Gogh</b></p>	<p><b>Topic:</b></p> <p><b>Perspective drawing</b></p> <p><b>David Hockney</b></p>	<p><b>Topic:</b></p> <p><b>Landscapes</b></p> <p><b>Varied Artists</b></p>
	<p><b>Concept:</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Refresh primary, secondary, tertiary, colour wheels</li> <li>How to create tints and shades of a colour</li> </ul> <p><b>Van Gogh</b></p> <ul style="list-style-type: none"> <li>History of Van Gogh</li> <li>Comparison of Van Gogh paintings</li> <li>Van Gogh painting technique</li> <li>Different mediums</li> <li>Callograph printing</li> </ul>	<p><b>Concept:</b></p> <p><b>Perspective drawing</b></p> <ul style="list-style-type: none"> <li>Discovering perspective drawing</li> <li>Class discussion</li> <li>Horizon line</li> <li>Vanishing point</li> <li>Lines of perspective</li> <li>Identifying the 3 elements</li> <li>Relating them to landscape art</li> </ul> <p><b>David Hockney</b></p> <ul style="list-style-type: none"> <li>History of David Hockney</li> <li>Class discussion and identifying technique in his work</li> </ul>	<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Discovering what a landscape painting is</li> <li>Looking at different landscape artists</li> <li>Discussing different artists' techniques</li> <li>Technique of 'Golden thirds' in creating landscapes</li> </ul>
	<p><b>Skills:</b></p> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>How to create and mix colours.</li> <li>Paint brush techniques, basic painting information</li> </ul> <p><b>Van Gogh</b></p> <ul style="list-style-type: none"> <li>Forming an artistic opinion</li> <li>Recognising technique</li> <li>Beginning learning water colour, oil pastel and pencil skills</li> <li>Creating printing block</li> </ul>	<p><b>Skills:</b></p> <p><b>Perspective drawing</b></p> <ul style="list-style-type: none"> <li>Identifying different parts of a landscape</li> <li>Illustrating these elements</li> <li>Application of these to a landscape artist work</li> <li>Observational drawing skills</li> <li>Development of language</li> </ul> <p><b>David Hockney</b></p> <ul style="list-style-type: none"> <li>Developing art history knowledge and relevant artist work</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Discovering different techniques by various landscape artists</li> <li>Pencil, water colour and oil pastels</li> <li>Create a landscape choosing their medium, independently</li> <li>Create landscape picture with collaging tissue paper</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning to print using ink</li> <li>• Developing water colour skills painting the prints</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying type of art and connection to perspective drawing</li> <li>• Coloured pencil technique</li> <li>• Observational drawing</li> </ul>	
	<p><b>Outcome:</b> <b>Colour</b></p> <ul style="list-style-type: none"> <li>• Refresh knowledge of colour wheels</li> <li>• How to create tints and shades</li> <li>• Basic paintbrush and painting techniques</li> </ul> <p><b>Van Gogh</b></p> <ul style="list-style-type: none"> <li>• New techniques learnt</li> <li>• New vocabulary</li> <li>• Producing an original piece of artwork independently</li> </ul>	<p><b>Outcome:</b> <b>Perspective drawing</b></p> <ul style="list-style-type: none"> <li>• Understanding perspective drawing</li> <li>• Distance</li> <li>• Being able to apply these to a piece of art</li> </ul> <p><b>David Hockney</b></p> <ul style="list-style-type: none"> <li>• Artist knowledge and identifying their technique and skill</li> <li>• Developing pencil technique</li> </ul>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>• Developing medium techniques</li> <li>• Producing an original piece of artwork independently</li> <li>• Reviewing students' own medium choice and success of</li> </ul>

<b>Year 6</b>	<b>Topic:</b> Tone and shade	<b>Topic:</b> Graffiti	<b>Topic:</b> Georgia O'Keefe	<b>Topic:</b> Agate crystalline rock	<b>Topic:</b> Leonardo Da Vinci	<b>Topic:</b> Artist through time, Art History
	<b>Concept:</b> <ul style="list-style-type: none"> <li>Exploring graphite pencils e.g. 8B</li> <li>Creating tonal ladders</li> <li>Exploring pencils' ranges</li> <li>Creating shadow using direction of light on various shapes</li> <li>Observational drawing of insect/dragon illustrating shade and tone</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Discussion of what graffiti/street art is including vandalism and the legality</li> <li>Looking at graffiti with messages within</li> <li>Develop own graffiti text style</li> <li>Whole class discussion on possible graffiti topics</li> <li>Students design a piece of graffiti in their sketch books linking text and image</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Who is Georgia O'Keefe and what is her art</li> <li>Discovery of her work</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>What is agate?</li> <li>Looking at natural rock formation</li> <li>Use of many mediums around one simple topic</li> <li>Painting and paint brush techniques specified</li> <li>Marbling technique</li> <li>Collagraph printing</li> <li>Technique of collage</li> <li>Water colour technique</li> <li>Multiple mediums combined</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Who was Leonardo Da Vinci?</li> <li>Study of his work, invention, paintings</li> <li>Renaissance period</li> <li>Study of Vitruvian man</li> <li>Proportion of body</li> <li>Using wooden manikins, drawing body in proportion</li> <li>Measuring proportions of the body</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Looking at a variety of famous artist through time</li> <li>Class discussion</li> <li>Connections of relevant time, artistic movements and artists</li> <li>Artist technique, mediums</li> <li>Student forming opinions, expressing their opinion and use of artistic language</li> <li>Discovery</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use of different graded pencils</li> <li>Depicting tone and shade</li> <li>Creating the illusion of light and</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Artistic language and development of opinion</li> <li>Learning new techniques</li> <li>Combining text and image</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Graphite pencils</li> <li>Tonal ladders</li> <li>Hard and light pressure using pencils</li> <li>Create pastiche of Georgia's work</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Further developing water colour technique, collagraph printing technique and collaging</li> <li>New skill of marbling</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Discovery of Leonardo Da Vinci</li> <li>Recognising different art periods</li> <li>Ratio and proportion</li> <li>Measuring And fractions</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Art History</li> <li>Discovering different art periods</li> <li>Artistic language</li> <li>Identifying technique</li> </ul>

	<p>shade when drawing</p> <ul style="list-style-type: none"> <li>Developing observational skills</li> </ul>	<ul style="list-style-type: none"> <li>Exploring colour for best effect</li> <li>Discovery of new art type</li> <li>Use of marker pens and felt tip, independent decision making</li> </ul>	<ul style="list-style-type: none"> <li>Create multiple versions of pastiches</li> <li>Developing skills in pencil, water colour and pastels</li> <li>Research into flowers in detail choosing their own image and deciding on medium, independently</li> </ul>	<ul style="list-style-type: none"> <li>Combining techniques</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawing</li> <li>Body proportions</li> </ul>	<ul style="list-style-type: none"> <li>Forming an opinion</li> <li>Communicating and Listening skills</li> </ul>
	<p>Outcome:</p> <ul style="list-style-type: none"> <li>Students understanding different pencil grades</li> <li>Understanding tone and shade and how to use it to depict light and shadow</li> <li>Focus on observational drawing skills</li> </ul>	<p>Outcome:</p> <ul style="list-style-type: none"> <li>Understanding that graffiti is illegal</li> <li>Exploring artistic opinion and hidden meanings within art</li> <li>New technique and students expressing their ideas and opinions on their chosen topic</li> </ul>	<p>Outcome:</p> <ul style="list-style-type: none"> <li>Further developing pencil, water colour and oil pastel technique</li> <li>Independently creating artwork influenced by Georgia O'Keefe</li> <li>Choosing own medium and evaluating outcome</li> </ul>	<p>Outcome:</p> <ul style="list-style-type: none"> <li>Developing specific techniques</li> <li>Learning new painting skills</li> <li>Marbling technique</li> <li>Combining techniques to create an original piece of artwork independently</li> </ul>	<p>Outcome:</p> <ul style="list-style-type: none"> <li>Ability to understand body in proportion</li> <li>Drawing the human form in different positions</li> <li>Improving observational drawing skills</li> <li>Knowledge of Leonardo Da Vinci and his work</li> </ul>	<p>Outcome:</p> <ul style="list-style-type: none"> <li>Art history Knowledge</li> <li>Making connections, art movements and artists over time</li> </ul>

<b>Year 7</b>	<b>Topic:</b> <b>Picasso</b>	<b>Topic:</b> <b>Floral composition</b> <b>Mediums development</b>	<b>Topic:</b> <b>Ceramic pot design</b>  <b>Ceramic artist</b>
	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Discovering Picasso</li> <li>• Cubism</li> <li>• History</li> <li>• Developing understanding and meaning/relevance of art expression</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Discover Japanese floral artwork</li> <li>• Understanding composition and artistic decision making in process</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Design process</li> <li>• Research into ceramic artists</li> <li>• Clay making and glazing</li> <li>• Use of clay making tools</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Graphite pencils</li> <li>• Use of shade and Tone</li> <li>• Observational drawing</li> <li>• Team work</li> <li>• Grid technique</li> <li>• Collage</li> <li>• Visual development</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Deciding composition</li> <li>• Observational drawing</li> <li>• Independent thinking</li> <li>• Developing water colour technique</li> <li>• Mono printing</li> <li>• Oil pastel technique</li> <li>• Ink for mark making</li> <li>• Consistent reflection on outcomes</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Design process, understanding 3D illustration and annotation</li> <li>• Specifying intention of design</li> <li>• Water colour application</li> <li>• Use of specific tools used for ceramics</li> <li>• Use of pottery glaze</li> <li>• Realizing design form illustration to glazed ceramic</li> <li>• Student reflection of results</li> </ul>
	<b>Outcome:</b> <ul style="list-style-type: none"> <li>• Understanding Cubism</li> <li>• Knowledge of Picasso and importance of his work historically</li> <li>• Observational drawing skills development</li> <li>• Developed teamwork skills</li> <li>• Research into particular artist' and artistic movements</li> </ul>	<b>Outcome:</b> <ul style="list-style-type: none"> <li>• Developing technique in multi mediums</li> <li>• Oil pastels</li> <li>• Water colour</li> <li>• Ink</li> <li>• Mono printing</li> <li>• Pencil</li> </ul>	<b>Outcome:</b> <ul style="list-style-type: none"> <li>• Developing clay making and ceramic skills</li> <li>• Making connections from design to finished piece</li> </ul>

<b>Year 8</b>	<b>Topic:</b> <b>Pop Art</b> <b>Andy Warhol</b>	<b>Topic:</b> <b>Lino Carving/Printing</b> <b>Karl Blossfeldt</b>
	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Discovering Pop Art</li> <li>• Historical relevance</li> <li>• Discovering specific pop art artist'</li> <li>• Pop Art – Popular culture today</li> <li>• Making connections of art work and popular culture</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Discovering Karl Blossfeldt</li> <li>• Research into artist and work</li> <li>• Creating Pastiche', using different mediums</li> <li>• Learning technique of printing and use of appropriate tools</li> <li>• Understanding printing process</li> <li>• Using nature as inspiration</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Creating pastiche' of pop artworks using a variety of mediums</li> <li>• Independent thinking and problem solving</li> <li>• Making connections between popular culture and art work interpretation</li> <li>• Class discussion</li> <li>• Research of artist and artistic movements</li> <li>• Development of ideas and annotation</li> <li>• Observational drawing skills</li> <li>• Painting techniques and brushwork</li> <li>• Canvas painting and use of easel</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Developing use of Charcoal</li> <li>• Developing use of graded pencils shade and tone</li> <li>• Observational drawing</li> <li>• Process of printing and ink</li> <li>• Process of lino carving and use of tools and safety</li> <li>• Understanding of process and printing and carving multiple times</li> <li>• Developing colour knowledge (ink)</li> <li>• Looking to nature for inspiration</li> <li>• Reflecting on process continuously</li> </ul>
	<b>Outcome:</b> <ul style="list-style-type: none"> <li>• Creation of pop art and relation to popular culture today</li> <li>• Development of ideas and illustrating them</li> <li>• Verbalising intention and following through</li> <li>• Further development of painting skills and knowledge of equipment use</li> <li>• Completed canvas showing connection from sketchbook development of idea and intention</li> <li>• Understanding of cultural and historical relevance of pop art</li> </ul>	<b>Outcome:</b> <ul style="list-style-type: none"> <li>• Creating a multi layered print</li> <li>• Understanding a negative and positive process during printing</li> <li>• Developing ability to reflect and adapt to outcomes</li> <li>• Discovery of an artist</li> </ul>