

**St Peter's CE Middle School Curriculum Overview 2023-2024**

**Subject: Art**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5</b>	<b>Topic:</b>  Introduction to the colour wheel, tints and shades  <b>Vincent Van Gogh</b>	<b>Topic:</b>  Composing landscapes using perspective  <b>David Hockney</b>	<b>Topic:</b>  Observational drawings of nature and creating art <i>using</i> nature (land art)  <b>Andy Goldsworthy and James Brunt</b>
	<b>Concept:</b>  Colour <ul style="list-style-type: none"> <li>• Monochrome (whole-school) portrait</li> <li>• Refresh primary, secondary, tertiary, colour wheels</li> <li>• How to create tints and shades of a colour</li> </ul>	<b>Concept:</b>  Perspective drawing <ul style="list-style-type: none"> <li>• Discovering perspective drawing Class discussion</li> <li>• Horizon line</li> <li>• Vanishing point</li> <li>• Lines of perspective Identifying the 3 elements</li> <li>• Relating them to landscape art</li> <li>• Observational drawing</li> </ul>	<b>Concept:</b>  Use of nature to create art <ul style="list-style-type: none"> <li>• Explore shape and composition through selection of plant matter, sticks and stones from school area</li> <li>• Look at geometry and symmetry through composition of found materials</li> </ul>
	<b>Skills:</b> Colour <ul style="list-style-type: none"> <li>• How to create and mix colours.</li> <li>• Paint brush techniques, basic painting information</li> </ul> Artist study: Van Gogh <ul style="list-style-type: none"> <li>• Research and present information in the style of Van Gogh</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>• Investigate common themes across works by the same artist</li> </ul>	<b>Skills:</b> Perspective drawing <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> Artist study: David Hockney <ul style="list-style-type: none"> <li>• Developing art history knowledge and relevant artist work</li> <li>• Identifying type of art and connection to perspective drawing</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>•</li> </ul> Artist study: Andy Goldsworthy <ul style="list-style-type: none"> <li>• Use of nature to convey meaning</li> <li>• Shape, form and composition using natural materials</li> <li>• Use of seasonal materials (red vs. green leaves)</li> </ul> Artist study: James Brunt <ul style="list-style-type: none"> <li>• Exploring concentric circles and mandalas</li> <li>• Geometric patterns, incl. Geometric Period Greek pots</li> <li>• Research into artist</li> </ul>

	<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 clay impression of Starry Night</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured pencil technique</li> </ul>	
	<p><b>Outcome:</b> Colour</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>Van Gogh</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> Perspective drawing</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>David Hockney</p> <ul style="list-style-type: none"> <li>• Artist knowledge and identifying their technique and skill</li> <li>• Developing pencil technique</li> </ul> <p>Collaborative oil pastel of 'Going up Garrowby hill' and 'The Road to York through Sledmere'</p>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>• Producing an original piece of artwork independently</li> <li>• Reviewing students' own medium choice and success</li> </ul>

<b>Year 6</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Topic:</b> Colour theory – contrast	<b>Topic:</b> Mixed media	<b>Topic:</b> Tone, shade and colour.
	<b>Picasso</b>	<b>Matisse and Keith Haring</b>	<b>Leonardo Da Vinci</b>
	<b>Concept:</b>  Colour Theory and Monochromatic painting <ul style="list-style-type: none"> <li>• Monochrome (whole-school) portrait</li> <li>• Application of colour theory and tints and shades</li> <li>• Use of the colour wheel to indicate contrast, e.g. purple and yellow, blue and orange, green and red.</li> </ul> Artist study: Picasso <ul style="list-style-type: none"> <li>• Cubism</li> <li>• History</li> <li>• Developing understanding and meaning/relevance of art expression</li> </ul>	<b>Concept:</b>  Paper cutting <ul style="list-style-type: none"> <li>• Significance of shape and colour in composition</li> <li>• Exploration of movement through the human body</li> <li>• Life drawing using dynamic poses</li> </ul> Artist study: Matisse <ul style="list-style-type: none"> <li>• Research and present information in the style of Matisse</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>•</li> </ul> Artist study: Keith Haring <ul style="list-style-type: none"> <li>• Research and present information in the style of Haring</li> <li>• Select works that are relevant and significant to the student to evaluate</li> </ul>	<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>• drawing of insect/dragon illustrating shade and tone</li> </ul> Artist study: Leonardo Da Vinci <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> </ul> Measuring proportions of the body
<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> </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> <li>• Exploring colour for best effect</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 shade when drawing</li> <li>• Developing observational skills</li> </ul>	

	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Visual development</li> </ul>	<ul style="list-style-type: none"> <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>•Discovery of Leonardo Da Vinci</li> <li>•Recognising different art periods</li> <li>•Ratio and proportion</li> <li>•Measuring</li> <li>•And fractions</li> <li>•Observational drawing Body proportions</li> </ul>
	<p><b>Outcome:</b></p> <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>	<p><b>Outcome:</b></p> <p>Planning a composition</p> <ul style="list-style-type: none"> <li>• Composing an original paper-cut piece using their studies of the human form and movement.</li> <li>• Knowledge of shape and colour and their significance</li> <li>• Evaluation of artists and their work</li> </ul>	<p><b>Outcome:</b></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> <li>•Ability to understand body in proportion</li> <li>•Drawing the human form in different positions</li> <li>•Improving observational drawing skills</li> </ul> <p>Knowledge of Leonardo Da Vinci and his work</p>

<b>Year 7</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Topic:</b> Reflecting life in portraits	<b>Topic:</b> Line work and significance of colour	<b>Topic:</b> Ceramic pot design
	<b>Frida Kahlo</b>	<b>Mondrian, Kandinsky and Miro</b>	<b>Wayne Thiebaud and Anna Barlow</b>
	<b>Concept:</b> <ul style="list-style-type: none"> <li>• How does she portray herself in her pictures?</li> <li>• How do others show life in portraits?</li> <li>• e.g. commissioned portraits of royals/aristocrats, or other artists' self-portraits</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Monochrome (whole-school) portrait</li> <li>• Understanding composition and artistic decision-making in process</li> <li>• Colour symbolism</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>• Deciding composition</li> <li>• Observational drawing</li> <li>• Independent thinking</li> <li>• Techniques with a range of media</li> <li>• Consistent reflection on outcomes</li> </ul> <p>Artist study: Frida Kahlo</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Kahlo</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>• Investigate common themes across works by the same artist</li> <li>• Use what has been learned to plan an original piece</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Understanding the symbolism of different colours and how they can be used to evoke certain emotions or convey messages</li> <li>• Making artistic choices</li> <li>• Use of different media</li> </ul> <p>Artist study: Piet Mondrian</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Mondrian</li> <li>• Select works that are relevant and significant to the student to evaluate</li> </ul> <p>Artist study: Wassily Kandinsky</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Kandinsky</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>• Compare with Mondrian</li> </ul> <p>Artist study: Jóan Miro</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Miro</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>• Compare with Mondrian and Kandinsky</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> <p>Artist study: Wayne Thiebaud</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Thiebaud</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>• Explore the range of media that Thiebaud uses</li> </ul> <p>Artist study: Anna Barlow</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Warhol</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>• Compare with Thiebaud</li> </ul> <ul style="list-style-type: none"> <li>• Use what has been learned to plan an original piece.</li> </ul>	

		Use what has been learned to plan an original piece of modern art in the style of one of the studied artists.	
	<b>Outcome:</b> <ul style="list-style-type: none"> <li>• Skills in a range of media</li> <li>• Self-portrait in the style of Frida Kahlo</li> </ul>	<b>Outcome:</b> <ul style="list-style-type: none"> <li>• Create own piece of abstract art in style of one of the studied artists</li> <li>• Sketchbook work</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> <li>• Sculpted clay item</li> </ul>

<b>Year 8</b>	<b>Autumn</b>	<b>Autumn/Spring</b>	<b>Spring/Summer</b>
	<b>Topic:</b>  Surrealism  <b>Dali and Magritte</b>	<b>Topic:</b>  Pop Art  <b>Andy Warhol</b>	<b>Topic:</b>  Lino Carving/Printing  <b>Karl Blossfeldt</b>
	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Monochrome (whole-school) portrait</li> <li>• What is surrealism?</li> <li>• Surrealist artists – lasting legacy</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>• Discovering Pop Art</li> <li>• Historical relevance</li> <li>• Discovering specific pop art artists</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>• Evaluate different artists</li> <li>• Compare compositions</li> <li>• Investigate symbolism of content in a range of work</li> <li>• Compose own piece of surrealist art</li> </ul> <p>Artist study: Salvador Dali</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Dali</li> <li>• Select works that are relevant and significant to the student to evaluate</li> </ul> <p>Artist study: René Magritte</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Magritte</li> <li>• Select works that are relevant and significant to the student to evaluate</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> <p>Artist study: Andy Warhol</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Warhol</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>• Use what has been learned to plan an original piece</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> <p>Artist study: Karl Blossfeldt</p> <ul style="list-style-type: none"> <li>• Research and present information in the style of Blossfeldt</li> <li>• Investigate photography and use of monochromatic colour palette</li> <li>• Select works that are relevant and significant to the student to evaluate</li> <li>• Use what has been learned to plan an original piece</li> </ul>

	<p><b>Outcome:</b></p> <ul style="list-style-type: none"><li>• Surrealist pictures or jewellery inspired by Dali</li><li>• Collage and painting of Magritte-style work</li></ul>	<p><b>Outcome:</b></p> <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>	<p><b>Outcome:</b></p> <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>
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