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

**Subject: Art**

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 5**  | **Topic:** Introduction to the colour wheel, tints and shades**Vincent Van Gogh** | **Topic:** Composing landscapes using perspective**David Hockney** | **Topic:** Observational drawings of nature and creating art *using* nature (land art)**Andy Goldsworthy and James Brunt** |
| **Concept:** Colour* Monochrome (whole-school) portrait
* Refresh primary, secondary, tertiary, colour wheels
* How to create tints and shades of a colour
 | **Concept:** Perspective drawing* Discovering perspective drawing

Class discussion* Horizon line
* Vanishing point
* Lines of perspective

Identifying the 3 elements* Relating them to landscape art
* Observational drawing
 | **Concept:** Use of nature to create art* Explore shape and composition through selection of plant matter, sticks and stones from school area
* Look at geometry and symmetry through composition of found materials
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| **Skills:** Colour * How to create and mix colours.
* Paint brush techniques, basic painting information

Artist study: Van Gogh * Research and present information in the style of Van Gogh
* Select works that are relevant and significant to the student to evaluate
* Investigate common themes across works by the same artist
* Forming an artistic opinion
* Recognising technique
* Beginning learning water colour, oil pastel and pencil skills
* Creating printing block
* Learning to print using ink
* Developing water colour skills painting the prints
 | **Skills:** Perspective drawing* Identifying different parts of a landscape
* Illustrating these elements
* Application of these to a landscape artist work
* Observational drawing skills
* Development of language

Artist study: David Hockney* Developing art history knowledge and relevant artist work
* Identifying type of art and connection to perspective drawing
* Coloured pencil technique
 | **Skills:** Artist study: Andy Goldsworthy * Use of nature to convey meaning
* Shape, form and composition using natural materials
* Use of seasonal materials (red vs. green leaves)

Artist study: James Brunt* Exploring concentric circles and mandalas
* Geometric patterns, incl. Geometric Period Greek pots
* Research into artist
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| **Outcome:** Colour * Refresh knowledge of colour wheels
* How to create tints and shades
* Basic paintbrush and painting techniques

Van Gogh * New techniques learnt
* New vocabulary
* Producing an original piece of artwork independently
 | **Outcome:** Perspective drawing* Understanding perspective drawing
* Distance
* Being able to apply these to a piece of art

David Hockney * Artist knowledge and identifying their technique and skill
* Developing pencil technique Collaborative oil pastel of ‘Going up Garrowby hill’ and ‘The Road to York through Sledmere’
 | **Outcome:*** Producing an original piece of artwork independently
* Reviewing students’ own medium choice and success
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| **Year 6** | **Autumn**  | **Spring** | **Summer** |
| **Topic:** Colour theory – contrast**Picasso** | **Topic:**Mixed media**Matisse and Keith Haring** | **Topic:** Tone, shade and colour.**Leonardo Da Vinci** |
| **Concept:** Colour Theory and Monochromatic painting* Monochrome (whole-school) portrait
* Application of colour theory and tints and shades
* Use of the colour wheel to indicate contrast, e.g. purple and yellow, blue and orange, green and red.

Artist study: Picasso* Cubism
* History
* Developing understanding and meaning/relevance of art expression
 | **Concept:** Paper cutting* Significance of shape and colour in composition
* Exploration of movement through the human body
* Life drawing using dynamic poses

Artist study: Matisse* Research and present information in the style of Matisse
* Select works that are relevant and significant to the student to evaluate

Artist study: Keith Haring* Research and present information in the style of Haring
* Select works that are relevant and significant to the student to evaluate
 | **Concept:** * Exploring graphite pencils e.g. 8B
* Creating tonal ladders
* Exploring pencils’ ranges
* Creating shadow using direction of light on various shapes
* drawing of insect/dragon illustrating shade and tone

Artist study: Leonardo Da Vinci* Who was Leonardo Da Vinci?
* Study of his work, invention, paintings
* Renaissance period
* Study of Vitruvian man
* Proportion of body
* Using wooden manikins, drawing body in proportion

Measuring proportions of the body |
| **Skills:** * Graphite pencils
* Use of shade and Tone
* Observational drawing
* Team work
* Grid technique
* Collage
* Visual development
 | **Skills:** * Artistic language and development of opinion
* Learning new techniques
* Combining text and image
* Exploring colour for best effect
* Discovery of new art type
* Use of marker pens and felt tip, independent decision making
 | **Skills:** * Use of different graded pencils
* Depicting tone and shade
* Creating the illusion of light and shade when drawing
* Developing observational skills
* Discovery of Leonardo Da Vinci
* Recognising different art periods
* Ratio and proportion
* Measuring
* And fractions
* Observational drawing

Body proportions |
| **Outcome:** * Understanding Cubism
* Knowledge of Picasso and importance of his work historically
* Observational drawing skills development
* Developed teamwork skills
* Research into particular artist’ and artistic movements
 | **Outcome:** Planning a composition* Composing an original paper-cut piece using their studies of the human form and movement.
* Knowledge of shape and colour and their significance
* Evaluation of artists and their work
 | **Outcome:** * Students understanding different pencil grades
* Understanding tone and shade and how to use it to depict light and shadow
* Focus on observational drawing skills
* Ability to understand body in proportion
* Drawing the human form in different positions
* Improving observational drawing skills

Knowledge of Leonardo Da Vinci and his work |

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| **Year 7** | **Autumn** | **Spring** | **Summer** |
| **Topic:** Reflecting life in portraits**Frida Kahlo** | **Topic:** Line work and significance of colour**Mondrian, Kandinsky and Miro** | **Topic:** Ceramic pot design **Wayne Thiebaud and Anna Barlow** |
| **Concept:** * How does she portray herself in her pictures?
* How do others show life in portraits?
* e.g. commissioned portraits of royals/aristocrats, or other artists’ self-portraits
 | **Concept:** * Monochrome (whole-school) portrait
* Understanding composition and artistic decision-making in process

Colour symbolism | **Concept:** * Design process
* Research into ceramic artists
* Clay making and glazing
* Use of clay making tools
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| **Skills:** * Deciding composition
* Observational drawing
* Independent thinking
* Techniques with a range of media
* Consistent reflection on outcomes

Artist study: Frida Kahlo* Research and present information in the style of Kahlo
* Select works that are relevant and significant to the student to evaluate
* Investigate common themes across works by the same artist
* Use what has been learned to plan an original piece
 | **Skills:** * Understanding the symbolism of different colours and how they can be used to evoke certain emotions or convey messages
* Making artistic choices
* Use of different media

Artist study: Piet Mondrian* Research and present information in the style of Kahlo
* Select works that are relevant and significant to the student to evaluate

Artist study: Wassily Kandinsky* Research and present information in the style of Kahlo
* Select works that are relevant and significant to the student to evaluate
* Compare with Mondrian

Artist study: Jóan Miro * Research and present information in the style of Kahlo
* Select works that are relevant and significant to the student to evaluate
* Compare with Mondrian and Kandinsky

Use what has been learned to plan an original piece of modern art in the style of one of the studied artists. | **Skills:** * Design process, understanding 3D illustration and annotation
* Specifying intention of design
* Water colour application
* Use of specific tools used for ceramics
* Use of pottery glaze
* Realizing design form illustration to glazed ceramic
* Student reflection of results

Artist study: Wayne Thiebaud* Research and present information in the style of Thiebaud
* Select works that are relevant and significant to the student to evaluate
* Explore the range of media that Thiebaud uses

Artist study: Anna Barlow* Research and present information in the style of Warhol
* Select works that are relevant and significant to the student to evaluate
* Compare with Thiebaud
* Use what has been learned to plan an original piece.
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| **Outcome:** * Skills in a range of media

Self-portrait in the style of Frida Kahlo | **Outcome:** * Create own piece of abstract art in style of one of the studied artists
* Sketchbook work
 | **Outcome:** * Developing clay making and ceramic skills
* Making connections from design to finished piece
* Sculpted clay item
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| **Year 8** | **Autumn** | **Autumn/Spring** | **Spring/Summer** |
| **Topic:**Surrealism**Dali and Magritte** | **Topic:**Pop Art **Andy Warhol**  | **Topic:** Lino Carving/Printing **Karl Blossfeldt**  |
| **Concept:** * Monochrome (whole-school) portrait
* What is surrealism?
* Surrealist artists – lasting legacy
 | **Concept:** * Discovering Pop Art
* Historical relevance
* Discovering specific pop art artists
* Pop Art – Popular culture today
* Making connections of art work and popular culture
 | **Concept:** * Discovering Karl Blossfeldt
* Research into artist and work
* Creating Pastiche’, using different mediums
* Learning technique of printing and use of appropriate tools
* Understanding printing process
* Using nature as inspiration
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| **Skills:*** Evaluate different artists
* Compare compositions
* Investigate symbolism of content in a range of work
* Compose own piece of surrealist art

Artist study: Salvador Dali* Research and present information in the style of Dali
* Select works that are relevant and significant to the student to evaluate

Artist study: René Magritte* Research and present information in the style of Magritte
* Select works that are relevant and significant to the student to evaluate
 | **Skills:** * Creating pastiche of pop artworks using a variety of mediums
* Independent thinking and problem solving
* Making connections between popular culture and art work interpretation
* Class discussion
* Research of artist and artistic movements
* Development of ideas and annotation
* Observational drawing skills
* Painting techniques and brushwork
* Canvas painting and use of easel

Artist study: Andy Warhol* Research and present information in the style of Warhol
* Select works that are relevant and significant to the student to evaluate
* Use what has been learned to plan an original piece
 | **Skills:** * Developing use of Charcoal
* Developing use of graded pencils shade and tone
* Observational drawing
* Process of printing and ink
* Process of lino carving and use of tools and safety
* Understanding of process and printing and carving multiple times
* Developing colour knowledge (ink)
* Looking to nature for inspiration
* Reflecting on process continuously

Artist study: Karl Blossfeldt* Research and present information in the style of Blossfeldt
* Investigate photography and use of monochromatic colour palette
* Select works that are relevant and significant to the student to evaluate
* Use what has been learned to plan an original piece
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| **Outcome:** * Surrealist pictures or jewellery inspired by Dali
* Collage and painting of Magritte-style work
 | **Outcome:** * Creation of pop art and relation to popular culture today
* Development of ideas and illustrating them
* Verbalising intention and following through
* Further development of painting skills and knowledge of equipment use
* Completed canvas showing connection from sketchbook development of idea and intention
* Understanding of cultural and historical relevance of pop art
 | **Outcome:** * Creating a multi layered print
* Understanding a negative and positive process during printing
* Developing ability to reflect and adapt to outcomes
* Discovery of an artist
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