**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 |
| **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 |
| **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 |
| **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. |
| **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 |
| **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 |
| **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 |