



# Art & Design Long-Term Overview at Woodstock CE Primary School

Phase	Cycle	Autumn		Spring		Summer	
<b>EYFS</b>		<b>This is Me</b>		<b>I Live Here</b>		<b>The Great Outdoors</b>	
<b>Nursery</b>		<ul style="list-style-type: none"> <li>Explore tools and techniques for painting</li> <li>Name colours and explore with colour</li> <li>Painting self-portraits, looking in a mirror at our facial features</li> <li>Drawing faces</li> <li>Clay work – Diva lamps</li> </ul>		<ul style="list-style-type: none"> <li>Explore colour mixing</li> <li>Junk Modelling and Construction, Collage</li> <li>Making Pictures of Homes</li> <li>Explore scale including surfaces to work on e.g. paving, floor, tabletop, easels</li> </ul>		<ul style="list-style-type: none"> <li>Explore and refine colour mixing</li> <li>Introduce children to the work of artists from across times and cultures (Monet, Seurat etc)</li> <li>Paintings of Gardens and parks</li> <li>Drawing from imagination and observation</li> </ul>	
<b>Reception</b>		<b>OUR COMMUNITY</b>	<b>FOLLOW THE STAR</b>	<b>ONCE UPON A RHYME</b>	<b>SPLISH SPLASH SPLOSH</b>	<b>AT THE BOTTOM OF THE GARDEN</b>	<b>WHEELS, WINGS AND OTHER THINGS</b>
		<ul style="list-style-type: none"> <li>Pencil drawing of ourselves (assessment)</li> <li>Free painting of ladybirds and bumblebees link to Lucy Ladybird</li> <li>Oil pastel observational drawings of Harvest fruit</li> <li>Anatomical skeleton (Funny Bones) drawing using chalk and scissor skills</li> <li>Malleable salt dough hedgehogs</li> </ul>	<ul style="list-style-type: none"> <li>Pipe cleaner sculptures of fireworks</li> <li>Chalk fireworks</li> <li>3D junk modelling rockets</li> <li>Collage planets</li> <li>Willow sculpting star or wreath decoration</li> <li>Hanukkiah (Hanukkah menorah) hand printing and gold flames</li> <li>Christmas cards</li> </ul>	<ul style="list-style-type: none"> <li>Design a shoe or handbag for our role-play corner</li> <li>Print repeated shape patterns for shoe design</li> </ul>	<ul style="list-style-type: none"> <li>Marbling – marble and ink underwater art</li> <li>Bubble Art</li> <li>Collage fish – Only One You</li> <li>Mother’s Day card</li> <li>Easter cards</li> <li>Whole class Easter garden sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Design a mini garden</li> <li>Observational drawings of summer flowers</li> <li>Andy Goldsworthy feature artist in Arts week, linked to topic. Range of natural sculptures and pattern making.</li> </ul>	<ul style="list-style-type: none"> <li>Things that roll/move abstract track tray painting.</li> <li>Superhero hand art with cityscape skyline</li> </ul>

KS1	A	<p style="text-align: center;"><b>INTO THE WOODS</b></p> <p><b><u>ARTIST STUDY/SCULPTURE AND FORM</u></b>  A focus on natural materials and the artist Andy Goldsworthy.  Children use a range of natural materials to make sculptures.</p> <p><b><u>PAINTING/PRINTING</u></b>  In addition to this they learn about different shades of a colour and search the outside environment for natural items different shades of green.  Skills such as:</p> <ul style="list-style-type: none"> <li>• colour mixing, tints and complimentary colours will be taught.</li> <li>• Observational drawing and printing using a variety of techniques including rolling, rubbing and stamping will also be taught.</li> </ul>	<p style="text-align: center;"><b>PASSPORT TO BRITAIN</b></p> <p><b><u>ARTIST STUDY/SCULPTURE AND FORM/PAINTING</u></b>  This term the focus is on Great Britain artist studies. Children will be taught about the works of</p> <ul style="list-style-type: none"> <li>• Ritchie Collins (Scottish) John Constable (English) Barry Flanagan (Welsh) Chris Quinlan (Irish).</li> </ul> <p>Using their new knowledge, children will create a piece of artwork to emulate the work of an artist. Still life, sculpture and painting will be the main focus exploring a range of media.</p>	<p style="text-align: center;"><b>MEMORY BOX</b></p> <p><b><u>ARTIST STUDY/DRAWING</u></b>  Children will study the English artist LS Lowry. This will be connected to our Memory Box topic by looking at Lowry's images of industrialised Britain. Children will create a piece of artwork in response to it. They will learn to evaluate, analyse and interpret his work and share their opinions within the group. Children will create their own urban scene making sure to look carefully at the line and scale.</p> <p>Children will then share their work, like a gallery, and share their opinions within the class.</p>
		<p style="text-align: center;"><b>AROUND OUR WORLD</b></p> <p><b><u>COLLAGE/PAINTING</u></b>  This term children will look at wider cultural art and design. They will begin by recreating patterns using a range of materials and develop this to use printing to create a pattern. Linking with the English text, children will use watercolour to recreate the Northern Lights. The following week, children will enhance their knowledge to use chalk pastels to explore colour and pattern.</p> <p><b><u>ARTIST STUDY/PAINTING</u></b>  Children learn about a new style of art called pointillism and the work of Georges Seurat. Using their knowledge of the primary colours they colour mix to create a landscape using the pointillism technique. Children have the opportunity to design their own outline to complete using the new technique and decide which equipment they would like to use, e.g., cotton buds, fine felt tip pens.</p>	<p style="text-align: center;"><b>TURRETS AND TOWERS</b></p> <p><b><u>COLLAGE</u></b>  Collage and using a variety of different materials is the focus this term to link with the class text 'Tell me a Dragon'. Each week the children will explore a different material/technique to investigate which they would like to use for their large collage of a dragon.  Can look at textile artists: Jo Atherton and Lucienne Day</p> <p><b><u>SCULPTURE AND FORM</u></b>  Finally, children will use clay to recreate a medieval pot.</p>	<p style="text-align: center;"><b>FIGHTING FIT</b></p> <p><b><u>ARTIST STUDY/DRAWING</u></b>  Children will study the abstract artist Paul Klee and learn how to create a piece of artwork in response to it. Children will learn the skill to evaluate, analyse and interpret his work and begin to share their opinions within the group. When children have created their background, they will make a silhouette of themselves in a tableau doing their favourite sport. Discussions around warm and cool colours will help interpret the mood of the artwork.</p>
	B			

## KEY STAGE 2: Years 3 & 4

		FIELD TO FORK	TOMB RAIDERS	EUROPE EXPLORED
KS2 Y3&4	A	<p><b>STILL LIFE:</b></p> <ul style="list-style-type: none"> <li>Fruits and vegetables using different media: sketching, shade &amp; tone</li> <li>Study Paul Cezanne, use techniques to sketch fruit and vegetables</li> <li>Choose a medium to produce a colour version, discussing shade and tone</li> </ul> <p><b>DIGITAL ART: using photography and manipulating images</b></p> <ul style="list-style-type: none"> <li>Study the work of Arcimboldi / Carl Warner</li> <li>Arrange fruits and vegetables into portraits or landscapes and photograph using iPad</li> <li>Place different filters over photos and display against each other, evaluating.</li> </ul> <p><b>PRINTING:</b></p> <ul style="list-style-type: none"> <li>Fruit &amp; Vegetable cross sections</li> <li>Study Hannah Rampley / William Morris</li> <li>Use fruits to print Christmas wrapping paper</li> </ul> <p><a href="http://arteascuola.com/2015/05/citrus-fruits-in-complementary-colors/">http://arteascuola.com/2015/05/citrus-fruits-in-complementary-colors/</a> Giuseppe Arcimboldo Mixed Media/ Collage</p>	<p><b>HISTORICAL ART APPRECIATION:</b> As Artists we will use a range of techniques, tools and materials to create our very own cartouches after researching hieroglyphics and how and why they were used. We will explore tomb paintings, jewellery of the Gods and create our own papyrus picture.</p> <ul style="list-style-type: none"> <li>Make own cartouches from clay</li> <li>Making papyrus paper to write own hieroglyphics</li> <li>Tea stain paper and paint own Egyptian designs on them</li> <li>Making arm cuffs papier mache, necklaces from paper plates</li> </ul> <p><a href="http://timtravellerkids.co.uk/uncategorized/make-egyptian-diadem/">http://timtravellerkids.co.uk/uncategorized/make-egyptian-diadem/</a></p> <p><b>CLAY WORK</b> Making Egyptian Jewellery</p> <p><b>LINE DRAWING</b> exploring hieroglyphics</p>	<p><b>EUROPEAN ARTIST STUDY &amp; WORK:</b></p> <ul style="list-style-type: none"> <li>Monet, Van Gogh, Michelangelo – study and life and work of key European artists.</li> <li>Explore key techniques: water colour, oil, pastel and collage</li> <li>Look at Sistine Chapel. Study Michelangelo, tape paper under desks and paint lying down as Michelangelo painted hanging from ropes.</li> <li>Paint a giant landscape as a class, like the roof of the Sistine Chapel.</li> <li>Study impressionists and use pointillism (painting using dots) (Monet / George Seurat) to paint landscapes of different countries.</li> <li><a href="http://arteascuola.com/2013/12/impressionist-landscapes/">http://arteascuola.com/2013/12/impressionist-landscapes/</a></li> </ul> <p><b>CULTURAL ART &amp; TEXTILES:</b></p> <ul style="list-style-type: none"> <li>researching textiles and pattern, including batik – look at technique and country of origin</li> </ul>
	B	<p><b>EARTH MATTERS</b></p> <p><b>3D ART:</b></p> <ul style="list-style-type: none"> <li>Making robots in teams using recycled materials / junk modelling</li> <li><a href="http://www.bbc.co.uk/education/clips/z3xn34j">http://www.bbc.co.uk/education/clips/z3xn34j</a> using recycled materials to make animals</li> </ul> <p>London artist who makes sculptures out of recycled materials and does two-day educational workshops.</p> <ul style="list-style-type: none"> <li>Use magazines to create <i>Robot and Donut</i> style pictures / decoupage – draw a background and paste robots onto the top using different parts of different characters in magazines.</li> <li>Design and make a comic strip in the style of Eric Joyner, creating a narrative like his.</li> <li>Use 3D sculptures to ‘act out’ narrative, take photos and write speech bubbles.</li> <li>Make moving 2D robot puppets using split pins and lollipop sticks and do the same as above</li> </ul>	<p><b>CITY OF SPIRES</b></p> <p><b>PAINTING AND SKETCHING</b></p> <ul style="list-style-type: none"> <li>Sketching and water colour skills in the style of Matthew Rice – brilliant buildings of Oxford</li> <li>Read ‘Dali And The Path Of Dreams’ / learn as model text</li> <li>Use a viewfinder to sketch interesting viewpoints of ordinary objects</li> </ul> <p>Unit of work about viewpoints and dreams</p> <p><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>Make prints using cardboard squares and add texture using string and other materials.</li> <li>Print using 2 or more colours to produce a surreal picture, could use a photo as suggested here:</li> </ul> <p><b>CULTURAL ART &amp; TEXTILES</b></p> <ul style="list-style-type: none"> <li>Tie dying – creating a colour wheel</li> </ul>	<p><b>INVADERS &amp; RAIDERS</b></p> <p><b>HISTORICAL ART:</b></p> <ul style="list-style-type: none"> <li>Book of Kells alphabet</li> <li>Look at designs from the Book of Kells (an Irish manuscript illustrated by monks)</li> <li>Create stained glass designs in this Celtic style using pen and ink / tissue paper and laminating pouches or sticky back plastic, to display on the windows.</li> <li>Bronze jewellery designs – create using pipe cleaners / malleable wire <a href="http://timtravellerkids.co.uk/news/how-to-make-a-roman-serpent-bracelet/">http://timtravellerkids.co.uk/news/how-to-make-a-roman-serpent-bracelet/</a></li> <li>Make a roman bracelet</li> </ul> <p><b>CLAY WORK</b></p> <ul style="list-style-type: none"> <li>Design and make roman mosaics, clay pots</li> </ul>

## KEY STAGE 2: Years 5 & 6

		MEET THE GREEKS	AMAZON ADVENTURE	WAR & PEACE
<b>KS2 Y5&amp;6</b>	<b>A</b>	<p><b>CLAY WORK:</b> This term the children will look at the different features of Ionic, Doric and Corinthian Temples. They will then design and create their own temple incorporating the features of their chosen style of column using clay. Children will also study Ancient Greek Pottery &amp; traditional patterns before designing their own.</p> <p><b>STILL LIFE:</b> Temple Columns, Pottery designs and patterns</p>	<p><b>ARTIST STUDY &amp; WORK:</b> Henry Rousseau – Surprised</p> <p><b>COLOUR WORK &amp; PRINTING:</b> This term the children will take their inspiration from the work of Henry Rousseau who mainly painted jungle scenes to create jungle &amp; Leaf inspired art using watercolour, collage, pastel. They will practise mixing colours and varying media in order to compare and evaluate the contrast between paints and pastels. We shall also be exploring leaf printing.</p>	<p><b>LOCAL ARTIST STUDY:</b> Exploration of art in Blenheim – portraits, architecture design &amp; pattern</p> <p><b>DIGITAL ART:</b> This term the children will explore the historical purpose of and different features of a portrait before using photography and manipulating images to create their own portraits. They will investigate how the props determine the status of a person and how their positioning determines the relationship between the people involved in the portrait.</p> <p><b>STILL LIFE:</b> Having visited Blenheim and studied portraits using digital art the children will first sketch their portraits before painting them. They will focus on shading techniques to add depth in the sketching and carefully consider colour mixing when painting to ensure they stay true to the digital portrait.</p>
	<b>B</b>	<p><b>ART STUDY:</b> Pop Art This term the children will explore a range of different pop art. They will compare the different media used and how the medium chosen by the artist helps create mood and evoke emotion. They will then choose their favourite example of pop art and will try to recreate a 5cm-by-5cm section, enlarging it and using a variety of shading techniques. Children will then create their own pop art politician using pictures, photos and portraits of well-known figures for inspiration. Careful consideration will be used over bold colour choices.</p> <p><b>PRINTING:</b> Stamp designs and repeated patterns by Andy Warhol will be used as the inspiration to turn our pop art portrait into an Adigraf Lino. They will first simplify their original sketch using the model on the board to help them. Then create their Adigraf Lino using lino cutters.</p> <p><b>DIGITAL ART:</b> Using photography and manipulating images to create repeated patterns.</p>	<p><b>ARTIST STUDY:</b> Peter Thorpe/ Kandinsky Begin the topic with an exploration of abstract art created by the artist Peter Thorpe: <a href="http://www.peterthorpe.net/rockets.html">http://www.peterthorpe.net/rockets.html</a> We will then study perspective using: <a href="http://arteascuola.com/2014/06/perspective-in-space/">http://arteascuola.com/2014/06/perspective-in-space/</a></p> <p><b>COLOUR WORK:</b> Having studied both abstract art and perspective art children will design their “space” landscape with coloured pastels/pencils on a black sheet, to create the space fantasy setting for their perspective drawings. The image of the room in perspective should then be cut out, pasted on the drawing and completed with a collage of objects and figures cut out from magazines and assembled in an imaginative way. They will also explore how colour can invoke a particular mood, temperature or feeling using: <a href="http://arteascuola.com/2015/04/sun-and-moon-in-warm-and-cool-colors/">http://arteascuola.com/2015/04/sun-and-moon-in-warm-and-cool-colors/</a></p>	<p><b>ARTIST STUDY:</b> Antoni Gaudi</p> <p><b>SKETCHING:</b> The children will use: <a href="http://www.arkive.org/species/">http://www.arkive.org/species/</a> to research endangered animals with a focus on patterns, colouring and texture. We will then zoom in on small part of animal to sketch and create whole phase picture of an endangered animal.</p> <p><b>TEXTILES:</b> Cultural wall hanging paintings inspired by: <a href="http://www.artbatika.nl/batik-gallery.php">http://www.artbatika.nl/batik-gallery.php</a> and <a href="http://www.kwaze-kwasa.com/servlet/the-BATIKS-%26-PAINTINGS/Categories">http://www.kwaze-kwasa.com/servlet/the-BATIKS-%26-PAINTINGS/Categories</a> Using the step-by-steps as a guide: <a href="http://eyes aflame.blogspot.com/2008/06/demo-flour-paste-batik.html">http://eyes aflame.blogspot.com/2008/06/demo-flour-paste-batik.html</a> and <a href="https://www.youtube.com/watch?v=w7DTMJ0c8Uw">https://www.youtube.com/watch?v=w7DTMJ0c8Uw</a></p> <p><b>CLAY WORK:</b> Create own Gaudi style mosaic using clay and tiles</p>