



St Joseph's RC Primary Art Long Term Overview 2023/2024



FS1 and FS2

2023- 2024	FS1	FS2	FS1	FS2	FS1	FS2
	Autumn		Spring		Summer	
Expressive Arts and Design	<p>Be the Artist! Henry Matisse Georgia O'Keeffe</p> <p>My Masterpieces Own work ME!</p> <p>Colour primary colours mixing primary colours</p> <p>Skills Gluing - round edge Sticking - on material Explore different materials Lines - wavy & curved</p> <p>Techniques Draw Chalk Paint Print</p> <p>Painting skills Know paintbrushes, sponges, sticks etc. can make marks on a surface combined with paint, by making marks a given shape/concept can be represented. Express ideas from a source. Know different brushes have different effects [thick, thin, long, short, bristles] Know names of primary and secondary colours. Develop hold of tools. Move multi-directional brush strokes.</p>	<p>Self portrait</p> <p>Painting skills Know that different brushes make diff marks with paint (dry/wet) Know that some paint moves diff to others (acrylic/watercolour/powder paint) Know the names of the primary, secondary and tertiary colours and how they are made</p> <p>Drawing Skills Know that diff types of pencils or media make diff marks (thicker/thinner light/darker)</p> <p>This is ME!</p> <p>Sculpture skills Know that natural materials to create diff things (forest schools) Know that natural materials can be laid out to make patterns (forest schools)</p> <p>Using props for roleplay for characters and</p> <p>Baking Skills chopping heating</p>	<p>Be the Artist! Claude Monet Andy Warhol</p> <p>My Masterpieces My picture ME! My Family My face [self-portrait]</p> <p>Colour cold colours/shades the best colour to use</p> <p>Skills collage [materials & texture] Selecting materials Enclosed shapes</p> <p>Techniques Sponge Splat Observational drawing Self-portrait</p> <p>Construction Blocks and kits</p> <p>Painting skills Know paint can be moved on a surface, experiment with different paints. Identify colour to be used in work. Hold tools with increasing control/full grip. Close lines, with increasing control, to create a shape. Know what happens when paint over another colour</p>	<p>Self portrait</p> <p>Painting Skills Choose colours to create the background and objects Know some colours are light/bright/dark Paint leaves, branches and buds</p> <p>Drawing skills Identify and draw the components of plants and trees</p> <p>This is ME!</p> <p>Sculpture skills Build on what they know about model making to create models of trees and flowers</p> <p>Be the Artist Andy Goldsworthy</p> <p>Music Mrs Hill- tempo music from around the world</p> <p>Baking Skills slicing stirring</p>	<p>Be the Artist! James Rizzi Joan Miro</p> <p>My Masterpieces I'm an artist! ME! My Friends Faces [portraits] My house</p> <p>Colour warm colours/shades skin tones</p> <p>Skills Threading Sewing - large scale Show emotions in work</p> <p>Techniques Marble Finish the picture Portrait</p> <p>Construction Joining and Fixing</p> <p>Painting skills Selects resources for purpose. Identify different components of what they see to paint Represent natural forms and feature. Paint landscape and portraits, using and knowing terms. Use hatching brush strokes.</p>	<p>Self portrait</p> <p>Painting skills Use paint and a desired effect to create a picture such as a trip to the park or a day at the beach</p> <p>Drawing Skills Know how to draw parts of humans- know that some drawing utensils feel diff and make diff marks than others when drawing</p> <p>This is ME!</p> <p>Sculpture skills Know how to shape playdough or clay to make a thumb pot Know how to make an animal sculpture Know not to use tools to make holes and indents</p> <p>Talent show</p> <p>sharing creations and explaining their process and thought behind it</p>

	<p>Drawing skills Know what can make marks. Learn how to grip and hold media to make marks on different paper types. Know how to draw a head, with component parts.</p> <p>This is ME!</p> <p>Sculpture skills Roll playdough and other soft materials into known and shapes and to depict known items. Know how to use fingers to create shapes and larger, thinner, thicker. Know what happens when you press harder with a roller. Use wetter sand to make sand castles. Trace fingers in wet sand to make patterns/shapes.</p> <p>Toys How does this work?</p> <p>Baking Skills spreading warming</p>		<p>when wet.</p> <p>Drawing skills Learn to make different marks. Know closing lines will make a shape. Depict emotions, using simple shapes. Make marks of different surfaces. Draw around hand. Know how to depict a person sing stick men.</p> <p>This is ME!</p> <p>Sculpture skills Know how to cut the material to the right shape. Use wetter sand to make sculptures. Know different tools can make different imprints and impressions in sand.</p> <p>Baking Skills cutting mixing</p>		<p>Drawing skills . Know appropriate equipment for drawing. Draw around hands, toes, <u>feet</u> with increasing accuracy. Draw outline of bodies as lie on paper - add features. Know how to depict different poses.</p> <p>This is ME!</p> <p>Sculpture skills Know how to combine different colours of a material to create a more detailed item. Look at work of <u>Sudarsan Pattnaik</u></p> <p>Baking Skills rolling cooling</p>	<p>Baking Skills Baking and Freezing</p>
--	--	--	--	--	--	--

Key Stage 1 and 2

Knowledge Skill Endpoint	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p style="text-align: center;"><u>DRAWING</u></p> <p style="text-align: center;"><u>SPIRALS</u> <i>Acc Pathway</i></p> <p>Artist- Molly Haslund Tracey Mc Guinness Kelly</p> <p>Use techniques such as, and continuous mark making and large scale drawings using different tools. (<i>pencils, chalks, pastels</i>)</p> <p>Draw from observation for a few minutes at a time.</p> <p>Experiment with different materials -</p>	<p style="text-align: center;"><u>PAINTING</u></p> <p style="text-align: center;"><u>EXPLORING WATERCOLOUR</u> <i>Acc Pathway</i></p> <p>Artist study: Paul Klee</p> <p>Explore and practise watercolour skills and understand the different effects I can achieve, such as wash, wet on dry, wet on wet</p> <p>Identify and use paints in the primary and secondary colours.</p> <p>The primary colours are red,</p>	<p style="text-align: center;"><u>PRINTING</u></p> <p><i>Acc Pathway and Bury</i></p> <p>Artist: The curious printer, plasticine print blocks, Liz Welby, Paul Klee</p> <p>Make a “plate” from which to “print” Know the relationship between plate and print: e.g. negative / positive. That we can use print to create a repeating pattern</p> <p>Explore line, shape, colour and texture to explore pattern, sequence, symmetry.</p> <p>Press objects into a malleable material to make textures, patterns.</p>		<p style="text-align: center;"><u>SCULPTURE</u> <u>PRINTING</u></p> <p>Natural Materials <i>Bury Yr 2 Sculpture</i></p> <p>Artist Study- Andy Goldsworthy</p> <p>Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p> <p>Make textures, patterns and imprints, using</p>	

	<p>graphite sticks, soft B pencils, handwriting pens, chalks.</p> <p>Explore different qualities of line, colour blending, mark making.</p>	<p>yellow and blue. The secondary colours are orange, green and purple.</p> <p>How Paul Klee used blocks of different watercolours in his paintings.</p>	<p>Use my sketchbook to generate ideas, test ideas.</p> <p>Use plasticine, different materials to make prints thinking about different compositions and colour.</p> <p>I can cut shapes out of foam board and stick them on a block to make a plate to print from.</p> <p>Talk about how I made my print and what I liked.</p>		<p>tree bark, leaves, seed pods.</p> <p>Make transient art and pattern work in the style of Andy Goldsworthy using a range or combination of man-made and natural materials.</p>	
Year 2	<p><u>DRAWING</u> <i>Year 2</i> <i>Bury</i> Observational Drawing</p> <p><u>Artists: Da Vinci, Durer</u></p> <p>Know that different grades of pencil etc produce different thick/thin, light/dark and hard/soft lines.</p>	<p><u>PAINTING</u> EXPRESSIVE</p> <p><i>Acc Pathway</i></p> <p>Artists- Brushwork of Van Gogh, Cezanne, Charlie French,</p> <p>Primary and secondary colours can be used to create different shades,</p>	<p><u>SCULPTURE</u></p> <p>Figurative Abstract Sculpture <i>Year 2 Bury</i></p> <p>Artists: Barbara Hepworth, Arp, Gabo</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Work clay with water, using different tools to</p>	<p><u>DRAWING</u></p> <p>PORTRAITS <i>Year 2</i></p> <p>Artists - Michelangelo, Da Vinci, Modigliani</p> <p>Face proportion using a grid to place features in relation to each other</p>		<p><u>PRINTING</u></p> <p>Explore the World through Monoprint</p> <p><i>Acc Pathway</i> <i>Bury</i></p> <p><u>Artists: Xgaoc'o X'are, Hiroshiga and Escher</u></p> <p>What is a Monoprint?</p>

	<p>Experiment with different marks to shade and create texture and pattern.</p> <p>Explore tone and gradient by blending from light to dark.</p> <p>Base my drawings upon careful observational looking and my imagination.</p> <p>Sketch animals using different techniques</p>	<p>hues, tones and textures.</p> <p>Expressionism as a style of painting.</p> <p>Experiment in the style of an artist through expressive marking.</p>	<p>shape, score and indent.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Use ideas from other sculptors.</p>	<p>Drawing outlines and use of shading.</p> <p>Properties and techniques using chalk and oil pastels.</p> <p>How artists presented features</p> <p>Know how to draw human features in proportion.</p> <p>Know how to blend and create colours using pastels.</p> <p>Produce a portrait from memory or using photos using techniques.</p>		<p>Explore the work of artists who use mono print.</p> <p>I can share my thoughts on the artists work.</p> <p>Demonstrate experience of impressed printing using different materials.</p> <p>I can use carbon paper and inks to make a mono print</p>
End Points for KS1	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>					
Year 3	DRAWING		PAINTING	SCULPTURE	ARCHITECTS	PRINTING

	<p>Charcoal <i>Acc Pathway and Bury.</i></p> <p>Artists - Laura McKendry and Edgar Degas, Stone Age art.</p> <p>Study and respond to contemporary artists</p> <p>Smudging, erasing and mark making can be used to create movement, emotion, tonal gradients and texture.</p> <p>Stone Age drawings record the world around. Influence of cave drawings throughout history.</p> <p>Explore different types of charcoal as a drawing material.</p>		<p><i>Yr 3 Plan Bury</i></p> <p>Artist Study- Monet, Alfred Sisley, Berthe Morrisot</p> <p>Explore the Impressionist movement.</p> <p>Short, quick brushstrokes and unblended colours are used to create Impressionist paintings</p> <p>Know how to create texture by layering and thickening paint.</p> <p>Use different colours to create shades of light and dark in skies and water reflections.</p> <p>Use a grid method to scale objects in a picture</p> <p>Work in the style of a significant artist.</p> <p>Pupils explore the work of artists using</p>	<p><u>Gods and Mortals</u> Greek Clay Pots <i>Bury</i></p> <p>Artists – Getty Museum, Greek Artists. Michael Cardew, Andrea Moon</p> <p>Explore the work of Greek potters and the use of the coiling method.</p> <p>Explore different features used in a design such as handles and rims.</p> <p>Learn how to shape, mould coils.</p> <p>Know how to score and make a slip to attach pieces of clay.</p> <p>Use different tools and paints to create a pattern on them inspired by Greek and other artists.</p>	<p><i>Bury</i></p> <p>Architects- The ancient architects Iktinos and Callicrates</p> <p>The work of significant , architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p> <p>Study building that use the different types of column. Identify types of column on modern buildings that are influenced by classical architecture.</p>	<p><i>Yr3 Plan</i></p> <p>Artists: William Morris</p> <p>Use sketch books to record observations and use them to revisit and review ideas.</p> <p>Learn about the work of the artist William Morris from the Victorian time period.</p> <p>Select from and use a wide range of materials, tools and equipment to perform practical tasks accurately.</p> <p>Know how to create tone and tints within colour.</p> <p>Know the relief printing technique.</p> <p>Create a block print board. Use block printing and inks to complete a wallpaper design</p>
--	--	--	---	---	--	---

	<p>Understand what Chiaroscuro is and how I can use it. Use light and dark tonal values to create a sense of drama</p>		<p>a variety of marks and paints by deconstructing their work and recording the different marks that they can see</p>		<p>Know the terms: column; pediment, cornice, frieze, architrave, colonnade.</p> <p>Sketch buildings in the city that use the columns.</p> <p>Design their own classical influenced building.</p>	<p>in the style of William Morris.</p>
Year 4	<p><u>DRAWING</u> STORY TELLING THROUGH DRAWING <i>Acc Pathway</i></p> <p>Artist studies – Laura Carlin and Shaun Tan.</p> <p>Artists use sketching to develop an idea over time.</p> <p>Explore how they can build and share a story through a series of images. (charcoal,</p>		<p><u>PAINTING</u> STILL LIFE <i>Acc Pathway</i></p> <p>Artist studies- Cezanne, Jan Davidsz, Jacob Vosmaer, Nicole Dyer.</p> <p>Become familiar with the term still life, explore a variety of contemporary artists that study still life in different forms.</p>		<p><u>ARCHITECTURE</u></p> <p><i>Bury</i></p> <p>Artist studies – Sir Christopher Wren, Lady Elizabeth Wilbraham</p> <p>Research and annotate in sketch books, what pupils notice about the buildings that Wren and</p>	<p><u>SCULPTURE</u></p> <p>CLAYWORK/ PLINTHS <i>Acc Pathway</i></p> <p>Andrea di Pietro di Marco Ferrucci, Thomas Price, Anthony Gormley</p> <p>Techniques used to create a 3-D form from clay include pinching slab construction and sculpting. Carving, slip and</p>

	graphite, ink, pencil or pastel)		Create still life art work.		<p>Wilbraham designed.</p> <p>Identify features: dome; baroque; quadrangle, exterior, interior, space, light, façade, tower, turret.</p> <p>Explore the designs for St Paul's developed until the final one was selected.</p> <p>Compare St Peter's dome in Rome and to St Paul's using technical language.</p>	<p>scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p> <p>Use other materials to create a plinth person.</p> <p>Use clay to create a detailed or experimental 3-D form.</p> <p>Create plinth people inspired by the Ancient Roman Emperors and other artists.</p>
LKS2 End Points	<p>Develop artistic techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Know about great artists, architects and designers in history.</p>					
Year 5	<u>DRAWING</u>		<u>ARCHITECTURE</u>	<u>SCULPTURE</u>		<u>PAINTING</u> <u>PRINTING</u>

	<p>CITY SCAPES 3D PERSPECTIVE</p> <p><i>Acc Pathway and Bury.</i></p> <p>Artist Studies- Paul Kenton Lowry, Vanessa Gardener, Kitty Jones.</p> <p>3D perspective is created by lines mapped to meet a vanishing point.</p> <p>Artists can be inspired by the land and city where they live (Lowry/ Gardener)</p> <p>Create perspective drawings using sketch lines to diminish at a vanishing point.</p> <p>Use sketchbooks to collect source material.</p>		<p><i>Bury.</i></p> <p>Architect:</p> <p>Alfred Waterhouse</p> <p>Know what gothic architecture is and identify gothic influences around the city.</p> <p>Know the features of gothic architecture</p> <p>Research and find out about gothic architecture in Europe.</p>	<p><i>Acc Pathway and Bury.</i></p> <p>Artists – Shoreditch Sketcher, Ben Cunliffe, passivehaus and various architects</p> <p>The purpose of architecture.</p> <p>Explore different designs using eco materials.</p> <p>Use sketches by Shoreditch Sketcher and other architects to collect ideas for building structures.</p> <p>Make scaling accurate.</p> <p>Discuss beauty versus environment.</p> <p>Design through sketching, a labelled house.</p>		<p>Neo – Expressionism and Street Art</p> <p><i>Bury Year 5 Printing</i></p> <p>Artists: Jean – Michel Basquiat, Anselm Kiefer Banksy</p> <p>What is Neo – Expressionist Art?</p> <p>Study the artist Jean Michel Basquiat</p> <p>Use pointillism and block printing and mono prints to create a background.</p> <p>Use a range of colours and strokes to convey mood.</p> <p>Convey a message in the style of the artist</p>
--	---	--	--	---	--	---

	Use different combinations and media to capture the energy and spirit of a land or city scape.			Build a house using foam board, ink, card, Balsa other materials in construction.		
Year 6	<p><u>DRAWING</u></p> <p>Exploring Identity Portraits</p> <p><i>Acc pathway</i></p> <p>Artist study- Mike Barratt, Francoise Nielly, Frida Kahlo, Leonardo De Vinci</p> <p>The concept of negative space used in drawings.</p> <p>Use a range of techniques to create texture, depth and tone.</p> <p>Use sketchbooks to explore focus, test and reflect using different techniques.</p>	<p><u>PAINTING</u></p> <p><i>Bury</i></p> <p>Artist Studies- Picasso, Salvador Dali</p> <p>Brushes (rounded, pointed tip, flat square end) can be used to create different effects.</p> <p>Explore the Art Movements</p> <p>Surrealism and Cubisim.</p> <p>Know how to use composition to create different foci.</p>	<p><u>SCULPTURE</u></p> <p><i>Acc pathway</i></p> <p>The work of craftsmen and designers.</p> <p>The visual elements and forms of chairs, choice of materials and structure.</p> <p>Create an outdoor sculpture or a chair for function based upon different designs.</p> <p>Know how to connect and combine different materials to make a functional design with my own personality.</p>		<p><u>ARCHITECTURE</u></p> <p><i>Bury</i></p> <p>Study modern architects who have distorted the 'usual' buildings. Zaha Hadid ,Daniel Liebeskind,</p> <p>Know how architects distort features of buildings to create different effects such as more light, more space, or the idea of natural forms. Antonio Gaudi Frank Ghery.</p> <p>Appraise different modern</p>	<p><u>COLLAGE</u></p> <p><i>Year 6</i></p> <p><i>Mask Making</i></p> <p>Artist Study: Mask makers throughout history</p> <p>A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p>

	<p>Create a series of portraits, drawings of their peers using a variety of drawing materials.</p>				<p>architecture using technical terminology.</p> <p>Study the work and ideas of Hundertwasser.</p>	
<p>UKS2 End Points (covered in LKS2 also)</p>	<p>Develop artistic techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Know about great artists, architects and designers in history.</p>					