

Working Together, Growing Together

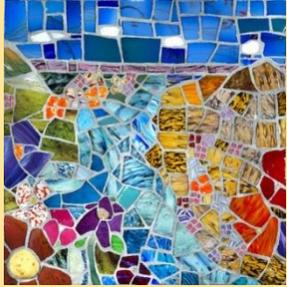
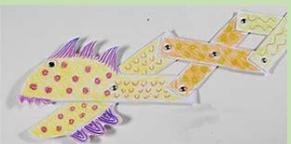
Art/DT yearly overview

DT strands:

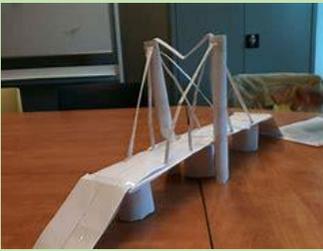
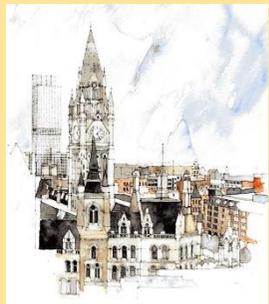
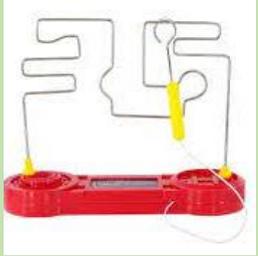
- Cooking and nutrition
- Mechanical systems
- Textiles
- Electrical systems
- Structures
- Digital world

Art strands:

- drawing
- colour
- texture
- form
- printing
- pattern

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	L. S. Lowry: Scenes of Daily Life 	Wheels and Axles 	Landscapes of Fire 	Fruit and Vegetables 	Moving Story Book 	Eric Carle: Oil Pastel Animals 
Year 2	A Balanced Diet 	Home and Away: Hockney and other travelling artists 	Worthy of a Monarch: ceramic art tiles 	Pouches 	Moving Monsters 	Animal Sculptures: Henri Rousseau 
Year 3-4, cycle 2	Patterns and symbols: Norse Jewellery 	Castles 	Olafur Eliasson: Our Changing World 	Wind Sculptures: Yinka Shonibare 	Eating Seasonally 	Hokusai/Hiroshige: Leaving an Impression 

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<p>Year 3-4, cycle 1</p>						
<p>Year 5</p>	<p>Memento Mori: Still Life</p> 	<p>House of the Tragic Poet: Cave Canem Mosaics</p> 	<p>Pop up Books</p> 	<p>Bridges</p> 	<p>Royal Buildings: Sketching and Watercolours</p> 	<p>E-Greetings Cards</p> 
<p>Year 6</p>	<p>Steady Hand Game</p> 	<p>Steve McQueen: King and Country</p> 	<p>Navigating the World</p> 	<p>Reclaimed Material Sculpture</p> 	<p>Pop Art: Here Today, Gone Tomorrow</p> 	<p>Waistcoats</p> 

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Coverage

Year group	Unit and artists for study	Prior learning/vocabulary	Key knowledge	Unit summary
Year 1	L.S. Lowry: scenes of daily life <i>Breugel</i> <i>Hokusai</i> <i>Pompeii mosaics</i>	What do people do every day? What does my house look like? EYFS link to 'people who help us'	Practical: drawing houses and cutting, assembling paper and card layers to create a collective landscape. Drawing people on the top. Theoretical: context of everyday life, then focusing on northern industrial cities, people working in factories. Disciplinary: Why do people like these images of a time from the past? What can we learn from them?	Looking at busy scenes from London and our local area, the children then look at how artists such as Breugel, Hokusai and Lowry have depicted daily life. Study the landscape of the Lowry images and create houses for the landscape. Using simple lines, draw 'matchstick' people over the top.
		Vocabulary Everyday, work, cityscape, landscape, textures, lines, layers, foreground, background		
	Eric Carle: oil pastel animals <i>Matisse</i> <i>Oliver Jeffers</i>	Oil pastels from BHM art activity, African patterns; The Hungry Caterpillar.	Practical: applying layers of pastel, dark over light and scratching off the surface layer for a depth of colour. Drawing animals by looking at their component shapes. Theoretical: What is the role of an illustrator? Disciplinary: Comparing different effects to the marking of different animals	Studying animals from images, we break the component shapes of the animals down in order to draw them. We look at Matisse's cutting up shapes & collaging to create a whole. Apply to our animals, using the pastel effect of Eric Carle, like in The Hungry Caterpillar.
		Vocabulary Layers, colour, scratch, colourful, shapes, line, shimmer, rich, darker, lighter, tones		
	Landscapes of fire <i>Hans Christian Andersen</i> <i>Kara Walker</i>	Matisse's collage, cutting up shapes to create another image.	Practical: collage as a form of layering found images and silhouettes of buildings, drawing with a ruler and cutting out. Theoretical: Look at silhouette art from HCA and Kara Walker and how to turn houses into silhouettes. Remind the class: what is collage? Disciplinary:	Building on the collage from Eric Carle's animals unit, children look at silhouettes and how to assemble house silhouettes on a fiery tissue paper collage.
		Vocabulary Silhouette, tissue paper, layers, backing, collage, foreground, background, landscapes, cityscape		
Year 2	Home and away: Hockney and travelling artists <i>Kandinsky's Winter Landscape</i> <i>Edvard Munch's winter landscape</i> <i>Dali's deserts</i>	Landscapes from Lowry and Majury. Colour mixing from EYFS using colour wheel	Practical: painting landscapes like David Hockney's Yorkshire hills Theoretical: Look at how artists paint hot and cold places. The life of David Hockney in Yorkshire and LA Disciplinary: how the use of colour palettes changes the mood of a picture	After looking at how hot and cold places are depicted in artworks, we look closely at David Hockney who has homes in LA and Yorkshire. Compare the colour palettes and choose either a hot or cold place to paint.
		Vocabulary Colours, hues, dull, bold, bright, dreary, dappled, thickly applied, foreground, background, horizon line		
	Worthy of a monarch: Ceramic art tiles <i>Cliffe</i> <i>Perry</i> <i>Ancient Greek amphora</i> <i>Matisse</i>	Collage- cutting shapes and Matisse's simplified shapes	Practical: use air dry clay to create ceramic tiles for a mosaic to King Charles Theoretical: From Greek amphora to modern pottery, look at how pottery differs around the world, and how ceramic artists like Clarice Cliffe and Grayson Perry became successful. Disciplinary: how pottery has influenced modern artists	What is a ceramicist? Look at Clarice Cliffe, Grayson Perry and Isaiah Zagar. Look at how GP tells a story in his ceramics and CC's decorative flowers. Then using the idea of IZ, create a ceramic wall with our ceramic tiles.
		Vocabulary Ceramic, glaze, template, outline, imprint, primary colours, secondary colours, base		
	Animal sculptures: Henri Rousseau <i>Stubbs</i> <i>Giacometti</i>	Eric Carle studies of animals using shapes and collage. Clarice Cliffe ceramics sculpting	Practical: clay sculptures of animal figures, considering the texture of the surface of the clay to represent fur, scales etc. Theoretical: From the Moai in Easter Island to Rodin to Henry Moore, how has sculpture changed?	Starting with early sculptures for religious purposes and spiritual pilgrimages like in Easter Island and Benin, the children look at how animals move and their unique features.
		Vocabulary		

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	<i>Bourgeois</i>	Limbs, torso, gestures, position, sculpt, stable, smooth, rough, texture, biped, quadruped, primary colours, secondary colours	Disciplinary: What does sculpture do to a public space?	Moving from visual studies in pencil, the children sculpt their chosen animal in clay.
Year 3-4 Cycle 2	Olafur Eliasson: Our changing world <i>El Anatsui</i> <i>Aurora Robson</i> <i>Banksy</i>	Cutting templates	Practical: design a stencil and paint onto wall with moss graffiti Theoretical: visual metaphors- how do they make us think? Look at advertising and how images are used to sell an idea. Disciplinary: What makes an effective visual metaphor- eco art	Looking at the state of the polar ice caps melting rates, the children look then at artists who are trying to raise awareness of the planet's plight. Look at Olafur Eliasson's work, including the glaciers and the sun exhibits. Then plan a 'grafitti' based on Banksy and OE- How to Make Moss Graffiti: 14 Steps (with Pictures) - wikiHow
		Vocabulary Installation, template, composition, metaphor, living sculpture		
	Wind sculptures: Yinka Shonibare <i>Thandiwe Muriu</i> <i>Hassan Hajjaj</i>	Rousseau's animal sculptures, Hockney's colour mixing	Practical: fabric printing and sculpture Theoretical: Look at the use of African wax print fabrics in YS' work. The origins of African wax prints and how they are used in art to represent the vibrancy of some African artists. Disciplinary: How do the artists communicate their identity in their works?	After looking at African wax print patterns and their origin, the children study the work of sculptors who have used their African identity to create sculptures. Compare YS to David Hockney's living in two places. How does YS combine both of his heritages? Create wind sculpture with African wax print cloth.
		Vocabulary Batik, sculpture, form, textures, space, repetitive, bold, primary colours, secondary colours, vibrant, contrast		
	Hokusai/Hiroshige: leaving an impression <i>Monet</i> <i>Pissarro</i> <i>Cassatt</i>	L.S.Lowry's scenes of daily life. Hokusai's depiction of daily life near Mt Fuji	Practical: drawing and painting in impressionist style Theoretical: ukiyo-e, and the impressionists. Painting 'en plein air' The value of the everyday was promoted in many of the Japanese ukiyo-e artworks. In Europe, photography inspired the impressionists, whose unique, rushed images portrayed everyday life. Disciplinary: art changed from depicting religious/legendary stories to showing scenes from daily life. Impressionism.	After looking at the Japanese woodblock prints from the 1700s, the children learn of the invention of photography. What did this do to art? The birth of impressionism meant portraying a unique perspective 'en plein air', capturing a moment- much like a photograph. The children try this technique to recreate their own impressionist image.
		Vocabulary Composition, humdrum, everyday, mundane, snapshot, impressionist, photography, figurative, foreground, background		
	Patterns and symbols: Norse jewellery	YS' wind sculptures and wax resist patterns.	Practical: drawing repeated patterns and symbols from Norse mythology, then creating a brooch from clay. Theoretical: How have symbols differed over history and what do they represent? How do these representational images materialise in jewellery and clothing? Disciplinary: Where have these Norse symbols permeated today's society?	Study the Norse artefacts from topic and link to the myths and beliefs of the time. How do they relate? Make visual studies of artefacts and repeat the images and patterns from the items. Think about the symbolism of the Norse people and create an item to sculpt then paint in bronze.
		Vocabulary Represent, symbolism, repetitive, intricate,		
Year 3-4 cycle 1				

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Year 5	Memento mori: still life <i>Hans Holbein</i> <i>Monet</i> <i>Pieter Claesz</i> <i>Van Gogh</i>	Colour mixing from Hockney unit Vocabulary Still life, composition, memento mori, danse macabre, juxtapose, decay, depict, represent, portray	Practical: drawing using hatching and cross hatching. Theoretical: dans macabre; the dance of death. Still life shows the journey from life to death. Disciplinary: the art of memento mori means 'you too must die'- a reminder to live in the present.	Looking at the depiction of skeletons in Hans Holbein's 'Dance of Death', children analyse the meaning behind skeletons in artworks, with the rise of still life also representing the journey from life to death.
	House of the Tragic Poet: Cave Canem mosaics	Links to depiction of daily life. LS Lowry, Impressionists and collage. Romans knowledge from y3 Vocabulary Mosaic, tile, assemble, tesserae, interstice, opus, base	Practical: construct an image of daily life using tesserae (tiles) as were discovered in ancient Pompeii. Theoretical: cave canem (beware the dog) is a mosaic by a resident of Pompeii, the city reduced to statues after the eruption of Mt Vesuvius. Disciplinary: how did the mosaic art reflect daily life?	Reminding the children of the Romans from Year 3, the children focus on the towns of Pompeii and Herculaneum and the volcanic eruption which decimated both towns. After studying what mosaics were used for, attention shifts to the house of the tragic poet, where dogs were found frozen in the ash. Children tell a story of daily life through their own mosaic?
	Royal buildings: sketching and watercolours <i>Christopher Wren</i> <i>Renzo Piano</i> <i>Nornam Foster</i> <i>Zaha Hadid</i>	Vocabulary Perspective, wash, bleed, foreground, background, landscape, vanishing point	Practical: sketching buildings using perspective, vanishing point and technical drawing. Wash with watercolours. Theoretical: Look at the architects who designed London's Royal buildings and study their techniques. Disciplinary: What is the value of technical drawing?	Children look at some of the buildings around London's most famous skylines. They look at the differing styles, commenting on features such as the buttresses and cornerstones. After discussing these buildings, the children choose a focus building and draw using vanishing point and perspective lines.
	Year 6 Pop art: here today, gone tomorrow <i>Kusama</i> <i>Murakami</i> <i>Warhol</i> <i>Lichtenstein</i> <i>Duchamp</i>	Hassan Hajjaj, pop art prints/photos, patterns and symbols. Vocabulary Disposable, fast food, replica, mass-production, bold, satirical, satirise	Practical: printing repeated images and retouching printed images Theoretical: pop artists such as Warhol, Lichtenstein, Murakami, Kusama sought to define their era's obsession with the disposable. Disciplinary: Look at the concept of originality and discuss whether Warhol's work if it carries his signature but he didn't produce it.	Look at how pop art began with Andy Warhol mass-producing images of cans of soup. Discuss the meaning of pop art as it represented the culture of disposable goods. Challenge the concept of originality, looking at how Duchamp signed a toilet ('fountain') and put in on display at an exhibition. Then after studying famous pop artists, the children satirise today's culture with a piece of their own.
	Reclaimed material sculpture <i>El Anatsui</i> <i>Aurora Robson</i> <i>Olafur Eliasson</i>	Sculpture units from Shinka Yonibare, Clarice Cliffe and Olafur Eliasson's installations based on climate change. Vocabulary Installation, concept, conceptual, assemble, found material, repurpose	Practical: using glue guns to adhere plastic waste to make sculpted images. Sketching plans and discussing ideas. Theoretical: artists who sculpt with reclaimed materials to highlight the importance of conservation Disciplinary:	After discussing the environmental impact of plastic waste on our oceans, children look at some artists who are raising the issue through their work. After collecting some plastic waste of their own, children assemble their own installation.