







Gillespie Primary School Art Overview



	Autumn Term	Spring Term	Summer Term
EYFS	All About Me /Seasons	Growth	Travel and Journeys
Nursey Expressive Arts & design: Birth – 3 Plus 3- 4	<ul style="list-style-type: none"> Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 		
	Self- Portraits Mark making, observing and representing features, representation of people schema	Observational Exploration Plants/Fruit & Vegetables theme – first-hand experience =touch/smell/shape/colour/size	3D Exploration –Vehicles/shapes/mark-making & mixed media model making/creating
Reception Expressive Arts & design: 3 – 4 yrs	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 		
	Seasons & Celebrations	Under The Sea	Environment & Protecting Our Planet
	Painting & Drawing Firework pictures Salt and water paints Clay Diva lamps – Diwali Ourselves – self-portraits Observational seasonal changes	Printing & Sculpture Handprint fish puppets Coral reef shoe box projects – 3D structures Observational seasonal changes	Media & collage Charcoal exploration – pollution Earth salt dough necklaces/pendants Collage – linked to the environment Texture rubbings/observational

Year 1	Ourselves	Explorers	Plants and United Kingdom
National Curriculum Subject content KS1	<ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • learn 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 style="text-align: center;">Self-portraits</p> <p>Exploring what portraits are and why people would want one. Looking at several artists self- portraits: <u>Henri Matisse, Amrita Sher-Gil & Emily Tucci</u>, experimenting with styles/ techniques and materials/media – Created with a variety of different brush strokes to make own self-portraits</p> <ul style="list-style-type: none"> - paint effects - paper collage – ripping - pencil/crayons/felt tips/pastels <p>Colour mixing- Create a self-portrait based on <u>Paul Klee's</u> 'Head of Man' artist study – focus on 2D shape to create face</p>	<p style="text-align: center;">Exploring paint</p> <p>Experimenting with paint, brush sizes, mark making and scale – individual and collective experimentation <u>Gerhard Richter & Jackson Pollock</u> artist study for paint techniques Making own choices/decisions in creating individual pieces</p> <p><u>study of an artist who has exhibited work at the October Gallery : Aubery Williams, Delita Martin & Favianna Rodriguez</u> Encouraging pupils to express likes and dislikes with reasoning photography/print & then paint techniques/layering to create new images</p>	<p style="text-align: center;">Linked to D&T project</p>
Year 2	London	Exploring Environments	Near, Far, Wherever You Are
National Curriculum Subject content KS2	<p style="text-align: center;">Landscapes & Painting</p> <p>London Landscapes – investigating different depictions & forming opinions <u>Andre Derain</u> – Fauvist work artist study Paint techniques & alternative colour schemes Colour mixing – warm/cold colours - blending Silhouettes – exploring line & form</p>	<p style="text-align: center;">Observational Drawing/Scale</p> <p>Flower and fruit observational first hand work Artist study - <u>Georgia O'Keefe</u> Scale – enlarging/reducing micro/macro Using viewfinders Pencil & pastel work – techniques with pastels – blend & contrasting colours</p>	<p style="text-align: center;">Pattern & Design</p> <p>Ashanti Kenti cloth theme Exploring pattern and colour symbolism Symmetry & geometric shapes Computer linked design work Coloured paper & felt tip/block colour techniques <u>October Gallery</u> – artist study</p>
	<p>Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Across years 3 → 6 pupils are taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>This content is applied throughout our key stage 2 art curriculum termly focus – through years 3, 4, 5 & 6. All revisited areas are taught in a progressive manner so that the pupils are building on prior learning, enabling them to apply mastery within skills & techniques whilst allowing them to broaden their understanding & develop/foster individual expression/style</p>		

<p>Year 3</p> 	<p>Early Man</p> <p>Drawing and Sketching</p> <p>Cave art – how drawing gives messages/tells a story – how and why did they do it? Artist study: Discovering cave art – Lascaux Artists signatures – why & how?</p> <p>Early communication: Cave paintings, signs & symbols. Experimenting with different materials – charcoal/pastels. Key focus, creating large piece with one key feature – outlining techniques & limiting colour</p>	<p>The Rainforest</p> <p>Painting and Collage</p> <p>Investigating images and patterns in the rainforest & how artists interpret this environment through art</p> <p>Artist study : John Dyer & Nixiwaka Yawanawa lastchancetopaint.com project (Brazil/Eden project) Exploring: symmetry, colour, pattern & depth within the paintings Understanding and applying fore and backgrounds Creating depth through overlapping – texture through sgraffito</p>	<p>Ancient Egypt</p> <p>Sculpture- 3D</p> <p>Ancient Egyptian Art Learning about the key art forms used in Ancient Egypt: jewellery, costume, papyrus painting, architecture, sculpture</p> <p>Designing and creating canopic jars - 3D papier mache Decoration/pattern/animal influences/life stories – hieroglyphics</p>
<p>Year 4</p> 	<p>Ancient Greece</p> <p>Pencil Drawing/Relief</p> <p>Explore mark making using different grades of pencil. Work on still life drawing focusing on shading & tonal skills. Look at greek artworks and life depicted – pottery, sculptures and friezes – relief work</p> <p>Artist Study - Grayson Perry – look at how a contemporary artist has used vases in his work – compare and contrast with ancient greek vases</p> <p>Create own designs for vase entitled: 'Aspects of Life today' use pen ink and colour to depict own vase design</p>	<p>Italy</p> <p>Still Life</p> <p>Understanding & creating Still life compositions & building on drawing skills from the autumn term in application/context</p> <p>Artist Study Holly Coullis – exploring bold use of colour & limited bold lines/outlines</p> <p>Focus on Still Life – bold shape, colour and design. Materials: graded pencils/oil pastels/ blending/ layering/ overlapping</p>	<p>The Romans in Britain</p> <p>Writing Through Art Pottery & Mosaics</p> <p>WTA = Project based work across local schools - linked to writing unit. Exploring: Reflections, Aerial perspective, collages & mood in paintings from selected paintings at Kenwood House Artist studied: Claude Du Jongh, Van Ostade, Gainsborough & Joshua Reynolds</p> <p>Pottery and mosaics – Roman theme Roman character depiction in mosaic tiles – plan/paper mosaic & tile mosaic final piece</p>
<p>Year 5</p> 	<p>Invasions and Settlements</p> <p>Illustration/tapestry design</p> <p>– What? When? Why? Anglo-Saxon illuminated letters - creating thumbnails & studying specific features of illustrated lettering from this period Use of gold/symbolism/animals & pattern/outlining</p> <p>Bayeux Tapestry – embroidery – focus in on sections Expanding knowledge through Viking art/analysis of artefacts/design Reflection on own work within the class this term</p>	<p>Space</p> <p>Collage & Relief</p> <p>Surrealism theme: studying surrealist movement, its signature features & influential artists leading on this... Salvador Dali/Rene Magritte Collage and relief – mixed media, newspaper/magazine cuttings/ paint/pencil/objects/layering</p> <p>Capturing the surreal through their own pieces – what's expected? What's unexpected? Are they seamlessly incorporated? What feelings/messages do they evoke?</p>	<p>Early Islamic Civilization</p> <p>Geometrical Design</p> <p>Exploring the history of Islamic art – calligraphy, geometry & vegetal patterns Shape – mathematical connections – equilateral triangles/squares/hexagons & octagons Geometric patterns – repetition, tessellation, interlaced & overlapped Computer generated design work</p> <p>Contemporary Islamic artists today – influenced by traditional Islamic art</p>

Year 6	The Victorians	Beyond The British Empire: Trade and Migration	From Coast to Coast
	<p align="center">Drawing/Printing</p> <p>Victorian London depiction in art – scenes and interiors: <u>Gustav Dore & William Morris</u> artist/craftsperson studies Drawing: tonal focus – light/dark shadow/highlight – charcoal/pastels Motif/patterns – wallpaper designs & printing</p>	<p align="center">Mixed Media/Architecture</p> <p>Religious art/architecture: <u>Michelangelo & Hannah Habibi Hopkin</u> artist studies Visual literacy stimuli – BBC Sacred wonder Architecture – religious buildings Stencil collage – stained glass techniques Pop art – mixed media pieces</p>	<p align="center">Drawing/Printing/3D</p> <p>Fish theme: <u>Hokusai</u> artist study Observational drawing – pen/ink/oil pastels Printing: mastery (follow on from Autumn term) 3D – weaving recycled plastic waste & fish lanterns</p>