



'Love your neighbour as yourself' (Luke 10:27)

## St. Bridget's C of E Primary Art & Design Curriculum Overview

*Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow.*



'Love your neighbour as yourself' (Luke 10:27)

Year Group	Autumn Term (Our World)	Spring Term (Our Community)	Summer Term (Our Environment)	Artists Studied	Remembrance Art 2023 COLLAGE FOCUS	Whole School Project 2024 Summer Term
EYFS	<p><b>Physical Development Expressive Arts and Design</b></p> <p><i>Our curriculum design includes the following throughout the year in order to give the children as many opportunities as possible for them to develop their love of art and to revise, revisit and practise skills taught over and over:</i></p> <p><i>painting, collage, fine line drawing, digital media, colour mixing, sketching, observational drawings, oil pastel exploration, water colour exploration, chalking, sculpture through playdoh, clay and other materials</i></p> <p>We use Development Matters to help guide what children in reception need to know (Not statutory)</p> <p>At the end of the year, we assess the children from Early Learning Goals in the EYFS statutory framework.</p> <p><a href="#">Learning in EYFS What Art Subject Leaders Need to Know 2022.docx</a>  <a href="#">FOR WEBSITE progression of skills EAD EYFS.docx</a></p>			<p>Giuseppe Arcimboldo</p> <p>Wassily Kandinsky</p>		
Y1	<p><b>Drawing Unit:</b> Castles in the Sun</p> <p><i>Exploring mark making and line; working and experimenting with different materials through observational drawing and a study of Paul Klee, children compose artwork inspired by their exploration</i></p>	<p><b>Painting Unit:</b> Colour Splash</p> <p><i>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</i></p>	<p><b>Sculpture &amp; 3D Unit:</b> Paper Play</p> <p><i>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and cards. They fold, roll and scrunch materials to make their own sculpture inspired by</i></p>	<p>Paul Klee</p> <p>Clarice Cliff</p> <p>Jasper Johns</p> <p>Marco Balich</p> <p>Lousie Bourgeois</p> <p>Samantha Stephenson</p>		

	<i>of colour, shape and music from the world around them.</i>		<i>the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</i>			
Y2	<b>Painting Unit:</b> Neil Armstrong landing on the moon	<b>Drawing Unit:</b> Tell a story <i>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</i>	<b>Sculpture &amp; 3D Unit:</b> Clay Houses <i>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay</i>	<b>Quentin Blake</b>  Ranti Bam Rachel Whiteread		
Y3	<b>Painting and Mixed media Unit:</b> Pre-historic painting <i>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</i>	<b>Drawing Unit:</b> Growing Artists <i>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</i>	<b>Sculpture Unit:</b> Abstract Shape and Space <i>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa</i>	<b>Georgia O'Keefe</b> <b>Maud Purdy</b> Max Ernst Carl Linnaeus  <b>Ruth Asawa</b> <b>Anthony Caro</b>		

<p>Y4</p> <p>Y4 cont</p>	<p><b>Painting and Mixed media Unit:</b>  <b>Egyptian Landscapes</b>  <i>Using Monet as inspiration, pupils use a range of strokes and blending to recreate an Egyptian pyramid painting using watercolours. The skills used create an impressionist piece of art.</i></p>	<p><b>Drawing Unit:</b>  <b>Power prints</b>  <i>Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</i></p>	<p><b>Sculpture Unit:</b>  <b>Mega materials</b>  <i>Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their</i></p>	<p><b>Monet</b>          Fernando Botero          Alberto Giacometti          Henri Matisse          Henry Moore          Ed Ruscha          Georges Saurat          Audrey Flack  <b>El Anatsui</b>  <b>Sokari Douglas Camp</b>  <b>Barbara Hepworth</b>  <b>Magdelene Odundo</b>          Jaume Plensa</p>		
<p>Y5</p>	<p><b>Drawing Unit:</b>  <b>I need space</b>  <i>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style</i></p>	<p><b>Painting and Mixed media Unit:</b>  <b>Portraits</b>  <i>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</i></p>	<p><b>Sculpture Unit:</b>  <b>Interactive Installation</b>  <i>Using inspiration from historical monuments and modern installations, children plan by researching and drawing a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</i></p>	<p><b>Tiers Albers</b>          Karen Rose    <b>Cai Guo-Qiang</b>    <b>Chila Kumari Singh Burman</b>          Vincent Van Gogh          Frida Kahlo          Maggie Scott</p>	 	
<p>Y6</p>	<p><b>Sculpture and 3D Unit:</b>  <b>Evacuee figurines</b>  <i>Exploring sculpture, children consider the intention of the artist and the impact their work has on its audience. They explore the story behind the</i></p>	<p><b>Painting and Mixed media Unit:</b>  <b>Artist Study</b>  <i>Identifying an artist that interests them, children research the life, techniques and artistic intentions of that</i></p>	<p><b>Drawing Unit:</b>  <b>Make My Voice Heard</b>  <i>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how</i></p>	<p><b>Johanna Domke</b>  <b>Guyot</b>    <b>Frank Bowling</b>  <b>Richard Brackenburgh</b>  <b>David Hockney</b></p>		

	<p><i>sculpture and the creative process involved in its design. Time is spent exploring sculptures that seek to evoke powerful emotions and response to conflict and war, linking with the theme of Britain at War, with a focus on the work of Johanna Domke Guyot. Children follow a creative process to design and create a wire-based sculpture, that depicts the experience and evokes the emotions of evacuees during World War 2.</i></p>	<p><i>individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</i></p>	<p><i>artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'</i></p>	<p>Lubaina Himid Fiona Rae Paula Rego John Singer Sargent</p> <p><b>Dan Fenelon</b> Diego Rivera Leonardo Da Vinci</p>		
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