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| \\bassett\Staffpublic$\School Logo\Roskear School LOGO plain.jpgArt and Design Overview \\bassett\Staffpublic$\School Logo\Roskear School LOGO plain.jpg  Learning: For a better future | | | | | | | | |
| Great Art Quotes (@GreatArtQuotes) / Twitter | | | | | | | | |
| **Art Rationale**  Art in all its forms is broad and far-reaching and dates back to our earliest civilisations. It reflects societies and narrates history. The arts is one of the world's biggest employers and generates trillions of income and revenue to the UK economy, from fashion, to architects, to landscape garden designers to art exhibitions and galleries. It is important therefore, that pupils, through a study of past and present artists, develop an appreciation of the different genres and mediums.    Cornwall has for generations attracted a variety of artists to the county. Its beautiful and far-reaching coastlines have been an inspiration and subject for many. Pupils will encounter Barbara Hepworth’s work at her museum in St Ives along with some contrasting modern pieces of art at the Tate.  **Intent**  **We engage, inspire and challenge** by teaching pupils about a range of artists from different movements, ethnicity, gender and backgrounds, including those that reflect their own.  **We provide knowledge and skills** by offering a spiral curriculum that gives children an opportunity for experimentation, practice and expression. Where appropriate, we offer opportunities to link art with other subjects in order to deepen knowledge and understanding of particular skills, techniques, or stimuli.  **We teach pupils to think critically** by providing regular opportunities to reflect on artists’ work and their own using subject specific vocabulary. Teachers model metacognitive strategies which encourage pupils to do the same.  **We teach pupils that art *reflects* and *contributes to* history and culture.** Our curriculum both celebrates diversity and represents our community.  Each pupil has their own sketch book, which follows them through the school and provides concrete evidence of their skill development within and across key stages. | | | | | | | | |
|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1-**  **Looking after our planet** | **Nursery Rhymes** | **Friends and Family** | **What is Planet Earth?** | **Why do we need to look after our oceans?** | **What could survive the Sahara Desert?** | **Why are the rainforests important to our planet?** | **How is climate change impacting polar biomes?** | **Are we destroying our oceans?** |
|  | Create closed shapes with continuous lines and begin to use these shapes to represent objects | **Focus: Painting**  **Artist:**  Wassily Kandinsky  **Artist Study:** Abstract expressionist  **Cultural Capital**  Russian artist  Image result for where is wassily kandinsky from  **PSHE**  **Music** | **Focus: Drawing**  **Skills:**  -Identify and discuss pattern  -Create pattern  -Extend the variety of drawing tools (pencil, oil pastels)  -Symmetry  **Artist Study:** Picasso- **Cubism**  [Pablo Picasso 1881–1973 | Tate](https://www.tate.org.uk/art/artists/pablo-picasso-1767)  **Cultural Capital-** Spanish artist    Geography  Maths | **DT** | **DT** | **Focus:** Painting  **Skills:**  -Use colour to reflect mood/feeling  -Introduce techniques to enable appropriate proportion  **Artist Study:** Henri Rousseau - **Post-Impressionist Painter, Naïve Art**  [Henri Rousseau Paintings, Bio, Ideas | TheArtStory](https://www.theartstory.org/artist/rousseau-henri/)  **Cultural Capital -** French artist  C:\Users\cutlerr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\12E4A82B.tmp  Geography  **PSHE**  Environment-Landscape/ seascape | **Focus:** Painting  **Skills:**  -Mix colourto express mood & divide foreground/background  -Effect of light on objects  **Artist Study:** Katsushika Hokusai - **Landscape Artist**  **Cultural Capital -** Japanese artist  Geography  **PSHE**  Environment-Landscape/ seascape | **DT** |
| **Autumn 2**  **Exploration and discovery** | **Let’s Go** | **At the Farm** | **How do we know that dinosaurs existed?** | **Who would you go exploring with?** | **How do we know that the Ancient Egyptians were an advanced society for their time?** | **If you were alive during this period in history, where would you rather live: Ancient Maya or Britain?** | **How have expeditions changed over time?** | **What effect did the Battle of Britain have upon the British people?** |
|  | Create closed shapes with continuous lines and begin to use these shapes to represent objects | **Focus**: 3D  **Artist:** Nellie Nakamarra  **Artist study:** Pointillism  **Cultural Capital -**  Australian, aboriginal artist. | **Focus:** 3D  **Skills:**  -Work with clay  -Develop impressed images  -Collage  -Make choices about suitable materials  **Artist Study:** Barbara Hepworth (Modernism, sculpture)  [Barbara Hepworth Museum and Sculpture Garden | Tate](https://www.tate.org.uk/visit/tate-st-ives/barbara-hepworth-museum-and-sculpture-garden)  **Cultural Capital-**    History  Maths  Science | **DT** | **Focus:** Painting  **Skills:**  **-**Create colour wheel  -Use different brush types  -Use different techniques  **Artist Study:**  Egyptian Art  [Egyptian Art - Art for Kids! (weebly.com)](https://art-educ4kids.weebly.com/egyptian-art.html)  **Cultural Capital-**  Egyptian culture  http://web.mit.edu/2.744/student_tinkerdoodles_implementation/images/hatshepsut_lid_color.jpg  History  RE | **DT** | **DT** | **Focus:** Drawing  **Skills:**  -Use simpleperspective in work  -Develop an awareness of composition, proportion and scale in their work  **Artist study:** Henry Moore shelter drawings- **Sculptor**  [Who is Henry Moore? – Who Are They? | Tate Kids](https://www.tate.org.uk/kids/explore/who-is/who-henry-moore)  **Cultural Capital**  British artist    **Science**  History  Environment- Looking at past environments. |
| **Spring 1 Counties Countries and continents** | **Going wild!** | **Up, Up and Away!** | **What is it like to live in Camborne?** | **Are all islands the same?** | **Why is London our capital?** | **Where would you rather live: Athens or London?** | **Why do people move across our continent?** | **How have economic activities impacted North America?** |
|  | Draw with increasing complexity and detail, such as representing a face with a circle and including details. | **Focus:** Painting  **Artist:** Van Gogh    **Artist study:** Post-impressionist painter.  **Cultural Capital**  Dutch artist  Image result for where is van gogh from stary night | **DT** | **DT** | **DT** | **DT** | **DT** | **Focus:** 3D  **Skills:**  -Experimentusing layers and overlays to produce new colours and textures  -Incorporate the artists style into my design  **Artist Study:** Andy Warhol  Roy Lichtenstein- **Pop Art Movement**  [Andy Warhol 1928–1987 | Tate](https://www.tate.org.uk/art/artists/andy-warhol-2121)  **Cultural Capital**  See the source imageAmerican artist  Geography  **DT**  Maths  **Change- How Andy Warhol changed the way people perceived art, how you can take everyday objects and create art from them.** |
| **Spring 2**  **Marvelous Men and women** | **Ready Steady grow** | **Changes** | **Who was the better monarch?** | **Was the building of the Titanic a good idea?** | **Which era would you rather live in: Bronze Age, Stone Age or Iron Age?** | **Would you prefer to live as an Ancient Maya child or an Ancient Greek child?** | **Did Britain improve after the Romans left?** | **What were the events that led to slavery and eventually its abolition?** |
|  | Use drawing to represent ideas like movement or loud noises | **Focus: 3D**  **Artist:** Andy Goldsworthy  **Artist study:** Sculptor and photographer  **Cultural Capital**  British artist  C:\Users\williamsk\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2C8CCEB1.tmp | **DT** | **Focus:** Drawing  **Skills:**  **-** Experiment with tools and surfaces (chalk on concrete, oil pastel on paper)  -Experiment with tone to create light and dark  **Artist Study:** Ralph Curnow **(Marine artist**, he spent 11 years on crew of Penlee lifeboat)  Focus to be on ’waves’  [Ralph Curnow - Arts and Crafts In Cornwall (artistsincornwall.com)](https://artistsincornwall.com/ralph-curnow/)  [The Penlee Lifeboat Disaster - Easymalc's Wanderings](https://www.easymalc.co.uk/the-penlee-lifeboat-disaster/)  **Cultural Capital**  Local artist  https://www.easymalc.co.uk/wp-content/uploads/2021/11/08-Ralph-Curnows-Painting-of-the-Rescue-Attempt.jpg  History  Geography  Environment- Landscape/ seascape/local artist | **DT** | **Focus:** Drawing  **Skills:**  **-** Work withprecision and attention to detail  -Use an artistic style to influence drawing  -Geometric pattern  -Tea bag paper for final piece  **Artist Study:**Ancient Greek Vases- **Pottery**  [Greek Vases - Art P.R.E.P. (weebly.com)](https://artprep.weebly.com/greek-vases.html)  **Cultural Capital**  Ancient Greek culture  See the source image  History  Maths | **Focus: Drawing**  **Skills:**  -Usedifferent techniques to replicate texture on a surface  -Draw familiar objects with correct proportions  **Artist: Saxon Art Study:**Bayeux Tapestry  [The Bayeux Tapestry - KS2 History - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zmc9wmn)  **Cultural Capital-**  French  C:\Users\cutlerr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F72BA47F.tmp(children’s final pieces joined together on long roll of paper to create a ‘tapestry’)  History  Maths | **Focus:** Painting  **Skills:**  -Applyprevious paint and colour learning to create chosen effect  **-**Explore mixed media to convey a message  **Artist Study:** ‘Sweet Clara and the Freedom Quilt’ by Deborah Hopkinson (Book)  See the source image(Final tiles join together to make ‘Freedom Quilt’)  [FreedomQuiltPatterns.pdf (crayolateachers.ca)](https://crayolateachers.ca/framework/uploads/2017/07/FreedomQuiltPatterns.pdf)  History  **PSHE**  Maths  Environment-Supports learning of North America |
| **Summer 1**  **Active planet** | **Once upon a time** | **Plants and Flowers** | **How does the weather change?** | **Does it snow in Africa?** | **Are all forests the same?** | **What are the vital roles of rivers?** | **Why do people live near volcanoes?** | **Why is the aquatic biome important to Cornwall?** |
|  | Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc | **Focus: Drawing**  **Artist:** Claude Monet  **Artist Study: Impressionist** painter  **Cultural Capital**  French artist  Image result for where is claude monet from  Environment-Landscape/ seascape | **DT** | **Focus:** Painting  **Skills:**  -Discuss regular and irregular pattern  -Make many tones of colour  -Develop ideas  **Artist Study:**  **Tingatinga Art (African Culture)**    <https://wibseyprimary.co.uk/wp-content/uploads/2020/05/TINGATINGA-ART-PPT.pdf>  **Cultural Capital**  Tinga Tinga: A Uniquely Tanzanian ArtAfrican culture  Geography  Maths | **Focus:** Drawing  **Skills:**  -Make different tones using graded pencils  -Awareness of perspective  -Choose from different mediums to achieve desired effect (pencil, charcoal, pastel)  **Artist Study:**  Ivan Shishkin- **Landscape Artist**  [Ivan Shishkin - 522 artworks - painting (wikiart.org)](https://www.wikiart.org/en/ivan-shishkin)  **Cultural Capital**  Russian artist  See the source image  Geography  Environment-Landscape/ seascape | **Focus:** 3D  **Skills:**  -Plan and develop ideas  -Choose materials for the effect they create  -Add pattern and texture to 3D form  **Artist Study**:Guiseppe Arcimboldo  **Mannerist artist**  (Beach Clean)  [High Quality Reproductions Of Giuseppe Arcimboldo paintings (giuseppe-arcimboldo.org)](https://www.giuseppe-arcimboldo.org/)  **Cultural Capital**  Italian artist    **Science**  Geography  **PSHE**  **DT**  **Change- Environmental artist- Taking found objects (things that you find on the beach) to create an image with an environmental message.** | **DT** | **DT** |
| **Summer 2**  **Changing Britain** | **Here comes the sun** | **At the Seaside** | **Would you rather visit the seaside during Victorian times or today?** | **Was Sir Francis Drake a hero or a villain?** | **What did the Romans do for us?** | **What might Cornish life look like without Richard Trevithick’s inventions?** | **Who were the Vikings?** | **What impact did mining have on Cornwall and how did the closing of the mines impact upon the area?** |
|  | Explore colour and colour mixing | **Focus: Drawing**  **Artist:** Kurt Jackson  **Artist Study:** Landscape  **Cultural Capital**  Local artist    Environment-Landscape/ seascape/ local artist | **Focus:** Painting  **Skills:**  -Mix colours to create secondary colours  -Apply colour with range of tools  **Artist Study:** John Dyer  **Contemporary artist**  [Artist John Dyer | The Art of John Dyer. British Artist working from Cornwall](http://www.johndyer.info/home/?_escaped_fragment_)  **Cultural Capital**  Local artist  Cornwall Art Gallery Painting | John Dyer | Perranporth Beach - John Dyer  Gallery  History  Environment-Landscape/ seascape/ local artist | **Focus:** 3D  **Skills:-** Use decorative techniques, patterns and textures in 3D  -Experiment by arranging, repeating, overlapping to create pattern  -**Flower pressing**  **Artist Study:**  [Susan Fowler Gallery of Fine Art - Penzanace, Cornwall.](https://www.susanfowler.co.uk/)  **Cultural Capital**  Local artist  https://www.susanfowler.co.uk/wp-content/uploads/2020/09/Cascata-Blue-w-600x600.jpg  **Science**  History  Environment- local artist | **Focus:** 3D  **Skills:**  -Produce clay work using pinch, slab, coil techniques  -Explore carving as a form of 3D art  **Artist Study:**  Roman Pottery  [#MetKids—How to Make a Clay Pot: Coil and Pinch - Bing video](https://www.bing.com/videos/search?q=make+roman+clay+coil+pot+kids&docid=607992254923021778&mid=CFDE61EF28E399B06550CFDE61EF28E399B06550&view=detail&FORM=VIRE)  **Cultural Capital**  Roman culture  How to Make Coil Pots – 5 Great Coil Pottery Techniques  History  Maths | **DT** | **Focus:** 3D  **Skills:**  -Exploration ofpaper sculpture (folding, tearing, coiling, curling)  -Plan and develop ideas  **Artist Study**: Asya Kozina- **Contemporary paper sculptures.**  [Asya Kozina — Artist (asyakozina-art.com)](http://asyakozina-art.com/)  [How to make a paper Viking helmet | Best origami paper samurai helmet | Easy Paper Origami for kids - YouTube](https://www.youtube.com/watch?v=5v729gKKF-k)  **Cultural Capital**  Russian artistSky-High Paper Wigs Topped With Modern Luxuries by Asya Kozina | Colossal  History  **DT** | **DT** |