



# Art and Design Overview



'Learning together for a better future'



### 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.



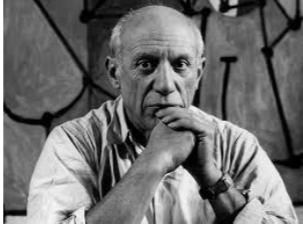






**We provide knowledge and skills** by offering a spiral curriculum that gives children an opportunity for experimentation, practice and expression. Where appropriate, we offer opportunities to link art with other subjects in order to deepen knowledge and understanding of particular skills, techniques, or stimuli.






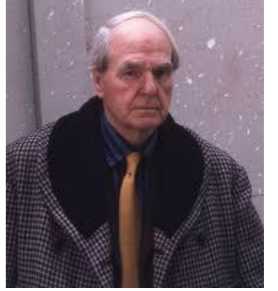

**We teach pupils to think critically** by providing regular opportunities to reflect on artists' work and their own using subject specific vocabulary. Teachers model metacognitive strategies which encourage pupils to do the same.





**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.





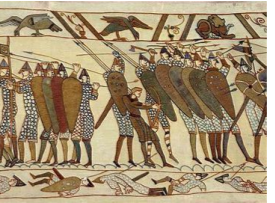

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1- Looking after our planet	Nursery Rhymes	Friends and Family	What is Planet Earth?	Why do we need to look after our oceans?	What could survive the Sahara Desert?	Why are the rainforests important to our planet?	How is climate change impacting polar biomes?	Are we destroying our oceans?
	Create closed shapes with continuous lines and begin to use	<b>Focus: Painting</b> <b>Artist:</b> Wassily Kandinsky	<b>Focus: Drawing</b> <b>Skills:</b> -Identify and discuss pattern -Create pattern	DT	DT	<b>Focus: Painting</b> <b>Skills:</b> -Use colour to reflect mood/feeling	<b>Focus: Painting</b> <b>Skills:</b> -Mix colour to express mood & divide	DT

	<p>these shapes to represent objects</p>	 <p><b>Artist Study:</b> Abstract expressionist</p> <p><b>Cultural Capital</b> Russian artist</p>  <p><b>PSHE</b> <b>Music</b></p>	<p>-Extend the variety of drawing tools (pencil, oil pastels) -Symmetry</p> <p><b>Artist study:</b> Pablo Picasso</p>  <p><b>Artist Study: - Cubism</b></p> <p><a href="#">Pablo Picasso 1881–1973   Tate</a></p> <p><b>Cultural Capital-</b> Spanish artist</p>  <p><b>Geography</b> <b>Maths</b></p>			<p>-Introduce techniques to enable appropriate proportion</p> <p><b>Artist:</b> Henri Rousseau</p>  <p>Artist study: <b>Post-Impressionist Painter, Naïve Art</b></p> <p><a href="#">Henri Rousseau Paintings, Bio, Ideas   TheArtStory</a></p> <p><b>Cultural Capital -</b> French artist</p>  <p><b>Geography</b> <b>PSHE</b></p> <p><b>Environment-</b> <b>Landscape/ seascape</b></p>	<p>foreground/background nd -Effect of light on objects</p> <p><b>Artist:</b> Katsushika Hokusai</p>  <p><b>Artist Study:</b> Landscape Artist</p>   <p><b>Cultural Capital -</b> Japanese artist</p> <p><b>Geography</b> <b>PSHE</b></p> <p><b>Environment-</b> <b>Landscape/ seascape</b></p>	
<p>Autumn 2 Exploration and discovery</p>	<p><b>Let's Go</b></p>	<p><b>At the Farm</b></p>	<p><b>How do we know that dinosaurs existed?</b></p>	<p><b>Who would you go exploring with?</b></p>	<p><b>How do we know that the Ancient Egyptians were an advanced</b></p>	<p><b>If you were alive during this period in history, where would you rather</b></p>	<p><b>How have expeditions changed over time?</b></p>	<p><b>What effect did the Battle of Britain have upon</b></p>

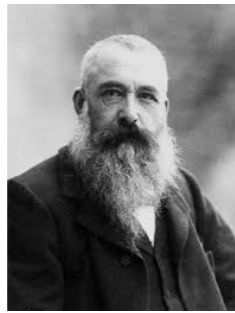
					society for their time?	live: Ancient Maya or Britain?		the British people?
	Create closed shapes with continuous lines and begin to use these shapes to represent objects	<p><b>Focus: 3D</b></p> <p><b>Artist:</b> Nellie Nakamarra</p>  <p><b>Artist study:</b> Pointillism</p> <p><b>Cultural Capital -</b> Australian, aboriginal artist.</p> 	<p><b>Focus: 3D</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Work with clay</li> <li>-Develop impressed images</li> <li>-Collage</li> <li>-Make choices about suitable materials</li> </ul> <p><b>Artist:</b> Barbara Hepworth</p>  <p><b>Artist Study:</b> Modernism, sculpture</p> <p><a href="#">Barbara Hepworth Museum and Sculpture Garden   Tate</a></p> <p><b>Cultural Capital-</b></p>  <p><i>History</i> <i>Maths</i> <i>Science</i></p>	DT	<p><b>Focus: Painting</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Create colour wheel</li> <li>-Use different brush types</li> <li>-Use different techniques</li> </ul> <p><b>Artist Study:</b> Egyptian Art <a href="#">Egyptian Art - Art for Kids! (weebly.com)</a></p> <p><b>Cultural Capital-</b> Egyptian culture</p>  <p><i>History</i> <i>RE</i></p>	DT	DT	<p><b>Focus: Drawing</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Use simple perspective in work</li> <li>-Develop an awareness of composition, proportion and scale in their work</li> </ul> <p><b>Artist:</b> Henry Moore</p>  <p><b>Artist Study:</b> Shelter drawings- <b>Sculptor</b></p> <p><a href="#">Who is Henry Moore? – Who Are They?   Tate Kids</a></p> <p><b>Cultural Capital</b> British artist</p>  <p><i>Science</i> <i>History</i></p> <p><i>Environment-</i> <i>Looking at past environments.</i></p>

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?
	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><b>Focus: Painting</b></p> <p><b>Artist:</b> Van Gogh</p>  <p><b>Artist study:</b> Post-impressionist painter.</p> <p><b>Cultural Capital</b> Dutch artist</p> 	DT	DT	DT	DT	DT	<p><b>Focus: 3D</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Experiment using layers and overlays to produce new colours and textures</li> <li>-Incorporate the artists style into my design</li> </ul> <p><b>Artist Study:</b> Andy Warhol</p>  <p>Roy Lichtenstein-</p>  <p>Artist study: <b>Pop Art Movement</b> <a href="#">Andy Warhol 1928–1987   Tate</a></p> <p><b>Cultural Capital</b></p>

								<p>American artist</p>  <p>Geography DT Maths</p> <p>Change- How Andy Warhol changed the way people perceived art, how you can take everyday objects and create art from them.</p>
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	<p><b>Focus: 3D</b></p> <p><b>Artist:</b> Andy Goldsworthy</p> <p><b>Artist study:</b> Sculptor and photographer</p>	DT	<p><b>Focus: Drawing</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Experiment with tools and surfaces (chalk on concrete, oil pastel on paper)</li> <li>-Experiment with tone to create light and dark</li> </ul>	DT	<p><b>Focus: Drawing</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Work with precision and attention to detail</li> <li>-Use an artistic style to influence drawing</li> <li>-Geometric pattern</li> <li>-Tea bag paper for final piece</li> </ul>	<p><b>Focus: Drawing</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Use different techniques to replicate texture on a surface</li> <li>-Draw familiar objects with correct proportions</li> </ul>	<p><b>Focus: Painting</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Apply previous paint and colour learning to create chosen effect</li> <li>-Explore mixed media to convey a message</li> </ul> <p><b>Artist Study:</b> 'Sweet Clara and the</p>

		 <p><b>Cultural Capital</b> British artist</p> 		<p><b>Artist Study:</b> Ralph Curnow</p> <p><b>Artist Study:</b> (Marine artist, he spent 11 years on crew of Penlee lifeboat) Focus to be on 'waves' <a href="#">Ralph Curnow - Arts and Crafts In Cornwall</a> (<a href="#">artistsincornwall.com</a>) <a href="#">The Penlee Lifeboat Disaster - Easymal's Wanderings</a></p> <p><b>Cultural Capital</b> Local artist</p>  <p>History Geography</p> <p>Environment- Landscape/ seascape/local artist</p>		<p><b>Artist Study:</b>Ancient Greek Vases- <b>Pottery</b> <a href="#">Greek Vases - Art P.R.E.P. (weebly.com)</a></p> <p><b>Cultural Capital</b> Ancient Greek culture</p> <p>History</p>  <p>Maths</p>	<p><b>Artist: Saxon Art Study:</b>Bayeux Tapestry <a href="#">The Bayeux Tapestry - KS2 History - BBC Bitesize</a></p> <p><b>Cultural Capital-</b> French</p> <p>(children's final pieces joined together on long roll of paper to create a 'tapestry')</p>  <p>History Maths</p>	<p>Freedom Quilt' by Deborah Hopkinson (Book)</p> <p>(Final tiles join together to make 'Freedom Quilt') <a href="#">FreedomQuiltPatterns.pdf</a> (<a href="#">crayolateachers.ca</a>)</p>  <p>History PSHE Maths</p> <p>Environment- Supports learning of North America</p>
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,	<b>Focus: Drawing</b> Artist: Claude Monet	DT	<b>Focus: Painting Skills:</b> -Discuss regular and irregular pattern	<b>Focus: Drawing Skills:</b> -Make different tones using graded pencils -Awareness of perspective	<b>Focus: 3D Skills:</b> -Plan and develop ideas -Choose materials for the effect they create	DT	DT

like happiness, sadness, fear, etc



**Artist Study:**  
Impressionist painter

**Cultural Capital**  
French artist



*Environment-  
Landscape/  
seascape*

-Make many tones of colour  
-Develop ideas

**Artist Study:**  
Tingatinga Art



**Artist Study:**  
African Culture

<https://wibseyprimary.co.uk/wp-content/uploads/2020/05/TINGATINGA-ART-PPT.pdf>

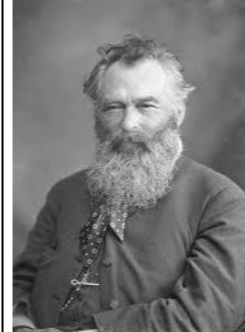
**Cultural Capital**  
African culture  
African culture



*Geography  
Maths*

-Choose from different mediums to achieve desired effect (pencil, charcoal, pastel)

**Artist:**  
Ivan Shishkin-



**Artist Study:**  
Landscape Artist

[Ivan Shishkin - 522 artworks - painting \(wikiart.org\)](https://www.wikiart.org/en/Ivan-Shishkin)

**Cultural Capital**  
Russian artist



*Geography*

*Environment-  
Landscape/  
seascape*

-Add pattern and texture to 3D form

**Artist:** Guiseppe Arcimboldo



**Artist Study:**  
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.		
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	<b>Focus: Drawing</b>  Artist: Kurt Jackson    Artist Study: Landscape  Cultural Capital Local artist  	<b>Focus: Painting</b> <b>Skills:</b> -Mix colours to create secondary colours -Apply colour with range of tools  Artist: John Dyer   Artist Study: Contemporary artist  <a href="#">Artist John Dyer   The Art of John Dyer. British Artist working from Cornwall</a>  Cultural Capital Local artist  	<b>Focus: 3D</b> <b>Skills:-</b> Use decorative techniques, patterns and textures in 3D -Experiment by arranging, repeating, overlapping to create pattern  Artist: Susan Fowler  <b>Artist Study:</b> Flower pressing <a href="#">Susan Fowler Gallery of Fine Art - Penzance, Cornwall.</a>  Cultural Capital Local artist	<b>Focus: 3D</b> <b>Skills:</b> -Produce clay work using pinch, slab, coil techniques -Explore carving as a form of 3D art <b>Artist Study:</b> Roman Pottery <a href="#">#MetKids—How to Make a Clay Pot: Coil and Pinch - Bing video</a>  Cultural Capital Roman culture    <i>History Maths</i>	DT	<b>Focus: 3D</b> <b>Skills:</b> -Exploration of paper sculpture (folding, tearing, coiling, curling) -Plan and develop ideas <b>Artist Study:</b> Asya Kozina-   Contemporary paper sculptures. <a href="#">Asya Kozina — Artist (asyakozina-art.com)</a>  <a href="#">How to make a paper Viking helmet   Best origami paper samurai helmet   Easy Paper Origami for kids - YouTube</a>  Cultural Capital	DT



		<p>Environment- Landscape/ seascape/ local artist</p>	<p>History</p> <p>Environment- Landscape/ seascape/ local artist</p>	 <p>Science History Environment- local artist</p>			<p>Russian artist</p>  <p>History DT</p>	
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