

The Meadow Community Primary School



Art Overview



<u>Year</u>	<u>Units 1 and 2</u>	<u>Units 3 and 4</u>	<u>Units 5 and 6</u>
1	<p>Drawing to investigate different mark making. To make own tools for mark making alongside making own surfaces. Create drawings in response to a story book character.</p> <p>Painting Explore thick and thin paint. Respond to stories as a starting point using primary colours. Respond to the work of Jasper Johns.</p>	<p>Collage respond to the work of Andy Goldsworthy, Richard Long and Patrick Heron. To sort and select materials that overlap and represent hot and cold.</p> <p>3D respond to the work of Andy Goldsworthy and Richard Long in terms of line and pattern. Use different colours of clay to decorate 3D forms.</p>	<p>Printing We will be exploring and creating different types of print. We will also be designing and making our own print stamp, negative and collograph prints.</p> <p>Textiles; Investigate Weaving processes. Investigate tools and techniques to produce a fabric resist piece of work.</p>
2	<p>Collage To cut, tear and overlap primary and complementary colours. To respond to the work of Henri Matisse, Bridget Riley and Kurt Schwitters.</p> <p>Drawing. Investigate different mark making on different surfaces. To work from imagination in response to a story character. To respond to the work Henri Matisse sketches.</p>	<p>Painting To investigate and use the elements of line, colour and space. Respond to the work of Wassily Kandinsky and Anthony Frost.</p> <p>Printing create positive and negative prints. To develop clay slab relief blocks for printing.</p>	<p><i>Textiles</i> investigate dip dye processes. Investigate processes of card wrapping.</p> <p>3D investigate and respond to aboriginal art. To use clay to develop skills of rolling, pinching, smoothing and pulling to decorate clay forms.</p>
3	<p>Drawing. Investigate mark making in response to Vincent Van Gogh. To investigate light and dark and complete given images.</p> <p>Collage. Investigate and respond to a variety of artists including, Paul Klee, Victor Vasarley and Henri Matisse. To develop cutting skills and respond to own view and develop ideas.</p>	<p>Painting explore mixing colour tints using primary, secondary colours and white. Respond to the paintings of Van Gogh and use thick paint and short brush strokes to recreate his ideas and techniques. Experiment with the techniques of tonking and sgraffito.</p> <p>3D respond to the work of Howard Hodgkin or other to collect visual information. Roll and form clay slabs and inlay different colour clays.</p>	<p>Printing use rollers and printing inks to investigate mark making, create monoprints and relief stamps</p> <p>Textiles Explore patterns from different cultures. Create a dip dye fabric square and overprint with a collograph block print.</p>
4	<p>Collage. To investigate and combine visual qualities of materials and processes. Respond to the work of Francis Bacon, Henri Matisse and Andy Warhol.</p> <p>Painting. To select, construct and work on multi- shaped and textured surfaces. Select appropriate brushes for mixing. To respond to the work of Turner and Georgia O'Keefe.</p>	<p>3D Experiment with clay coils to create a 3D object- shoes or other. To collaborate with others to create a finished piece of work.</p> <p>Drawing. Respond to a story as a starting point for their work. To use landscape as a starting point to their work. To respond to the work of John Brunson.</p>	<p>Printing. Investigate African designs and transpose ideas to monoprints. Make collograph print blocks printing onto a variety of surfaces.</p> <p>Textiles investigate dip dye processes. Respond to the work of Michael Brennan-Wood.</p>
5	<p>3D Children will respond to the work of artists Alberto Giacometti; produce a sculptural form; use</p>	<p>Painting Children will respond to the work of the artist Chris Ofili ; show control in</p>	<p>Textiles Use a variety of methods and processes to produce a hanging. Apply</p>

	<p>modroc and make modifications; produce a 3D form and create a slab clay form.</p> <p>Collage. Investigate and combine visual and tactile materials to develop ideas. Respond to the work of Dale Devereux-Barker</p>	<p>their painting; respond to Fauvist imagery and record their observations; mix, match and extend colours and patterns and apply what they have learnt.</p> <p>Printing. Produce a reduction block print using press print. Combine different print processes. Respond to the work of Belinda King</p>	<p>their understanding of the batik process. Respond to the work of Jean Davywinter</p> <p>Drawing. To investigate Hundertwasser images as a starting point for ideas. To use positive and negative drawing techniques in response to the work of Frank Auerbach.</p>
6	<p>Painting. To explore and respond to the work of Patrick Heron and Patrick Caufield. To apply their knowledge of line, colour, shape and texture.</p> <p>Collage. Combine visual and tactile materials to develop and produce ideas. Respond to the work of Gustav Klimt and Pablo Picasso.</p>	<p>Drawing. To make detailed analytical drawings. Understand the visual element of tone. To respond to portraits from different points of time.</p> <p>Textiles use relief print textile processes to communicate ideas. Create multimedia weaving. Respond to artists Antonio Gaudi and Hundertwasser</p>	<p>3D To respond to the work of Henry Moore and research and respond to the work of designers and craftspeople to create a series of clay pendants.</p> <p>Printing. Develop unique state prints using press print reduction blocks. Investigate the batik process. Respond to the artist Chinwe Chukwuogo-Roy</p>