

Clyst St Mary Primary School



Vision Statement: Nurture and Grow Together through Resilience, Aspiration and Kindness

Art Curriculum Plan Overview for CSM - Three Rivers Federation

By the end of Year 6, pupils will understand that drawing skills underpin all of our artistic learning. They will explore and develop their drawing skills as part of their research and understanding of the artists and knowledge for each unit of work. Each academic year, students study the works of famous artists in the areas of Drawing, Painting and Printing and 3D Design – Sculpture or Textiles and Collage. Pupils can study artists that provide useful cross curricula links through their work, style, skills and lives, then apply those techniques to explore work more widely.

Progression threads:

1. Drawing,
2. Painting,
3. printing,
4. multimedia,
5. 3D modelling

Cycle A	KS1		Lower KS2		Upper KS2	
EYFS Cycle A	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals and plants in the world (P)	Jungle Journey Henri Rousseau (P& C and Cr)	Marvellous Me Self Portraits Tudor Portraits (P)	Take me to the match R S Lowry (P)	William Morris Prints for an Exeter town house (Pr& T) Andy Warhol	Picasso and Ancient Greece (3 D, Pr)	A Secret Place Robert Bevan and British Impressionsism (P) Hans Holbein Frida Kahlo
Wonderful patterns in nature (P,PR, 3D)	Princess of the Polka dots (Yayoi Kusama) (T, 3D)	Language of colour Paul Kee (P PR)	Fight for Survival Cave paintings (T &P)	Decorate the Villa Roman art and decoration (P 3D)	Magical Water British Water Artists Turner to Piper (P) Peter Thorpe	Sense of Place Alfred Wallis/Barbara Hepworth (Pr, 3D) Jackie Morris Hokusai
Summer in our gardens	Sunshine and flowers Monet	A day at the Seaside Artists who	Amazing Worlds Artists and the	Passion for Art Vincint Van Gogh	Lets Dance Matisse and the paper cut	City Life How artists depict the city

(P & C)	Landscapes and gardens (P & Pr) Seurat	Painted the sea Seurat, (P) Monet	natural world Goldsworthy (3D) Louise Bourgeois	P	outs (T C)	(MM, P) Kandinsky Jackson Pollock
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Unit Title	Unit Description	National Curriculum Links
EYFS Autumn Cycle A		
Autumn 1 <u>Expressive Arts and Design</u> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Animals and Plants in Our World	Endpoints (ELG): Drawing • To draw a line using a pencil • To draw an enclosed object with a pencil - such as a circle or a face

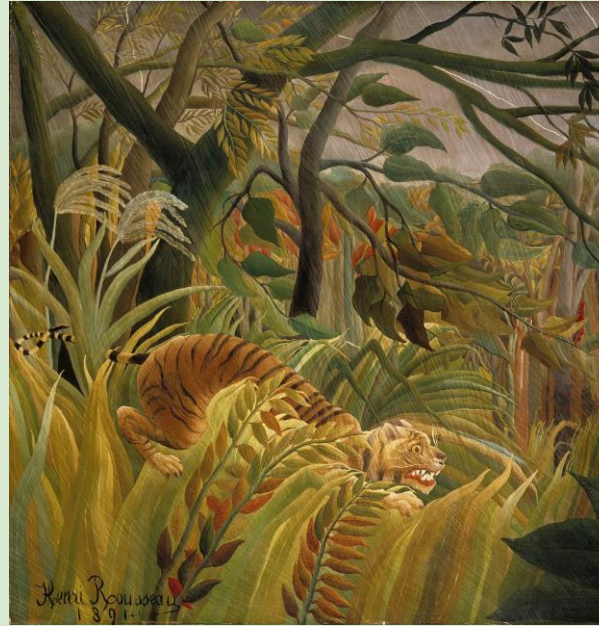
Autumn 2 • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.		• To hold a paint brush the correct way around and create a line • To use more than one colour in their paintings and create enclosed objects
Spring 1 • Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Wonderful Patterns in Nature	• To draw something recognisable - such as a car, ballon or face To draw a picture and add detail.
Spring 2 • Use their imagination as they consider what they can do with different materials.		• To paint something recognisable • To use a range of different size brushes and to be able to mix their own paint to...
Summer 1 • Notice patterns with strong contrasts and be attracted by patterns	Summer in our Gardens	• Texture by adding lines or dots • Shading by using different pencil tones Painting
Summer 2 • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.		• Create secondary colours from primary colours • Create different shades of the same colour • Create Collages
YEAR 1		

Autumn

Jungle Journey



(P& C, Cr)



End Points of Learning:

Pupils making a good level of progress will:

- To use a range of brushes to create different effects.
- To create a background using a wash.
- Create a background: part of a picture that forms a setting for the main figures and appears furthest away from the viewer.
- Use collage to make a picture
- To model clay to make an animal or bird

Artist Knowledge

Henri Rousseau was a French, post-impressionist painter. He did lots of different jobs, including being a saxophone player, before he became an artist at the age of 40.

He was a self-taught artist and that's why some people describe his paintings as naïve or childish.

Art Skills:

- Make a painting using a wash
- Mix colours rather than just using the colour in the paint set.
- Use a variety of brushes to create effects of a jungle
- Use different tools to model a clay animal.
- To select and stick images or parts of images to make a collage

	Lesson Overview: 1. Explore the paintings of Henri Rousseau..imagine a jungle.. 2. Make a collage of a jungle scene working in groups 3. Create a model of an animal to go into the jungle 4. Use washes to make my own background 5. Use finer brushes to complete my jungle painting	
YEAR 1		

Spring

Princess of the Polka dots (Yayoi Kusama) (T, 3D)

Yayoi Kusama is a Japanese artist who is sometimes called 'the princess of polka dots'.



End Points of Learning:

Pupils making a good level of progress will:

- Make comments on the work of others ideas and techniques
- Collect visual and other information from different sources
- make different tones in colour using black and white- create work in nature or landscape
- Make an artwork using fabric and collage

Artist knowledge

Yayoi makes lots of different types of art – paintings, sculptures, performances and installations – they have one thing in common, DOTS!

She explores the seasons

<https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama>

<https://www.tate.org.uk/kids/explore/what-is/op-art>

Art skills

- Use different materials to make art.
- Understand what a collage is
- Mix colours for effect
- Cut and use fabric to make artworks
- Make 3D art or instalation

Summer

Sunshine and flowers Monet Landscapes



End Points of Learning:

Pupils making a good level of progress will:

- Improve mastery of art and design techniques, including drawing, painting with a range of materials .
- Larger scale artworks could be

Artist Knowledge

Monet Landscapes and gardens

Linked to history and about great artists.

How Monet painted outdoors from real life not copying a photograph.

What is Impressionism ?

Monet did not try to reproduce a scene faithfully as examined in detail but rather attempted to record on the spot impressions. His study offers opportunities for pupils to explore the local river and farms to find the images to make into their own art.

Other French artists

Women artists at the time

<https://www.tate.org.uk/kids/explore/what-is/impressionism>

Art Skills

- Work with creativity and experimentation.
- use pencils of different grades to create effects
- create texture by adding dots and lines and brushmarks
- Printing: Mono prints
- use a range of materials and techniques in 3D work
- Explore different surfaces to paint on
- use a digital camera to produce art works

	made • Can stat to explore different media eg pencil ,pastels, oil pastels, paint <u>Lesson Overview</u> 1. Paint our landscape? 2. Using exploring the gardens around us, oil pastel landscapes 3. Visit to Monet's Garden. Large scale collage 4. Continue large scale artwork 5. Making a print. What is a mono print? 6. My garden	
	Year 2	
Autumn	<u>Prior Learning: Looking at photographs of family</u>	Tudor portaits To improve their mastery of art and design techniques, including drawing and painting

**My
Self Portraits. Tudor
Portraits
Looking at how artists
have drawn faces**



End Points of Learning:

Skills: pencil, charcoal, paint,

- to be able to use a sketch book to practise skills and techniques
- use brushes in different ways
- mix and use primary colours
- use poster paints
- Use oil pastels, blending colours
- make their own choices in

with a range of materials:

	composition https://www.npg.org.uk/assets/files/pdf/learning/Tudors_TeachersNotes.pdf	
	<u>End Points of Learning:</u> Pupils making a good level of progress will: • Use a pencil to draw different types of lines • Discuss how they see the pictures and what they like about them • https://www.npg.org.uk/assets/files/pdf/learning/Tudors_TeachersNotes.pdf • Use copies of paintings to help make their own paintings • Make their own portraits of themselves or friends • Compare their work with the pictures they were looking at <u>Lesson Overview</u> 1. Draw my portrait 2. Look at Tudor artists 3. Me and Tudor clothes.	Artists knowledge Understand why Tudor artists painted portraits. Looking at different clothes and comparing past with present Skills: pencil, charcoal, paint, • to use a sketch book to practise skills and techniques • use brushes in different ways • mix and use primary colours • use poster paints • Use oil pastels, blending colours • make their own choices in composition • Use 2B pencils to make different lines • Understand what shading is • Use a small paintbrush • Mix paints

	4. Adding details to my painting. Using fine brushes 5. Making my own Tudor miniature painting 6. Complete and evaluate	
Spring Language of colour Paul Kee (P PR)	 End Points of Learning: Pupils making a good level of progress will: ● Create simple features of a town	Artists knowledge Paul Klee (18 December 1879 – 29 June 1940) He was a Swiss-German artist. He was one of the most famous painters of the 20th century. His work was influenced by Expressionism, Cubism, and Surrealism. He was also very interested in the theory of color. Colour could be used to make the veiwer feel sad or happy. Klee worked in many different media—oil paint, watercolor, ink, pastel, etching, and others. He often combined them into one work. https://www.tate.org.uk/art/artists/paul-klee-1417 Art skills: ● Use different media; chalks,

	using shapes. • Use a variety of media to create their picture • Use a wider range of lines and patterns. • Talk through reason for choices <u>Lesson Overview</u> 1. Children create simple features of a town using shapes. Encourage your class to draw the outline in pencil, 2. Children to look closely at the school building or houses nearby, 3. Choosing their own colours to create effect for their artwork 4. How to use printing blocks. 5.	pastels, pencils and water colours within one art work • Blend colours • Understand primary colours • Make simple block prints • Experiment with different thicknesses of line. • Combine shapes for effect
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Summer

A day at the Seaside

Post Impressionist art

**Seurat
Dufy**



End Points of Learning:

- Use tiny points of pure colour next to each other to create an image
- Collect drawings and images about the seaside to make final painting

Artist knowledge

He was a French Neo-Impressionist painter in the late 18th Century.

He was born in 1859 and died in 1891.

He believed that the artist could create mood, harmony and emotion in art by using colors and lines.

He painted using small distinct dots of colors directly on the canvas, without mixing the paint. This way when you stand a distance away, the dots seem to blend in into the desired color.

Art skills

- Use feltpens to create a picture
- Use tiny points of pure colour
- Make marks using objects other than brushes
- Use charcoal to create textures

- Understand that Analogous colours are found next to each other on the colour wheel. Seurat used colour theory to paint his work
- Understand what Primary and Secondary colours are.

Lesson Overview

1. **Research images of the seaside and look at the paintings of Seurat**

YEAR 3

Autumn

Take Me to the Match

L S Lowry



Artists knowledge

He was born in Stretford, Manchester, on 1 November 1887. He had an unhappy childhood by his own account and wasn't appreciated by his mother, who had wanted a baby girl. He became well known for his matchstick men and the landscapes in the area where he lived. He painted ordinary things

'Going to work' is an oil painting by L.S Lowry which was commissioned at the height of the Second World War.

Understanding of what industrial Britain was like

Art Skills

Skills: pencil, charcoal, paint,

End Points of Learning:

Pupils making a good level of progress will:

- know the primary colours are red, yellow and blue and that by mixing two of these I can make other colours. I
- can control the marks I make with different media.
- Use shading and line to create detailed drawings
- Paint a background in the style of Lowry
- Draw buildings and match sticks figures in the style of Lowry.

- to use a sketch book to practise skills and techniques
- use brushes in different ways
- mix and use tertiary colours
- use poster paint to produce a intense image
- design, draw, paint or make images for different purpose
- make their own choices in composition

	<u>Lesson Overview</u> 1. Explore and research the paintings and drawings of Lowry. Look at photographs of industrial Britain at the time Lowry painted. Drawing using 2B pencils and charcoal 2. Use washes in black paint to develop the background of building and landscape. 3. Learn how to draw one point perspective. Eventually making a picture that will be inspired by Lowry's cityscape pictures.	
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Spring

**Fight for Survival
Cave paintings
(T &P)**



End Points of Learning:

Pupils making a good level of progress will:

- Able explore the style of Stone Age cave art and find out how cave paintings were created
- Use different materials to make large fabric art pieces (fabric dye, natural materials eg devon mud
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- Make a large scale picture in a group

Lesson Overview

Artist knowledge

Cave paintings :

The discovery of the monumental Lascaux cave in 1940 brought with it a new era in our knowledge of both prehistoric art and human origins. Today, the cave continues to feed our imagination and to inspire people from around the world.

Horse and arrows found painted on the ceiling of Lascaux Cave in Dordogn, France

Cave Paint Cave artists ground coloured rock into a powder.

Useful resources:

<https://archeologie.culture.gouv.fr/lascaux/en>

<https://www.lascaux.fr/en>

Art Skills

- Use different implements for mark making eg hands, sticks clay
- Understand the importance of scale
- Work with creativity and experimentation.
- use pencils of different grades to create effects
- create texture by adding dots and lines and brush marks
- use a range of materials and

	1: Explore images of famous cave paintings. Draw details using soft 2 B pencils..use shading Choose an animal they would like to draw 2: Explore use of charcoal. Large images. Use of earth colours Colour mixing. 3: Mark making...using different implements to make marks...hands, sticks natural objects 4: Plan a large canvas. In small groups work out what will go into the pictures. Colours and textures.. Outline ideas onto large fabric. 5: Complete fabric artwork. Present story that might go with the picture.	techniques in 3D work • Explore different surfaces to paint on • use a digital camera to produce artwork
Summer		Artist Knowledge Andy Goldsworthy (born 26 July 1956) is an English sculptor, photographer, and

Amazing Worlds

Artists and the natural world Goldsworthy (3D)



End Points of Learning:

Pupils making a good level of progress will:

- Use materials from the local environment to create artworks and sculptures
- Understand that art and sculpture can highlight the wonder of the natural world we all live in

environmentalist who produces site-specific sculptures and land art situated in natural and urban settings.

<https://www.goldsworthy.cc.gla.ac.uk/search/?search=99&when=1985>

<https://www.galerieelong.com/exhibitions/andy-goldsworthy4/installation-views?view=slider#4>

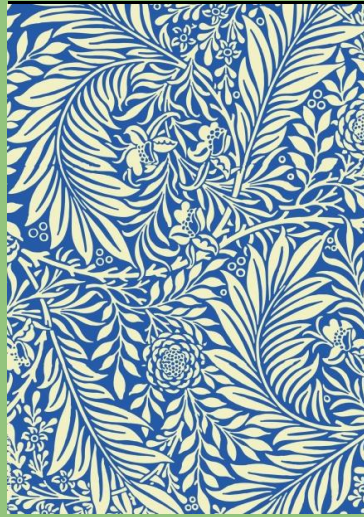
Art skills and fieldwork

YEAR 4

Autumn

William Morris

**Prints for an Exeter
town house
(Pr& T)**



End Points of Learning:

- Pupils making a good level of progress will:

Artist knowledge

William Morris is one of the most influential designers of the 19th Century, His work included wallpaper design and print, furniture , stained glass windows, tiles and tapestries. His career in designing started when he decorated his own house in London. William Morris, who was also an environmental campaigner, created designs of floral patterns (patterns inspired by flowers and plants) which were repeated many times by block printing. What William Morris did was to make designs of floral patterns (patterns inspired by flowers and plants) that could be repeated many times by block printing techniques on large pieces of paper to make patterned wallpaper.

<https://www.wmgallery.org.uk/>

Art Skills:

- Use Poly block :a polystyrene based printing material which you can work into using a biro or a pencil.
- Use cardboard to make stencils for designs
- Using repetition in design

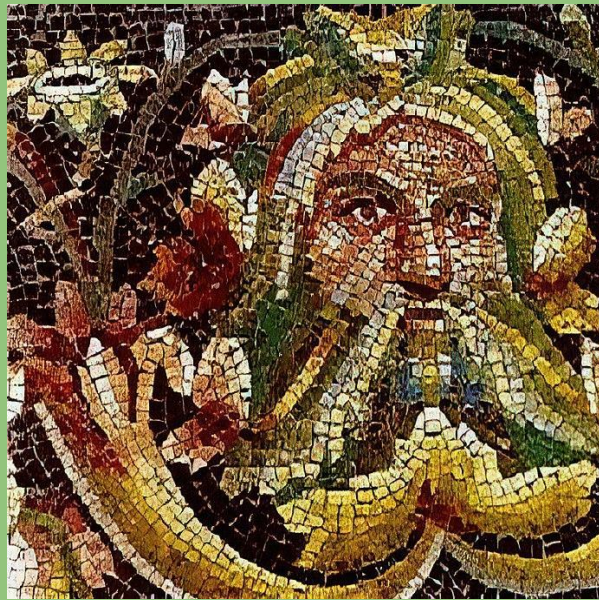
- Learn about William Morris and describe his work.
- Understand how to create a printing block inspired by William Morris.
- How to form a clay tile and add design to it.
- Use Poly block to make a repeated design
- Make a sheet of wallpaper to use in an Exeter House

Lesson Overview

- 1. Learn about William Morris and describe his work.**
- 2. Understand how to create a printing block inspired by William Morris.**
- 3. How to form a clay tile and add design to it.**
- 4. Use Poly block to make a repeated design onto paper**
- 5. Make a sheet of wallpaper or fabric to use in an Exeter House**

Spring

**Decorate the Villa
Roman art and
decoration
(P 3D)**



End Points of Learning:

Pupils making a good level of progress will:

- Use sketch books to collect ideas and develop a plan for a piece of work.
- Use taught technical skills to adapt and improve work.
- Draw familiar objects with correct proportions.
- Create different effects by using a variety of tools and techniques.
- Develop control and use of materials through collage
- Describe key ideas, techniques

Artist knowledge

Mosaics were used to decorate Roman buildings. They were made from tiny stones which were called tesserae.

Rich people had mosaic floors in their buildings. It was a symbol of how wealthy they were.

Slaves would create the floors and use hard stones, sand and water to grind the stones down so they were smooth to walk on.

Mosaics in Britain were made from cut red brick or tile. Occasionally, they might use bits of glass for a particular effect.

Mosaics featured geometric designs, as well as other images. Common themes were animals, fighting gladiators, romantic images and scenes from mythology and astronomy.

Art skills

- Use collage to create a design
- Draw images that are simple enough to recreate in a mosaic
- Work on different scales
- Choose colours for impact

and practises of artists

Lesson Overview

1. Use sketch books to collect ideas and develop a plan , looking at examples of Roman mosaics
2. Examine the repetitive designs for borders of mosaics.
3. Create own collage / mosaic choosing a theme eg animal or God
4. Work in Group to make largescale Roman mosaic
5. Contine

Summer

Love of Painting

Vincent Van Gogh



End Points of Learning:

Pupils making a good level of progress will:

- Learn about one of the worlds most famous artists
- Use paint in an expressive way to create an image
- Experiment in using drawing ink
- Use charcoal for drawing a landscape

Lesson Overview

Artist knowledge

Vincent Van Gogh is one of the most well-known post-impressionist artists and was born in Holland on March 30, 1853.

He was well known for his self portraits, his sunflower paintings In just over a decade he produced over 2,100 artworks including around 860 oil paintings, most of which date from the last two years of his life. Vincent Van Gogh died July 29, 1890.

<https://www.vangoghmuseum.nl/en>

Art skills

- Use expressive lines to create a drawing
- Use a variety of brush marks to create effect
- Use thick paint (impasto) for effect
- Develop use of drawing ink and washes

	1. Research the life and paintings of V Gogh using sketchbooks 2. Make charcoal drawings experimenting with line 3. Develop the use of drawing ink using washes and variations of brushmarks 4. Use oil pastels to make strong expressive marks referring to V Goghs paintings 5. Create own painting inspired by VG 6. As above	
YEAR 5		
Autumn Picasso and Ancient Greece (3D, P)		Artist knowledge Pablo Picasso was a painter, draughtsman, ceramicist, sculptor, and printmaker, he remains one of the most influential figures in modern cultural history. Many of his sources of inspiration were taken directly from ancient Greece. Exploration of historical Red And Black Vases. Visiting Exeter Museum Exploration of how Picasso used Greek line drawings in his art. Pictures of Spanish Civil War Art skills



End Points of Learning:

Pupils making a good level of progress will:

- Improve their mastery of art and design techniques, including drawing and painting with a range of materials
- Learn about how artists look to the past for inspiration
- Make 3D clay models
- Create accurate drawings and paintings
- Create a design that is inspired by Picasso and Greek pottery

Lesson Overview

1. Explore Greek vases and votive offerings making detailed drawings
2. Make 3D clay votive offering
3. Understand how Picasso was inspired by Greek art

- to use a sketch book to practise skills and techniques
- use brushes in different ways such as fine lines and controlled contrasts
- Make 3D models using clay

	4. Create a large painting inspired from the earlier research 5. As above	
Spring Magical Water British Water Artists Turner to Piper (P)	 <u>End Points of Learning:</u> Pupils making a good level of progress will: • Make comments on the work of others ideas and techniques • Use only a few colours to make a painting • Collect visual and other information • Use of washes and broad brush marks • make different tones in colour <u>Lesson Overview</u>	Artist knowledge JMW Turner Turner was a landscape painter, traveller, poet and teacher. Many people consider him the first modern painter! One of the reasons that Turner was so extraordinary was because he liked to draw and paint 'en plein air', which means out in the open. Turner took his sketchbooks, canvases and his paints out with him every day and painted what he saw. Other British watercolourists were inspired by the local landscape https://www.tate.org.uk/kids/explore/who-is/who-jmw-turner Art skills • Use light and the absence of light to create effects • Use washes • Use contrasts and tone • Explore different papers

	1. Make sketches from the local landscape outside 2. Experiment with washes and understand effects 3. Create landscapes of dramatic power inspired by Turner 4. Return to the local landscape to make landscapes using watercolours 5.	
Summer Lets Dance Matisse and the paper cut outs		Artist knowledge Henri Matisse (1869-1954) is considered the most important French painter of the twentieth century. A master of the use of color, Matisse founded the Fauvist school of painting, whose members were known for using bold Matisse was interested in bright colours. He arranged complementary colours alongside each other to create a vibrant effect. For example the green touches the red, and the blue is next to the orange Matisse began to use collage as he got older. He used brightly coloured paper and scissors to cut out shapes, animals, leaves, dancers and flowers and then arrange them https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse Art Skills • Choose colours for impact



End Points of Learning:

Pupils making a good level of progress will:

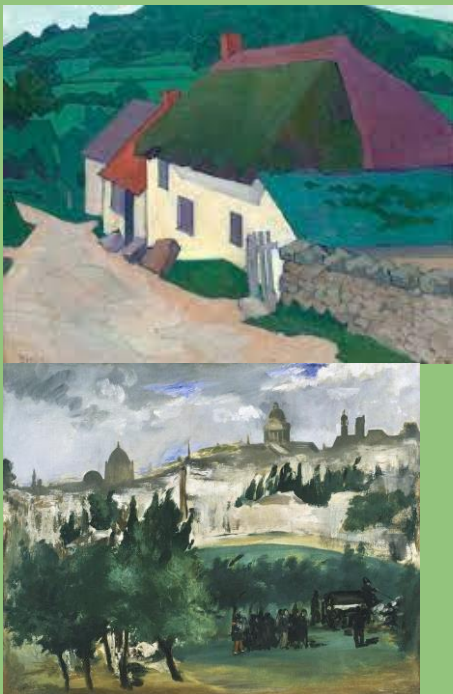
- Able to create own cut out collages
- Use simple shapes and bright colours.
- Understand how colour has an impact on the artwork
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Lesson Overview

Find out about the life of Matisse using sketchbooks to record key findings

1. **Experiment with large shapes of colour**
2. **Create dynamic line drawings, both large and small**

- Handle cutting out effectively
- Control use of line in both large and small scale
- Revisit primary and secondary colours and impact when used together

	3. <u>Create a series of cutouts on paper plates</u> 4. <u>Make a large artwork in small groups to be shown to school</u>	
	Year 6	
Autumn A Secret Place Robert Bevan and Berthe Morisot British and French Impressionism (P)	 <u>End Points of Learning:</u> Pupils making a good level of progress will: • Understand how they can be inspired by the local environment	Artist knowledge Robert Bevan provides a valuable link between the local area and French Impressionism. He painted locally using bright colours. His paintings of the Blackdown Hill provide a window how famous artists were inspired by the Devon landscape. Berthe Morisot was a female French painter, (1841–1895), is considered one of the first Impressionists who influenced Robert Bevan. Art Skills • Focused colour mixing • Close observation of local landscape • Use of sketchbooks to develop finished painting • Extended development of final painting • Use of tone to build painting in landscape

	• Mix colours effectively • to use a sketch book to practise skills and techniques • use brushes in different ways • mix and use tertiary colours • use poster paint to produce a intense image • design, draw, paint or make images for different purpose • make their own choices in composition	
Spring Sense of place. Alfred Wallis/ Barbara Hepworth Sculpture drawing and 3D clay work		Artist Knowledge Sense of Place enables the local landscape and history to be explored through these local artists that had an international impact. Alfred Wallis was born in Penzance and later lived in St Ives, both towns in Cornwall, UK. He taught himself to paint and made up his own style and techniques. His pictures tell stories of living by the coast and his memories of working at sea. Barbara Hepworth was an English artist and sculptor. Her work exemplifies Modernism and in particular modern sculpture.



End Points of Learning:

Pupils making a good level of progress will:

- Make comments on the work of others ideas and techniques
- Restricted colours
- How to develop shading and contrast with pencil skills
- Collect visual and other information
- Use of recycled materials
- make different tones in colour
- Use of contrast
- Using black and white- create still life work on nature or landscape like two key artists
- apply previous knowledge to

She helps show the connections between abstract art and the landscape

Art Skills

- Make comments on the work of others ideas and techniques
- Restricted colours
- Use shading and contrast with pencil skills
- Develop use of scumberling and brushwork
- make different tones in colour
- Use of contrast
- Using black and white
- Apply previous knowledge to improve work
- Print onto fabrics, Block Printing and engraving
- Use found object to make art

	improve work • Clay tile work • Printing and engraving	
Summer City Life: How artists depict the city (MM, P)	 <u>End Points of Learning:</u> Pupils making a good level of progress will: • Learn about a city that is a contrast to where they live • Use a combination of painting, sculpture and drawing to create a city landscape • Experiment with different materials • Find out how artists throughout	Artist Knowledge Art Skills: • Work with creativity and experimentation. • use pencils of different grades to create effects • Creating a multi layered image • Create texture by adding dots and lines and brush marks • Using collage • Use sculpture alongside painting

	history have been inspired by the city	
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