

## Shustoke School Art Overview

Year Group	Autumn	Spring	Summer
R	<p><a href="#">Painting: Colour Chaos</a>  <b>Focus Artist:</b>                      Jackson Pollock (1912-1956)</p> <p><b>Key artworks:</b>                      'Summertime: Number 9A' (1948)                      'Convergence' (1952)</p>	<p><a href="#">Drawing (Cave)</a>  <b>Focus artwork:</b> Lascaux Cave Paintings</p> <p>The children are introduced to cave art as the oldest form of art and so begin to develop a notion of chronology in art. Through looking at the images from the Lascaux cave, the children learn about how people in the Stone Age lived and why hunting was so important to their livelihood. They <b>create their own versions of the cave paintings using simple line and shape drawings of animals using a variety of materials.</b> They should use their awareness of line and shape to create their own animal drawing on the cave background.</p>	<p><a href="#">Collage and Painting</a>  <b>Focus artist:</b> Karel Appel (1921-2006)</p> <p><b>Key artwork:</b>                      'Questioning Children' (1945)</p>
1	<p><a href="#">Painting</a>  <b>Focus artist:</b> Henri Matisse (1869-1954)</p> <p><b>Key artwork:</b>                      'The Dessert: Harmony in Red' (1908)</p> <p>The children will be introduced to primary and secondary colours, and warm and cool colours. This unit does not yet ask the children to select or mix colours that match actual objects, but instead the emphasis is on the children <b>exploring colour mixing and on organising groups of colours to create an effect or feeling.</b> There are opportunities for the children to <b>learn how to use the painting equipment as they use different types of brushes and paint for different purposes.</b> They will <b>produce a real and an imaginary landscape.</b></p>	<p><a href="#">Painting/Drawing/Collage</a>  <b>Focus artist:</b> L.S.Lowry (1887-1976)</p> <p><b>Key artworks:</b>                      'The Schoolyard' (1956)                      'The Arrest' (1927)                      'July, the seaside' (1943)</p> <p>The children will explore the life and work of the 19<sup>th</sup> century painter L.S.Lowry and learn about the industrial landscape that provided the subject for many of his paintings. They will compare works of art. The children will <b>evidence colour mixing, perspective, drawing figures, drawing buildings and scissor skills in their art notebooks.</b> They will <b>create a multimedia collage in the style of the artist.</b></p>	<p><a href="#">Sculpting</a>  <b>Focus artists:</b>                      Andy Goldsworthy (1956-present) and Giuseppe Arcimboldi (1526-1593)</p> <p><b>Key artworks:</b>                      'Nettle Stalk. Attached to the thorns of Hawthorn trees' (2006)                      'Four Seasons' paintings (1563, 1572 &amp; 1573)</p> <p>The children will understand sculpture as an art form and extend their understanding to include the non-traditional materials used by Goldsworthy, a contemporary artist who makes site-specific sculptures using natural forms. The children's preconceived ideas about what constitutes art will be stretched, and they will be asked to <b>make their own contemporary sculptures using natural forms.</b> They will <b>explore colour, shape, pattern and materials</b> he uses.</p>
2	<p><a href="#">Sculpting: Animals</a>  <b>Focus artist:</b> Niki de Saint Phalle (1930-2002)</p> <p><b>Key artwork:</b>                      'Firebird' (1983)</p>	<p><a href="#">Drawing and Painting</a>  <b>Focus artist:</b> Ferdinand Leger (1881-1955)</p> <p><b>Key artwork:</b>                      'The City' (1919)</p>	<p><a href="#">Collagraph Printing/Drawing</a>  <b>Focus artist:</b> Suzie Mackenzie ( - present)</p> <p><b>Key artworks:</b>                      'Roofscape, Richmond' (2013); 'Candlemas' (2016)</p>

	<p>The children will use their prior experience of simple shapes to simplify a drawing and use it to build sculptures out of modelling clay. They will look at a piece of public sculpture by Niki de Saint Phalle and learn how the inspiration for it was a Russian story. Using their own knowledge of fairy tales, the children will <b>design and make an animal sculpture</b>. They will learn how to <b>manipulate the material to make basic 3D shapes and they will use tools to join parts of the sculpture together</b>.</p>	<p>The children analyse the painting 'The City' and are introduced to how the artist abstracted a view of familiar imagery and conveyed a strong sense of a place through his work. They will consider their local area and how it might be interpreted by a visitor. <b>They develop a collection of semi-abstract images that represent their locality, and make their own artwork by fragmenting, overlapping and juxtaposing</b> them in the style of Leger. The children will <b>use their prior knowledge of simplifying images using lines and shapes as well as their colour-mixing skills</b>.</p>	<p>Suzie Mackenzie's work is informed by the landscapes and structures of the far northern highlands of Scotland. Collagraphy printing requires no specialist resources and the materials that you will need are easily sourced – it is a good way of recycling. The children will experience using their own artwork as inspiration for <b>making a collagraph plate</b>, and they will see how it is possible <b>to interpret the same subject in different media</b>.</p>
3	<p><a href="#">Glue and Aluminium Foil Printing</a></p> <p>The children will look at examples of relief printing and learn how to <b>create printing plates</b> which will be used to <b>transfer images</b> onto paper. They will use <b>white glue and aluminium foil to create prints with positive and negative lines</b>.</p>	<p><a href="#">Paper Sculptures</a>  <b>Focus artist:</b> Richard Sweeney (1984 – present)</p> <p><b>Key artwork:</b>  'OM' (2010)</p> <p>The children will look at examples of paper sculptures and learn how this everyday medium can be used to create unique and intricate sculptures. They will <b>learn different paper construction, folding and joining techniques</b> and will put them to use <b>making a sculpture of their own</b>. The children will <b>use photography to record</b> their work.</p>	<p><a href="#">Painting</a>  <b>Focus artist:</b> Claude Monet (1840-1926)</p> <p><b>Key artworks:</b>  'Impression, Sunrise' (1872)  'The Port of Le Havre, Night Effect' (1873)</p> <p>The children learn about the Impressionist movement and what set the paintings apart from other art produced in Europe at that time. They will look at the key artwork by Monet, which provoked the name 'Impressionists'. They will <b>learn how to mix shades and tints</b> and will experience 'en plein air' (working outside) using the quick brush strokes of the Impressionist artists. They will <b>produce a painting</b> in the style of Monet.</p>
4	<p><a href="#">Drawing/Painting/Mosaic</a>  <b>Key artwork:</b>  Pompeii, 'Sea Creature Mosaic', first century AD</p> <p>The children will look at the sea creature mosaic found in ruins of Pompeii. They will <b>draw and paint</b> their own studies of sea creatures, then <b>cut and reassemble</b> them <b>to make a mosaic out of paper</b>.</p>	<p><a href="#">Drawing, Collaging and Colouring</a>  <b>Focus artists:</b>  James Rosenquist (1933-2017) and Andy Warhol (1928-1987)</p> <p><b>Key artworks:</b>  'President Elect' (1960-61/1964)  'Campbell's Soup' (1962)</p> <p>The children will look at the work of artist James Rosenquist entitled 'President Elect' and Andy Warhol's piece entitled 'Campbell's Soup'. They will replicate their technique of selecting images from popular culture <b>to create a collaged</b> source image and develop that into <b>a final pop art piece</b>.</p>	<p><a href="#">Sketching/Drawing/Printing &amp; Pattern</a>  <b>Focus artist:</b>  William Morris (1834-1896)</p> <p><b>Key artwork:</b>  'Strawberry Thief' (1883)</p> <p>The children are introduced to William Morris analysing and comparing his wallpaper designs and understanding why he was so important to the Arts and Crafts Movement. They will look in detail at his textile and wallpaper designs and learn about his approach to the decorative arts. They will use their <b>own natural</b></p>

			form sketches and elements of Morris's designs to create pattern.
5	<p><b>Mixed Media/Printing</b> Focus artist: Elizabeth Catlett (1915-2012)</p> <p><b>Key artwork:</b> 'Sharecropper' (1952)</p> <p>The children will learn about the ethos of the artist Elizabeth Catlett and they will consider the individuals that they meet in their day to day lives as subjects for art. They will create a print of and possibly for an individual that may not otherwise have time to appreciate art. The children will <b>create their own design on a foam tile</b> and <b>make several prints from it</b> before <b>adding colour and details with paint</b>.</p>	<p><b>Sculpture</b> Focus artists: Henry Spencer Moore (1898-1986); Michelle Reader (1975-present)</p> <p><b>Key artworks:</b> 'Family Group' (1949) 'Seven Wasted Men' (2006)</p> <p>The children will learn about the artists Henry Moore (and his sculpture work on family units) and Michelle Reader (and her sculpture work from recyclable materials). They will consider ways of representing their own family unit. The children will <b>make a small clay sculpture</b> of a family unit and <b>a sculpture of an animal or people made from recyclable materials</b> which is colourful, tactile and inviting.</p>	<p><b>Sketching/Drawing</b> Focus artist: Maria Sibylla Merian (1647-1717)</p> <p><b>Key artwork:</b> 'Cotton-Leaf Physicnut with Giant Sphinx Moth' (1702-03)</p> <p>The children will learn about the artist Mara Sibylla Merian and her illustrations, as well as her dedication to studying and recording nature. They will <b>create their own life cycle illustrations</b>, with detail and consideration of aesthetic value.</p>
6	<p><b>Mixed Media</b> Focus artist: Gustav Klimt (1862-1918)</p> <p><b>Key artwork:</b> 'Adele Bloch-Bauer 1' (1907)</p> <p>The children will learn about the history of the key artwork and explore key elements of Klimt's style. His works contain much symbolism and are very intricate. The children will <b>use photographic portraits of themselves to create a portrait</b> inspired by the key artwork exploring pattern in monotone then adding colour. They will <b>sketch a portrait</b> in the style of Klimt and produce an <b>'All That Glitters' tile</b> inspired by the works of Klimt and Andrew Logan.</p>	<p><b>Drawing and Painting</b> Focus artist: Eduardo (Edward) Saidi Tingatinga (1932-1972)</p> <p><b>Key artwork:</b> Various examples of Tinga Tinga artwork</p> <p>Eduardo 'Edward' Saidi Tingatinga was an artist from Tanzania. His vibrant art reflected animals, people and the sound of East Africa. The children will <b>create a vibrant background through blending colours</b> seamlessly. They will take inspiration from the key artworks (and other examples) to <b>sketch/draw their own animal</b> (linked to the Amazon rainforest). The children will produce <b>a piece of artwork</b> influenced by the work of Eduardo Saidi Tingatinga <b>exploring colour, pattern and scale</b>.</p>	<p><b>Cardboard Relief Sculpture</b> Focus artist: Dag Weiser (1956-present)</p> <p><b>Key artwork:</b> 'Mask Head' 'Mask Colourful' Mask Mommy'</p> <p>The children will study the works of graphic artist Dag Weiser using mainly cardboard and recycled material. They will read and understand how the mask uses symbols to show qualities like success. They will understand how the characteristic materials of various arts are used to transform similar events, scenes, emotions, or ideas into distinct works of art. They will learn about constructing a mask and working with sculptural forms and understand (and apply) media, techniques, and processes related to the visual arts. The children will use cardboard and craft techniques to <b>create their own relief mask</b> inspired by the key artwork.</p>