

Green Lane Infant School Art Curriculum "In Art we use our imagination, skills and take inspiration from the greats to show our ideas and feelings"

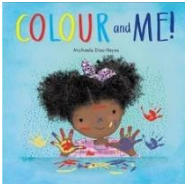


Nursery Artist Exposure	Autumn 1 Piet Mondrian (patterns) Dutch (1872-1944)	Autumn 2 Banksy (wall art/ mark making) British	Spring 1 Franz Kline (charcoal) American (1910-1962)	Spring 2 Stik (street artist) British (1979-present)	Summer 1 Van Gogh (flowers) Dutch (1853-1890)	Summer 2 Georges Seurat (Pointillism) French (1859-1891)
Knowledge Categories	<p>Media and materials- mark making on scraps of paper</p> <p>Effects- using lines and the use of red, yellow and blue.</p> <p>Techniques- Pouring own paint- ketchup bottles Using thick and thin paint brushes Painting straight lines</p> <p>Vocabulary pattern mark thick thin red yellow blue line</p> <p>Processes Explore different materials and talk about how they are using them</p> <p>Artistic outcome -</p>	<p>Techniques- Simple observational drawings/copying skills on outside canvas areas e.g. some of the main features are represented from the original image using large straight and curved lines. Enclosing a space.</p> <p>Vocabulary observational copy recreate</p> <p>Emotions happy sad angry scared</p> <p>Look at Banksy artwork and discuss how people might be feeling I think they feel...</p> <p>Artistic outcome Large scale observational drawings of their</p>	<p>Techniques- Using lines of charcoal (thick sticks)</p> <p>Process- Most often chooses black on top of white and on large scales.</p> <p>Vocabulary - black white large - big charcoal - a small stick of black burnt wood used for drawing join</p> <p>Artistic outcome Independent artwork shows the use of black on top of white e.g. with charcoal</p> <p>Provision opportunities Playdough- use dough to represent real or imagined objects. Use play knives, fingers etc to add details.</p> <p>Explore basic collage and be given the opportunity to explore</p>	<p>Techniques- Enclosing a space to paint a face. Adding facial features. Expand on facial features of the face to adding a body.</p> <p>Process- Uses simple circles and lines to create people</p> <p>Vocabulary circle line face eyes arms legs body</p> <p>Emotions Revisit emotions from Banksy happy sad angry scared</p> <p>Identify and use language to describe emotions on faces</p>	<p>Techniques- Using straight and curved lines. Enclosing a space.</p> <p>Colour Theory- Beginning to pour own paint and explore colour mixing independently. When painting, gives meaning to their marks.</p> <p>Effects- using lots of small even strokes to create a pattern</p> <p>Vocabulary straight curved mix orange</p> <p>Discuss how the piece of work makes them feel I feel...</p> <p>Artist outcome Use straight and curved and lines, enclosed spaces and small even strokes to paint real flowers.</p> <p>Provision opportunities:</p>	<p>Colour Theory- Pouring own paint and exploring colour mixing independently. When painting, gives meaning to their marks.</p> <p>Techniques- Using lots of small dots next to each other - our eyes then mix the colours (like the dots on a computer screen).</p> <p>Vocabulary mix dots brush green orange purple</p> <p>Artistic outcome Paintings with small dots e.g. using fingers or the end of a paint brush</p> <p>Provision opportunities: Explore clay - can they roll, wrist, squeeze, pinch the clay to change the shape</p>

Green Lane Infant School Art Curriculum "In Art we use our imagination, skills and take inspiration from the greats to show our ideas and feelings"

	<p>Create artwork using red, blue and yellow poster paint and straight lines.</p> <p>Provision opportunities: Playdough- moulding dough with hands, introduce rolling pin to roll, using play knives and rotary cutters. Combine with other resources e.g. matchsticks for candle sticks</p>	<p>friends' faces on a range of outside surfaces e.g. walls, concrete floor using chalk, tinted water and mud</p> <p>Provision opportunities: Playdough – as Autumn 1 + cutters</p> <p>Printing with hands and fingers, prodding and applying appropriate pressure before moving on to rubber stampers.</p> <p>Mark making with different tools- thick pens, crayons, chalks. Introducing thin pens, crayons and chalks as developmentally ready.</p>	<p>their preferred method of attaching materials. Children to explore paper tearing as a way of changing the shape of the paper they are using. Use a variety of papers. Start with standard paper, move on to sugar paper, then introduce tissue paper etc.</p> <p>Techniques PVA glue and glue spreaders and glue sticks - joining 2 materials with the same texture</p>	<p>Show different emotions in their drawings</p> <p>Artistic outcome Faces painted with enclosed spaces: talk about the emotions shown</p>	<p>Prints with everyday objects</p> <p>Explore playdough with a stiffer consistency using appropriate pressure to change the shape and add details</p> <p>Begin to observe objects such as flowers and begin to mark make to represent these on a page e.g. using straight and curved lines and enclosed spaces.</p>	
--	---	--	---	--	---	--

Green Lane Infant School Art Curriculum "In Art we use our imagination, skills and take inspiration from the greats to show our ideas and feelings"


Reception Artist Exposure	Autumn 1 Brigitte Riley (lines and shape) (1931-present) British	Autumn 2 Henri Matisse (collage) (1869-1954) French	Spring 1 Wassily Kandinsky (patterns) (1866-1944) Russian	Spring 2 Antony Gormley (Sculpture) 1950-present British	Summer 1 Picasso (abstract portraits) (1881-1973) Spanish	Summer 2 Claude Monet (landscapes) (1840-1926) French
Knowledge Categories	<p>Techniques- Begin to develop colour matching and Colour mixing for a purpose using poster paint in primary colours and introducing white and black to make a lighter tint/darker shade. Begin to use different sized paintbrush heads with long handles. Exploring with lines and shapes and abstract art. When painting, gives meaning to their marks.</p> <p>Vocabulary- Lines- path created by a point moving in space. Shapes- flat Optical Illusion- images that trick the brain</p>	<p>Techniques- Mixing and adhering different textures through collage techniques. Drawing/painting shapes onto white paper, cutting them out and then arranging onto boards to create a collage- adjusting where necessary.</p> <p>Media and Materials- Introduce different paper techniques- scrunching/ tearing/ twisting/ curling (provision challenge)</p> <p>Process- Matisse became interested in art when he was ill. He loved painting and his mum encouraged him to not follow usual painting rules and he was key in developing a modern style of painting called expressionism.</p>	<p>Techniques- Enclosing spaces with increasing control e.g. concentric circles of a consistent size.</p> <p>Colour Theory- Mixing own paints using powder paint. Mixing own colours using powder paint to make secondary colours, ensuring appropriate consistency in powder paint to water ratio.</p> <p>Effects- Explore printing patterns with hands, stampers and objects.</p> <p>Emotions- Kandinsky believed that feelings and music could be expressed through colours and shapes. Interested in using shapes in his abstract work. Triangle= aggressive, square= calm, circle= spiritual.</p> <p>Vocabulary-</p>	<p>Process- Uses the human body as the subject. Sometimes these are humans on their own or they can be in groups. He puts them in unusual places to exhibit them.</p> <p>Vocabulary- Model- adding to create a sculpture. Sculpture- made by either carving, modelling, casting or constructing process. 3D- creating art that has height, width and depth.</p> <p>Artistic Outcome- Sketch of a sculpture based on a human body shape using quick, freeform lines. Sculpt with clay to form human body shape structures using clay</p>	<p>Colour Theory- Exploring powder paints and making shades of a colour by adding black/using white to make a tint.</p> <p>Emotions - Picasso particularly liked using shades/tints of blue and green during his 'blue period' when he was feeling sad.</p> <p>Adding texture using other materials other than paper when collaging.</p> <p>Vocabulary- Observational Copy Recreate Spectrum- a range of colours, Hues-the original shade of colour. Tint - a mixture of a colour with white Shade - a mixture of a colour with black to make it darker</p>	<p>Techniques- Introducing water colours and talking about the different shades/tints you can create. Exploring shades of a colour by adding black to make it darker/white to make it a lighter tint. Using vibrant shades with thick, quick brush strokes and using the wet on dry technique.</p> <p>Process: Refine ideas by painting the same subject repeatedly in different lights.</p> <p>Vocabulary- Vibrant- very bright and clear. Exhibition- put in a public place for people to come and look at Tint - a mixture of a colour with white Shade - a mixture of a colour with black to make it darker Observational</p>

	<p>Tint – a mixture of a colour with white to make it lighter Shade – a mixture of a colour with black to make it darker</p> <p>Artistic outcome- Create optical art using lines and shapes (poster paint tints and shades)</p> <p>Provision opportunities: Manipulate playdough to create simple objects, rolling, cutting, snipping, pressing, squeezing, pinching, flattening and shaping using progressively stiffer dough. Combine shapes and materials to create representations with attention to detail.</p> 	<p>Vocabulary- Vibrant- very bright and clear. Adjusting- change things to make them better</p> <p>Artistic outcome- Create a collage using shapes drawn or painted on white paper.</p>	<p>Spiritual- people's thoughts and beliefs Emotion- how people feel Tint – a mixture of a colour with white Shade – a mixture of a colour with black to make it darker</p> <p>Artistic outcome- Using powder paints in secondary colours, create artwork inspired by Kandinsky that has repeating shapes/enclosed spaces/curved and straight lines.</p> <p>Provision opportunities: Observational drawing skills of smaller and bigger shapes, placement on the page, proportions and shading.</p> <p>Introduce sketching using quick, freeform lines.</p>	<p>tools to add texture and detailing.</p> <p>Provision opportunities: Begin to adhere to a 3D object e.g. a bottle top as a wheel</p> <p>Add texture to collage designs using materials such as fabric, wool and natural resources.</p>	<p>Artistic Outcome- Abstract self-portraits using shades/tints of powder paint</p> <p>Provision opportunities: Dough making stations where children make their own dough to create sculptures with attention to detail. Introduce coloured dough where children mix dough with powder paint.</p>	<p>Artistic Outcome - A water colour landscape using a range of different tints/shades using thick, quick brush strokes and the wet on dry technique.</p> <p>Provision opportunities: Continue with dough making adding texture and scents. Use this dough to create sculptures with attention to detail.</p> <p>Construct with a purpose in mind and begin to evaluate and adapt end product.</p> <p>Being to use shading as a technique when drawing a still life.</p>  
--	--	--	--	--	--	---

Green Lane Infant School Art Curriculum "In Art we use our imagination, skills and take inspiration from the greats to show our ideas and feelings"

Year 1 Artist Exposure	Autumn 1 Laurence Lowry (1887-1976) Naive Art, British	Autumn 2	Spring 1 Joseph Turner (1775-1851) Romanticism, Water colours, British	Spring 2 Mickaelene Thomas (1971-) Collage portraits, American	Summer 1 Georgia O'Keefe (1887-1986) and Flowers, Painting, American	Summer 2 Marc Quinn (1964-) British Sculpture/ Contemporary Art
Knowledge Categories	<p>Process- industrial landscapes on scraps of paper or envelopes.</p> <p>Colour Theory- Restricted palette of 5 colours</p> <p>Effects- matchstick people, simple shapes, lots of people</p> <p>Techniques- scraping using fingers and nails, smearing, revisit sketching using quick, freeform lines over white paint, use of charcoal (thin sticks), begin to use paintbrushes with different sized heads and shorter handles</p>		<p>Styles and process- nature, feelings and imagination, messy, expressive</p> <p>Colour Theory- warm shades/tints associated with heat and sun, cool shades/tints for winter ice and rain</p> <p>Effects- bright colours, light, dark (particularly in skies)</p> <p>Techniques- mood, adding more colour after the paint has dried, wet on wet technique</p> <p>Vocabulary- landscape- a painting showing natural scenery like the sea, hills and buildings</p>	<p>Techniques – collage using other materials</p> <p>Emotions- a feeling of women being brave and powerful and beautiful in their own way whilst celebrating their culture.</p> <p>Vocabulary- bold- very clear and strong popular: enjoyed or liked by many people</p> <p>Artistic outcome TBD</p>	<p>Process- watercolours, charcoal sketches. Inspired by Arthur Wesley Dow</p> <p>Techniques- thin watercolour paint, singular movements, unusual mixing techniques by squeezing paint onto wet paper</p> <p>Styles and periods- abstract art, conveying meanings ideas and feelings, size of flower and vivid colours</p> <p>Vocabulary- unique- the only one of its kind, very unusual and special simplifying- making it easier to understand or clearer</p>	<p>Media and Materials- range of different materials, marble, stainless steel</p> <p>Techniques- Bread sculpting by tracing around hands on bread, beginning to carve using metal knives</p> <p>Emotions- Flowers create different emotions e.g. sunflowers, lilies etc</p> <p>Artists and Artisans- Jacob Vosmaer, Claude Monet, William Morris, Vincent Van Gogh, Georgia O'Keefe</p> <p>Vocabulary- Significance- meaning and importance of something Context- the situation or background relevant to something</p>

Green Lane Infant School Art Curriculum "In Art we use our imagination, skills and take inspiration from the greats to show our ideas and feelings"

<p>Vocabulary- industrial- lots of industries rough-not exact and without detail opaque- cannot be seen through Earthy- like the earth- simple and natural tint – a mixture of a colour with white to make it lighter charcoal-a small stick of black burnt wood used for drawing smear- make a mark less neat by rubbing.</p> <p>Artistic outcome Artwork with a white background, industrial building, matchstick people and a restricted colour palette.</p> <p>Provision opportunities</p> <p>Begins to look closely at objects, animals and people, adding key features to their drawing. Placement of features has been considered.</p>		<p>expressive- full of meaning or feeling layering – applying more than one coat of paint once the first coat has dried to improve the piece mood – the feeling of the piece of artwork</p> <p>Artistic outcome A watercolour landscape using cool and warm tints and shades (wet on wet technique)</p> 		<p>charcoal-a small stick of black burnt wood used for drawing abstract-making use of shapes and patterns, not objects encouraged-made to feel confident striking-very noticeable, impressive vivid-clear and detailed, very bright</p> <p>Uses appropriate patterns when creating observational drawings of objects, animals and people.</p>	<p>Symmetrical- can be divided into halves or has the same number of parts</p> <p>Artistic outcome – Bread sculptures of hands cooked to different levels. All hands arranged together to create one piece of artwork.</p>
---	--	---	--	--	---

Green Lane Infant School Art Curriculum "In Art we use our imagination, skills and take inspiration from the greats to show our ideas and feelings"

Year 2 Artist Exposure	Autumn 1 Jackson Pollock (1912-1956) Abstract Expressionism American	Autumn 2 Henri Rousseau (1844-1910) Post-Impressionism French	Spring 1 Andy Warhol (1928-1987) Pop Art American	Spring 2 Naata Nungurrayi (1932) (Aboriginal Art) Australian	Summer 1 David Hockney (1937) Modern Art British	Summer 2
Knowledge Categories	<p>Process- Pouring paint from a can or along a stick lying horizontally on the floor</p> <p>Colour Theory- strong colour contrasts, dark/light, warm/cool, transparent/opaque</p> <p>effects- action painting, dripping paint to convey emotion</p> <p>techniques- drip technique</p> <p>Vocabulary- abstract- no recognisable subject transparent- can be seen through opaque- cannot be seen through contrast- arrangement of opposite elements e.g.</p>	<p>Process- using imagination to create artwork inspired by nature e.g. exotic plants, bright flowers and wild animals</p> <p>Techniques- exaggerative, layering, hiding animals within artwork</p> <p>Other Artists- Pablo Picasso admired Rousseau</p> <p>Vocabulary- Botanical- to do with plants and plant life Imagination- forming pictures or ideas in your mind Exaggerating- making larger or more noticeable</p>	<p>Process- Inspired by beauty and things that are modern and change quickly. Inspired by commercial products e.g. coke, soup. Which is shown in much of his work.</p> <p>Styles and process- media, paintings, photography, sculpture, silkscreen printing and film</p> <p>Colour Theory- Colour used in many ways but is vital to his work, use of tertiary colours, using colours that are different to the actual image.</p> <p>Techniques- use of photographic printing to create his</p>	<p>Process- rock painting, dot painting, rock engravings, bark painting, carvings, sculptures.</p> <p>Colour Theory- palettes ranging from earthy tones to bright and colourful</p> <p>Effects- Art and paintings mostly represent the Dreamtime, aka the creation stories and spiritual beliefs of Aboriginal people. The earliest type of Aboriginal art were symbols and patterns, made only in natural colours, often with dots and swirls.</p>	<p>Awaiting content</p> <p>Creates detailed observational drawings with accurate shapes, colours and patterns</p>	

Green Lane Infant School Art Curriculum "In Art we use our imagination, skills and take inspiration from the greats to show our ideas and feelings"

<p>light vs dark, big vs small</p> <p>The artwork shows...(emotions)</p> <p>Artistic outcome</p> <p>Abstract paintings using the dripping/pouring techniques</p>	<p>Artistic outcome Large, exaggerated plants overlapped and overlaid with animals hidden within the artwork</p>	<p>celebrity portraits. Reproduced images already in the public eye, such as publicity shots or tabloid photographs.</p> <p>Vocabulary- Portfolio- a set of pictures or examples of a person's work tertiary colours-colours formed by mixing a primary and a secondary colour or two secondary colours multiple- many intrigued- interested by something and wanting to know more about it</p> <p>Artistic outcome: Printed photographic portraits with tertiary colours (poster paint) painted on top that are different to the original image.</p>	<p>Techniques- Dot painting: a versatile technique, fine dot work made with thin sticks/the end of paintbrushes to large bold dots to create patterns including swirls.</p> <p>Vocabulary- Indigenous-live in a particular area Aboriginal- groups of people who have lived in one area for many thousands of years Symbolism- when an idea, feeling or emotion is used to represent something else Dreamtime- the creation stories and spiritual beliefs of Aboriginal people. Earthy- from the earth or soil Engravings- to cut or carve into a hard surface Carvings- cutting into or shaping wood</p> <p>Artistic outcome - rock paintings with dot work in earthy tones.</p>			
---	---	---	---	--	--	--

KS1 Clay Sculpture (Clay Day)

Year 1	Year 2
<p>Explore relief printing into clay e.g. using natural objects like sticks, leaves, flowers, stones, grass</p> <p>Roll, knead, press, cut and carve into clay.</p> <p>Artistic outcome Clay tiles with relief prints.</p>	<p>Make simple joins using a slip.</p> <p>Roll, knead, cut and carve into clay and use a range of tools to create visual effects into and onto clay e.g. joining balls to clay to make a border</p> <p>Artistic outcome Clay tiles with 3D additions.</p>