



## ART – Long Term Overview

**School Vision:** To be best prepared to live life in all its fullness.

**Subject Intent:** To be best prepared for the next stage in their art journey.

*The Gospel offers forgiveness of the past, new life in the present and hope for the future.*

**Past = To be at peace and ready to learn:** Our curriculum is progressive - it is built on previous skills and meaningful experiences. Reading is a priority so it is not a barrier to learning. Targeted support is provided and early intervention is identified to ensure the needs of each pupil are met.

**Present = To be inspired in the present:** Art lessons will be hands-on, progressive and scaffolded so all pupils, including the most vulnerable, can succeed. Pupils will have high quality lessons. There will be opportunities beyond the curriculum for those who are enthused or show a talent in this subject. Pupils will make connections between how art creates, perspectives, viewpoints, emotions and exploration.

**Future = Hope for the future:** Children will leave Reepham equipped with skills to be creative and expressive. They will know how to use art to express themselves confidently and use the skills developed for potential career opportunities.

### Our School Values

Respect	Friendship	Love
Forgiveness	Responsibility	cooperation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Spirals: Drawing &amp; Sketchbook</b></p> <p>In this pathway children are enabled to build an understanding about the way they can <b>make marks on a drawing surface</b>. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.</p> <p>Children will begin to <b>explore mark-making and experiment with how they can use the marks they make in their drawings</b>.</p> <p>They are introduced to the fact that they can <b>make drawings as a result of observation</b>, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.</p>		<p><b>Flora &amp; Fauna Surface &amp; colour</b></p> <p>In this pathway children are introduced to the idea that <b>many artists use flora and fauna to inspire their work</b>. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna.</p> <p>Children spend time <b>engaged in close looking as a way to build drawing skills</b>. They also experiment with new materials.</p> <p>They <b>practice cutting and collage skills</b> and explore shape and colour to build images.</p>		<p><b>Making birds: working in 3D</b></p> <p>In this pathway children continue to <b>develop their understanding of sculpture</b> and build their making skills. The exploration starts with careful looking and drawing, and from this “grounded” basis children are encouraged to take creative risks by using <b>experimental mark-making with a variety of media</b>.</p> <p>Children are then invited to explore how they can manipulate their drawings in an intuitive way to make <b>3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure</b>.</p> <p>Children explore balance to finally created an individual bird.</p>	
Year 2	<p><b>Explore &amp; draw: Drawing &amp; sketchbooks.</b></p> <p>In this pathway children are introduced to the idea that <b>artists can be collectors</b>: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art.</p> <p>Children explore <b>observational drawing and experimental mark making</b>, and think about how they can use composition to create their artwork.</p> <p>The exercises and projects in this pathway encourage children to begin to <b>develop hand-eye coordination through slow and paced looking</b>. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.</p>		<p><b>Expressive Painting: surface &amp; colour</b></p> <p>In this pathway children are introduced to the idea that <b>they can use paint</b> in an intuitive and exploratory way.</p> <p>The pathway starts with an <b>introduction to artists who use paint and colour</b> to create exciting gestural and abstract work.</p> <p>Children <b>explore primary colours and secondary colours</b> through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work.</p> <p>Pupils then <b>explore the brush work</b> of two old masters when we focus in on details of paintings to understand how they built the work. Pupils then go on to <b>draw from a colourful still life</b>, finally making expressive and gestural paintings with acrylic paint.</p> <p>Sketchbooks are used throughout to record, experiment and reflect.</p>		<p><b>Be an Architect: working in 3D</b></p> <p>This pathway gives pupils the opportunity to <b>explore architecture</b>. We start with an exploration of architects and some of the ways they work, and pupils then go on to <b>create their own architectural model</b>.</p> <p>The pathway can be adapted so that the pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.</p>	
Year 3	<p><b>Drawing &amp; sketchbooks:</b></p> <p><b>Gestural Drawing with charcoal</b></p>		<p><b>Surface and Colour: Cloth, thread paint.</b></p> <p>In this pathway children <b>are introduced to artists that combine paint and sewing, art and craft, to make work</b>.</p> <p>Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way.</p> <p>They then go on to <b>explore sewing</b> not as a precise technical craft, but as an alternative way to make intuitive, textural marks,</p>		<p><b>Working in 3D</b></p> <p><b>Making animated Drawings</b></p>	

	<p>In this pathway, children discover how to <b><u>make drawings that capture a sense of drama</u></b> or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead <b><u>they use the qualities of the medium to work in dynamic ways</u></b>. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p>		<p>over the painted backgrounds. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.</p>		<p>In this pathway children are introduced to the idea that <b><u>animations can be made by sequencing drawings</u></b>. After exploring the work of other artists making drawn animations, children make simple “paper puppets” with moving parts. Pupils also make a “background” for their puppets, and if you wish, then go on to make very simple animations using tablets.</p>	
Year 4	<p><b><u>Drawing &amp; Sketchbooks: Storytelling through drawing.</u></b> In this pathway children <b><u>explore how we can create sequenced imagery to share and tell stories</u></b>. The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists’ work. There is then a choice of two projects: the first explores the creation of an accordion book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories. In the other option children draw upon graphic novels and make a comic strip style telling of a piece of poetry.</p>		<p><b><u>Paint, surface, texture: Exploring Still Life</u></b> In this pathway children are <b><u>introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists</u></b>. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life. Along the way <b><u>children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work</u></b>.</p>		<p><b><u>3D Sculpture: Festival Feasts</u></b> In this pathway children are enabled to begin to <b><u>recognise that their individual creative response will be different to that of their peers</u></b>, but that it is valued and can contribute to a larger shared artwork. The pathway begins with an exploration of artists who make sculptures of food, working at unexpected scales, working in a sketchbook to make visual notes to consolidate their experience. Children then further <b><u>develop drawing skills by drawing from still imagery and from life</u></b>, and then teachers choose from two projects, one using dry materials (paper, card, pen, paint) to make a “corner shop”, or using modroc and other modelling and construction materials to make a shared sculptural feast.</p>	
Year 5	<p><b><u>Drawing and Sketchbooks: Typography and maps</u></b> In this pathway children are <b><u>introduced to typography design and they explore how they can create their own fonts and designs</u></b>. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps.</p>		<p><b><u>Surface and colour: Land and cityscapes</u></b> In this pathway children are <b><u>introduced to the idea that artists don’t just work in studios – instead they get out into the world and draw and paint from life</u></b>, inspired by the land and cityscapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media. Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. They are enabled to take creative risks, explore and experiment, without the pressure of having to “produce” an end result. <b><u>Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter</u></b>.</p>		<p><b><u>Working in 3D: Architecture – Dream big</u></b> In this pathway children are opened to the idea that artists and designers have responsibilities, in the case of architects to design homes that help us have a brighter future. Children discuss as a class if it is best to design aspirational homes which make us feel good to live in, or tiny homes which benefit the environment. Or perhaps we can do both? <b><u>Children explore the work of architects and individual builder/designers</u></b>, and use sketchbooks and drawing to collect, process and reflect upon ideas. Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.</p>	
Year 6	<p><b><u>3D Art – Giant Dogs</u></b> This pathway is <b><u>working towards a piece of sculpture</u></b>. It allows children to explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object. Along the way, children <b><u>explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece</u></b>. The sculptural project additionally includes two methods to help build drawing skills: looking at negative space and grid drawing.</p>		<p><b><u>Exploring Identity – Layered Portraits</u></b> In this pathway children are introduced to artists who explore their identity within their art. <b><u>Pupils explore how artists use various aspects of their identity</u></b>, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait. Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.</p>		<p><b><u>Shadow Puppets</u></b> In this pathway children explore both traditional and contemporary artists and craftspeople using intricate cut-outs to create artwork which is meaningful to the culture in which it is created. <b><u>Pupils explore how they can take inspiration from other artists and craftspeople, and adapt ideas to suit their own way of working</u></b>. Pupils create puppets working in collaboration. Sketchbooks are used throughout to record, generate ideas, test and reflect.</p>	