

Subject: Being an Artist Art and Design

Scott Broadwood Enquiry Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS <i>Adapted to respond to the needs and interests of our children.</i>	People / My Body		The Natural World: Animals and Habitats		The Natural World Plants and Food	
KS1 Cycle A	How do we live a healthy life? <i>Scientist</i> <i>Engineer</i> Artist	How are schools the same? <i>Geographer</i> Artist <i>Scientist</i>	What could my classroom be made of? <i>Scientist</i> <i>Engineer</i> <i>Historian</i> Artist	What did Brunel do for Great Britain? <i>Historian</i> <i>Engineer</i> <i>Scientist</i>	How do plants grow near me? (4 weeks) <i>Scientist</i> <i>Geographer</i> Artist What is home? (1 week block with trip) <i>Scientist</i> <i>Geographer</i> Artist	
KS1 Cycle B	What do artists do? (4 weeks) Artist How does my school change? (3 weeks – engage, immerse, know how) <i>Scientist</i> Artist <i>Geographer</i>	What is my hat made of? <i>Scientist</i> <i>Engineer</i> Artist What are we? <i>Scientist</i> <i>Musician</i> Artist	How does my school change? (1 week – Winter) Where is my school? <i>Geographer</i> <i>Scientist</i> <i>Musician</i>	Who helps who? <i>Historian</i> How does my school change? (1 week – Spring) <i>Geographer</i> <i>Scientist</i>	How do we move around? (4 weeks) <i>Engineer</i> <i>Geographer</i> <i>Scientist</i> How could we play in different ways? <i>Historian</i>	How could we play in different ways? <i>Historian</i> How does my school change? (1 week – Summer) What grows near me? <i>Scientist</i> <i>Geographer</i> <i>Engineer</i> Artist

Intent: As Artists children develop their individual creativity, express their ideas and feelings and develop their understanding of different media. Our children explore ideas and record experiences through a range of artistic techniques. Ultimately, we want them to be proficient in a range of art forms, including, painting, sculpture and other art, craft and design techniques. Through different enquiries the children evaluate and analyse works by great artists, craft makers and designers. As artists, the children at Scott Broadwood are developing in sketching/drawing, feel a strong sense of achievement, value the impact of art within their own lives and can reach their full potential in this subject area.

Implementation: At Scott Broadwood, being an Artist is embedded in enquiry learning. Some enquiries are lead artist where new or explicit skills are taught. Other enquiries use being an artist as a supportive state of being, helping the children to apply new know of and know how in different ways. Through enquiries, teachers plan sequences of lessons that will build on and develop the children's skills culminating in a final piece. The skills and knowledge that children will develop throughout each enquiry are mapped across the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practice and develop and use the key processes of art: drawing, painting, printing, textiles, collage and sculpture.

Impact: The impact of our art curriculum can clearly be seen in the children's sketchbooks which pass on with them to the following year group. At the beginning of each enquiry where being an artist is a lead state, children will reflect on prior learning to support their future development of new skills. The outcomes of being an Artist can be seen through the children's sketch books, displays and the challenges that the children produce. The opportunity to evaluate and reflect on the learning is planned for towards the end of the enquiry to enable the children to see how their learning is progressing and where they need to take it next. On completion of a final piece of artwork, children reflect on their achievement.



Key Stage 1 National Curriculum

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2 National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.

	Key Stage 1 Enquiries	By the end of Year 2	Lower KS2 Enquiries	By the end of Year 4	Upper KS2 Enquiries	By the end of Year 6
Being an Artist: Generating Ideas	Collect ideas, develop ideas and annotate. Record from observations and their own imagination. Collect ideas. Ask and answer questions about starting points, artists and pieces of artwork.		Select and record from first hand observations, experiences and imagination Know about and describe some of the key ideas and techniques of a variety of artists, crafts people and designers working in different times and culture Question and make thoughtful observations about starting points and select ideas to use in their work		Select and record from first hand observations, experiences and imagination Independently develop a range of ideas which show curiosity, imagination and originality Question and make thoughtful observations about starting points and select ideas to use in their work Know how to describe, interpret and explain some of the key ideas and techniques of a variety of artists, crafts people and designers working in different times and cultures	
Being an Artist: Evaluating	Explain what they and others have done. What feelings does it bring? What might they change? Compare their work to others, including well known artists, methods, techniques, colours etc. Adapt their work after discussion.		Compare ideas, methods and approaches in their own and others' work and be able to say what they think about them. Adapt work according to views and ideas. Annotate work in sketchbook to improve understanding and to inform ideas.		Compare ideas, methods and approaches in their own and others' work and be able to say what they think about them. Adapt work according to views and ideas and describe how they might develop it further. Investigate, research and test ideas and plans in sketchbooks to improve understanding and to inform ideas.	
Drawing	How do plants grow near me?	Use a variety of drawing tools .	Where does the darkness come from? <i>Sketching/Chalk/Charcoal</i>	Use different hardnesses of pencils to show line, tone and texture.	(Lead) Why are shadows important?	To use shading to create mood and feeling.

<p><i>Pencil line drawings and labelling of plants and parts of a plant Elsie Wakefield (mushrooms)</i></p> <p>How does our school change?</p> <p><i>Manet, Van Gogh, Monet – representing different seasons Blending and smudging of colour using colour chalks or oil pastels</i></p> <p>What grows near me? <i>Line drawing of vegetables – lines, colour and texture.</i></p>	<p>Draw light and dark lines (tone) Observe and draw shapes. Observe and draw patterns. Draw lines from observations Experiment with tools and surfaces – (look at texture and pattern)</p>	<p>(Lead) What is the difference between surviving and being healthy? <i>Sketching</i></p> <p>How do plants die? <i>Botanical painting – sketching/watercolour pencils</i> <i>Wilfred Blunt, Marianne North, Elizabeth Blackwell</i></p> <p>Why do we live here? Townscape perspective drawing <i>Claude Lorrain, Canaletto.</i></p> <p>(Lead) What is creativity? <i>Drawing/sketching initial ideas for sculpture</i></p>	<p>Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Introduce perspective.</p>	<p><i>Pencil drawing and sketching the human form and shadow observation and movement of shadow</i></p> <p><i>Human form artwork</i> <i>Maud Lewis, Suren Manvelyan, Kumi Yamashita, Caravaggio, Vermeer, Goya, Rembrandt</i></p> <p>What does Earth look from the solar system? <i>Coloured Chalk/oil pastel</i> <i>Peter Thorpe</i></p> <p>How are lives saved? <i>Pencil drawing</i> <i>Scientific drawing</i> <i>Leonardo da Vinci</i></p>	<p>Organise line, tone, shape and colour to represent figures and forms in movement. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Develop perspective accuracy.</p>	
Vocabulary	<p>thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, smooth, rough, wrinkly, bumpy, tone, soft, hard, shiny, tone, light, dark, pale, deep, oval, long, curvy, bright</p>	<p>charcoal, pencil, crayon, chalk, pastels, pens, grades, forms, shapes, third dimension, variations, tone, pattern, texture, proportion, emotion, expression foreground, middle ground, background, perspective, horizon, photographs,</p>	<p>observation, visual images, marks, tone, form, lines, patterns, shapes, wet media, tonal contrast, shading, hatching, blending, composition, scale,</p>			
Painting	<p>How are school's the same? <i>Paint – colour focus (Adding colour to a black and white image)</i></p> <p>What do artists do? <i>Damien Hirst (Spot paintings) Bridget Riley (Hesitate) Georges Seurat – pointillism</i></p> <p><i>Colour mixing, variety of tools, develop control.</i></p>	<p>Name and describe colours Mix primary colours to make secondary colours Experiment with colours Apply colour with different tools – brushes, rollers, fingers etc</p> <p>Make as many tints as possible using white poster paint Darken colours using black poster paint to create shades.</p> <p>Collect, sort and match colours to create an image</p>	<p>How can we find out about people from the past? <i>Portraits – acrylic and sketching</i></p> <p><i>Variety of artists – historical painted portraits</i></p> <p>How do plants die? <i>Botanical painting – watercolour pencils</i> <i>Wilfred Blunt, Marianne North, Elizabeth Blackwell</i></p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. (skintone) Use paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour</p>	<p>(Lead) Why are shadows important? <i>Human form artwork</i> <i>Maud Lewis, Suren Manvelyan, Kumi Yamashita, Caravaggio, Vermeer, Goya, Rembrandt</i></p> <p>What does Earth look from the solar system? <i>Rockets in style of Peter Thorpe</i></p>	<p>Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.</p>

			<p>Where does our water come from? Monet and Hockney Watercolour</p>		<p>How can you show what you believe in? <i>Clay tiles – colour mixing</i> <i>Egyptian images/William Morris</i></p> <p>(Lead) What makes a good performance great? <i>Paul Gauguin Mood board, masks, backdrops, colour mixing – primary/secondary and tertiary – colour mood</i></p>	Develop a personal style of painting, drawing upon ideas from other artists
Vocabulary	brush, size, scale, colour, mixing, primary colours, primary shades, tones, techniques, layering		primary, secondary, mix, tints, shades, experiment, effects, texture, blocking, washes, layering, brush, texture, watercolour		sketchbooks, record, observe, review, revisit, improve, design, techniques, materials, mix, atmosphere, light effects, primary colours, secondary colours, wet, dry, imagination	
Sculpture	<p>How can we help? Blob sculptures using wire and plasticine</p> <p>What is home? <i>Air drying clay or salt dough to create texture based on observations of natural materials</i></p> <p>What are we? <i>Clay/salt dough of body parts</i></p>	Shape, form, model and construct from observation and imagination.	<p>(Lead) What is creativity? Clay and mouldable materials themed around nature</p> <p>Art gallery visit – Watts Gallery Guildford The Sculpture Park, Farnham</p> <p>Who stood here before us? <i>Clay head</i></p>	Create and combine shapes to create recognisable forms Use clay and other mouldable materials. Begin to use simple tools to create patterns. Add materials to provide interesting detail.	<p>(Lead) Why are shadows important? <i>Human form artwork (wire and foil)</i></p> <p><i>Maud Lewis, Suren Manvelyan, Kumi Yamashita, Caravaggio, Vermeer, Goya, Rembrandt</i></p> <p>How can you show what you believe in? <i>Clay tiles – texture/relief</i></p>	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or molds) to provide stability and form.
Vocabulary	materials, products, malleable materials, clay, natural, techniques, tools, rolling, kneading, safety, experiment, create, texture, construct, join, manmade		record, observe, improve, design, techniques, materials, create, textures, join, construct, modelling, shape, develop, clay, slabs, coils		record, materials, observations, improve, design, techniques, intricate patterns, textures, malleable, clay, slabs, coils, materials, sculpture, surface patterns, wire, foil.	
Collage	<p>How can we lead a healthy life? <i>Collage – fruit faces</i> <i>Giuseppe Arcimboldo</i></p> <p>What is my hat made of?</p>	Introduce adhesives – pritt and PVA Fold, crumple, tear, overlap and sort different materials.	<p>(Lead) What is the difference between surviving and being healthy? <i>Itsuo Kobayashi</i></p>	Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage	<p>Where does our food really come from? <i>Using food as a stimulus – Jason Mecier, Andy Warhol</i></p>	Mix textures (rough and smooth, plain and patterned, dark and light). Combine visual and tactile qualities.

	<i>Textiles, layering materials</i>	Overlap and overlay materials. Show awareness of contrasts in textures and colours.			(Lead) What makes a good performance great? Mood board, collage of ideas	Add collage to a painted, printed or drawn background. Develop work to convey contrast. Explore photomontage. Explore veiling and layering to create depth.
Vocabulary	create, images, materials, fabric, crepe paper, magazines, sort, group, colour, texture, fold, crumple, tear, overlap			tearing, overlapping, layering, textures		Media, collage, colour, texture, tearing, overlapping, layering,
Printing	How can we lead a healthy life? <i>Printing with fruit</i> <i>Giuseppe Arcimboldo</i>	Create repeating patterns Observe and recognise patterns in the environment Relief prints using foam printing blocks Create patterns using objects	(Lead) What is the difference between surviving and being healthy? <i>Printing - polystyrene</i> <i>Dennis Wojtkiewicz</i> <i>Andy Warhol</i>	Use layers of two or more colours. Replicate patterns observed in natural or built environments. Use printing blocks. Make precise repeating patterns.		Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. Revisit ways of print making (relief or impressed method). Experiment with lino printing positive/negative images. Create printing blocks by simplifying an initial sketchbook idea. Revisit previous print making skills. Use relief or impressed methods of printing. Create prints with three overlays. Print on prepared surfaces.
Vocabulary	Printing, stamp, dabbing, repeating patterns		printing blocks, repeating patterns, two colour overlays rollers, pallets,		printing blocks, relief, impressed, three colour overlays, pens, coloured pens, paints, media	