



LITERATURE-LED
CURRICULUM

ART

Curriculum Intent

Spa's Art curriculum aims to equip pupils so that they will:



produce creative work, **exploring** their ideas and **recording** their experiences



become proficient in **drawing, painting, sculpture** and other art, craft and design **techniques**



evaluate and analyse creative works using the **language of art, craft and design**



know about **great artists**, craft makers and designers, and understand the **historical and cultural development** of their art forms.


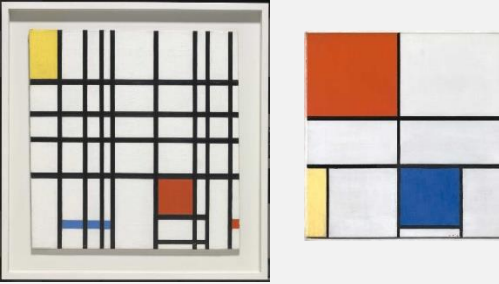
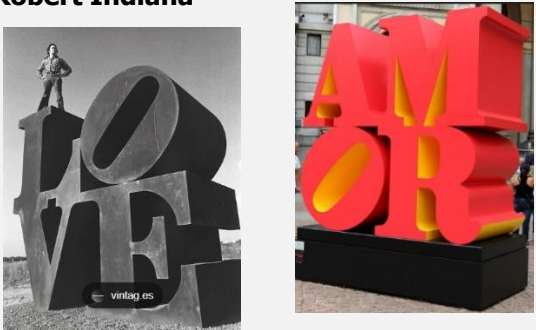
National Curriculum Coverage

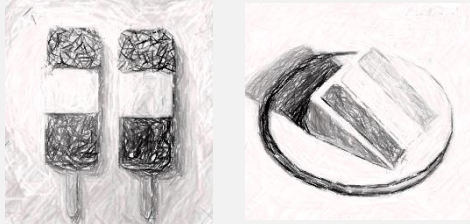

Pupils should be taught to:	Drawing	Painting	Sculpture
develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design	✓	✓	✓
create sketch books to record their observations and use them to review and revisit ideas	✓	✓	✓
improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	✓	✓	✓
learn about great artists , architects and designers in history	✓	✓	✓


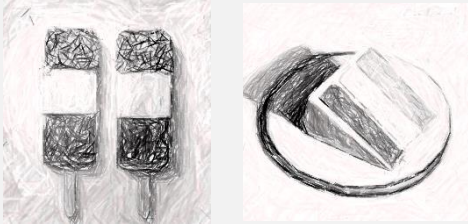
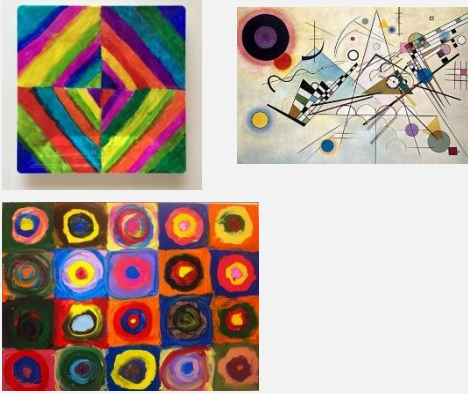
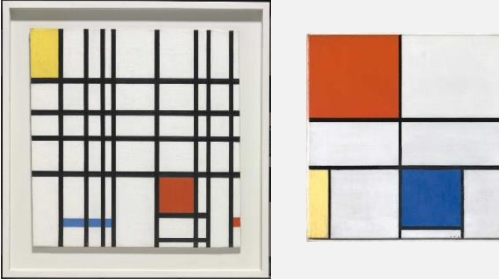

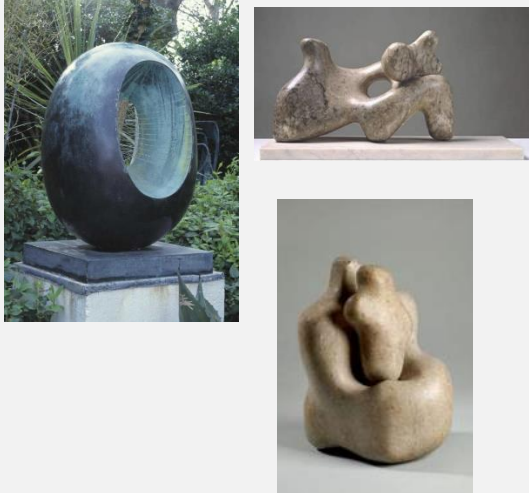
Curriculum Sequencing




*Note that for 2022/23 a transitional curriculum has been put in place, towards full implementation in 2023/24.

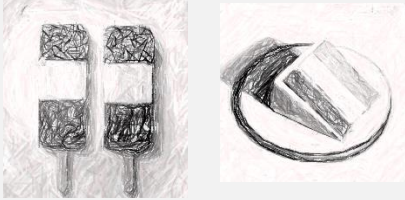





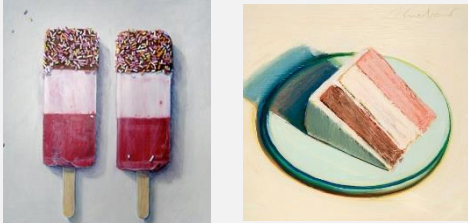
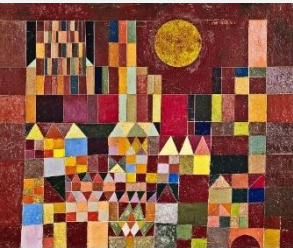
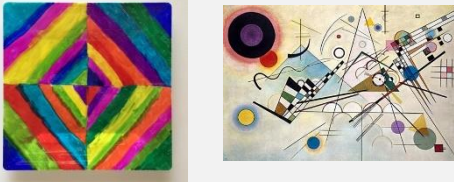

	Autumn	Spring	Summer
Year 3	<p>Drawing Children will produce a still-life drawing of a single chocolate bar chunk, using shading pencils, with a basic understanding of line, shape, tone, contrast & composition.</p> <ol style="list-style-type: none"> 1. What is tone and how is it created when drawing? 2. What does 3D mean & what do 3D shapes look like? What is composition? 3. Study the work of photo realist artist Sarah Graham and pop artist Wayne Thiebaud. 4. Compose and draw our still life drawing of a single chocolate bar chunk. 5. Review, improve and critique. 	<p>Painting Children will produce their own colour study, inspired by abstract artist Piet Mondrian, showing they have developed their basic painting techniques, as well as an understanding of colour and tone.</p> <ol style="list-style-type: none"> 1. Introduction to the colour wheel. 2. Creating different tones of colour, to express mood. 3. Research abstract art, with a focus on the work of Piet Mondrian (1872-1944). 4. Compose our Mondrian-inspired colour study, considering the arrangement of shapes and images in their work. 5. Analyse similarities and difference across the class' work and critique. 	<p>Sculpture Children will construct a sculpture in soft media, inspired by Robert Indiana's 'Love' sculpture at the Yorkshire Sculpture Park.</p> <ol style="list-style-type: none"> 1. Identify and view examples of different forms of sculpture and learn how sculptors work. 2. Introduction to clay as a media, and use of tools. 3. Research how different sculptors use clay and understand Robert Indiana's work (<small>small words</small>, BIG ideas). 4. Design and then create our own Indiana-inspired sculpture from clay. 5. Review our skills and critique our work.
Studied and Linked Artists	<p>Sarah Graham</p> 	<p>Piet Mondrian</p> 	<p>Robert Indiana</p> 

	<p>Wayne Thiebaud</p> 	<p>Pablo Picasso</p> 	
<p>Disciplinary Knowledge</p>	<p><i>What do you think you are looking at? How was this made?</i> <i>What do you think of the artist's work? How would you describe it?</i> <i>How does this make you feel?</i> Big Picture questions: <i>What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>	<p><i>What do you think you are looking at? How was this made?</i> <i>Do you like abstract art? Why/why not?</i> Big Picture questions: <i>What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>	<p><i>How was this art made?</i> <i>How does it compare to other art works we have studied?</i> <i>Is sculpture different across cultures and how has it changed, if at all, throughout history?</i> Big Picture questions: <i>What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>
<p>Year 4</p>	<p>Drawing Children will produce a still-life drawing of a chocolate bar, from quick studies and observation, demonstrating increasing accuracy and fluency.</p> <ol style="list-style-type: none"> 1. Developing our shading techniques to create tone. 2. What is composition and why is it important? 3. Study the work of photo realist artist Sarah Graham and pop artist Wayne Thiebaud. 4. Compose and draw our still life drawing of 3 sweets or several chunks of chocolate. 5. Review, improve and critique. 	<p>Painting Children will produce their own colour study, inspired by abstract artist Wassily Kandinsky, showing how they have created different tones of colour, using primary, secondary and tertiary colours.</p> <ol style="list-style-type: none"> 1. Understand how the colour wheel supports colour mixing. 2. Create different tones of colour, to express emotion. 3. Study the work of Wassily Kandinsky (1866-1944). 4. Compose our Kandinsky-inspired colour study, considering the arrangement of shapes and images in their work. 5. Analyse similarities and difference across the class' work and critique. 	<p>Sculpture Children will construct a sculpture in soft media, inspired by Robert Indiana's 'Love' sculpture at the Yorkshire Sculpture Park.</p> <ol style="list-style-type: none"> 1. Identify and view examples of different forms of sculpture and learn how sculptors work. 2. Revisit clay as a media, and tools and techniques used for it. 3. Revisit Robert Indiana's work (<small>small words</small>, BIG ideas) and then begin to compare it with abstract sculpture, such as the work of Barbara Hepworth. Research different ways of joining clay sections together. 4. Design and then create our own Hepworth-inspired abstract sculpture,

			<p>based on the concept of family, from clay. 5. Review our skills and critique our work.</p>
<p>Studied and Linked Artists</p>	<p>Sarah Graham</p>  <p>Wayne Thiebaud</p> 	<p>Wassily Kandinsky</p>  <p>Piet Mondrian</p> 	<p>Robert Indiana</p>  <p>Barbara Hepworth</p> 
<p>Disciplinary Knowledge</p>	<p><i>What do you think you are looking at? How was this made? What is the purpose of it?</i></p>	<p><i>What do you think you are looking at? What do you think the artist is trying to express in his work, and how does he aim to achieve it?</i></p>	<p><i>How was this art made? How should we judge it against other art works we have studied?</i></p>

	<p><i>What do you think of the artist's work? How would you describe it?</i> <i>How does this make you feel?</i> Big Picture questions: <i>What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>	<p><i>Do you like abstract art? Why/why not?</i> Big Picture questions: <i>What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>	<p><i>Is sculpture different across cultures and how has it changed, if at all, throughout history?</i> Big Picture questions: <i>What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>
<p>Year 5</p>	<p>Drawing Children will produce a still-life drawing of a chocolate bar, planning and completing extended sets of drawings which show their ideas and observations, and then introducing colour.</p> <ol style="list-style-type: none"> 1. Practising 6 key shading techniques to create tone. 2. Understanding how to arrange visual elements to interest the audience. 3. Understanding genre through the work of photo realist artist Sarah Graham and pop artist Wayne Thiebaud. 4. Create and draw our own still life drawing, composing of numerous sweets & chocolate. 5. Review, improve and critique. 6. Explore use of colour. 	<p>Painting Children will produce their own painting inspired by impressionist Vincent van Gogh's wheat field paintings (including 'Fields in a Rising Storm'), which demonstrated the artist's capacity to study and record the changing colours of the landscape he observed. Pupils will use a variety of painting tools and techniques to create different effects which express mood and emotion.</p> <ol style="list-style-type: none"> 1. Develop our colour mixing skills. 2. Create different tones of colour. 3. Study the work of Vincent van Gogh's (1853-1890). 4. Compose our Van Gogh-inspired painting. 5. Analyse similarities and difference across the class' work and critique. 	<p>Sculpture Children will construct a 3D sculpture from a 2D image, using wire, demonstrating inspiration from Robert Indiana's 'Love' sculpture at the Yorkshire Sculpture Park.</p> <ol style="list-style-type: none"> 1. Recap different examples of sculpture and how sculptors work in different media. 2. Introduction to wire as a stimuli, including correct tools. 3. Research how different sculptors use wire to sculpt with (e.g. Kendra Haste) and understand Robert Indiana's work (the world we live in now and how we connect with others). 4. Design and then create our own Indiana-inspired sculpture from wire. 5. Review our skills and critique our work.
<p>Studied and Linked Artists</p>	<p>Sarah Graham</p> 	<p>Vincent Van Gogh</p> 	<p>Robert Indiana</p> 

	<p>Wayne Thiebaud</p> 	<p>Claude Monet</p> 	<p>Kendra Haste</p> 
<p>Disciplinary Knowledge</p>	<p><i>What do you think you are looking at? How was this made? What reflections and textures can you see in the work? What is the purpose of it? What do you think of the artist's work? How would you describe it? How does it make you feel? Big Picture questions: What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>	<p><i>Do you like the way Impressionist artists create their work? Can you identify what effects they have used to achieve their desired effects? What do you think the artist was thinking about when they painted these pictures? How do you think they were feeling? How do they make you feel? Why? Do you think colour is important in these pictures? Why/why not? Big Picture questions: What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>	<p><i>How was this art made? How should we judge it against other art works we have studied? Is sculpture different across cultures and how has it changed, if at all, throughout history? What do you think the artist's perspective is on social, political and moral issues? Big Picture questions: What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?</i></p>

<p>Year 6</p>	<p>Drawing Children will produce a still-life drawing of a chocolate bar, in response to shadows and highlights; then develop a coloured pencil drawing of Liquorice Allsorts.</p> <ol style="list-style-type: none"> 1. Confidently & strongly use 6 shading techniques to create tone. 2. Develop our composition skills, with justification. 3. Understanding genre features in art, through the work of photo realist artist Sarah Graham and pop artist Wayne Thiebaud. 4. Create and draw our own still life drawing, of numerous sweets & chocolate, <i>using colour to show an understanding of tone.</i> 5. Review, improve and critique. 	<p>Painting Children will produce their own colour study, inspired by expressionist Paul Klee's 'Two Tents' painting, mixing and then working with complementary and harmonious colours accurately.</p> <ol style="list-style-type: none"> 1. Develop our colour mixing skills. 2. Create different tones of colour. 3. Study the work of famed colour theorist Paul Klee (1879-1940). 4. Compose our Klee-inspired painting. 5. Analyse similarities and difference across the class' work and critique. 	<p>Sculpture Children will construct a 3D sculpture from Modroc, demonstrating inspiration from Robert Indiana's 'Love' sculpture at the Yorkshire Sculpture Park, developing their sculpture further to incorporate cover and decoration.</p> <ol style="list-style-type: none"> 1. Recap different examples of sculpture and how sculptors work in different media. 2. Introduction to using Modroc plaster. 3. Research how different sculptors use Modroc plaster on their sculptures and what the impact is (what is the message?). 4. Design and then create our own Robert Indiana-inspired sculpture using Modroc. 5. Review our skills and critique our work, including any limitations set by the use of Modroc.
<p>Studied and Linked Artists</p>	<p>Sarah Graham</p>  <p>Wayne Thiebaud</p> 	<p>Paul Klee</p>  <p>Wassily Kandinsky</p>  <p>Andy Warhol</p>	<p>Robert Indiana</p> 



Disciplinary Knowledge

*What do you think you are looking at? How was this made?
What reflections and textures can you see in the work? What is the purpose of it?
What do you think of the artist's work? How would you describe it? How does it make you feel?*

Big Picture questions: *What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?*

*Do you like the way expressionist artists create their work? Can you identify what effects they have used to achieve their desired effects?
Do you think that expressionist art shows reality? Why/why not?
How does this style of painting express how the artist feels?
What do you think the artist was thinking about when they painted these pictures?
How do you think they were feeling? How do they make you feel? Why?
Do you think colour is important in these pictures? Why/why not?*

Big Picture questions: *What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?*

*How was this art made?
How should we judge it against other art works we have studied?
Is sculpture different across cultures and how has it changed, if at all, throughout history?
What do you think the artist's perspective is on social, political and moral issues?*

Big Picture questions: *What have you discovered from looking at these works of art? Have you learned anything about yourself or others? Has your reaction to the work changed? Do you like it more or less than you did in the beginning? Why?*