

## ***Whitehill Junior School Art Curriculum Overview and information 2020***

### **Aims:**

Artists at Whitehill will display curiosity, creativity and proficiency in a range of skills and techniques so that we may creatively express ourselves and our ideas. They will be taught to use a range of materials and explore the effects that these can produce. They will become increasingly independent in their choices of material. They will have the ability to evaluate their work and to discuss the work of known artists. They will engage with diverse activities and artists' work and understand the historical context of works of art.

All Year groups will take part in a clay-based, 3D project, sketching task and will undertake a further art activity, based on a chosen artist, at the start of the year and then in the Summer term.

**Year 3** students will be given the opportunity to use and experiment with a wide range of art materials under guidance and supervision of their teachers.

**Year 4** Students will develop their skills using a wide range of art materials, with guidance from their teachers.

**Year 5** students will develop more independence in the selection of art materials used for some lessons in order to develop and consolidate art techniques.

**Year 6** students will be regularly expected to select their own art materials with more autonomy in order to improve their mastery of techniques. They will be able to justify their choices.



Year Group Topic Links	Pupils will learn about:	Pupils will learn to:
<b>Year 3</b> Rainforests Digging Deeper	Henri Rousseau Op-Art: Mondrian Barbara Hepworth Primitive art: Stonehenge monoliths, Pre-Columbian Art - Mayan and Aztec	<ul style="list-style-type: none"> <li>• Develop drawing &amp; painting skills building on techniques such as line, shape (geometric &amp; irregular), colour &amp; space.</li> <li>• Review and evaluate work, making changes and improvements.</li> <li>• Improve their work to gain understanding and improve technique and control.</li> <li>• Form their own opinion on art they explore.</li> <li>• Talk about artists and designers and say what they like and dislike about their work.</li> <li>• Talk about the impact of Mayan and Aztec art</li> <li>• Talk about how Hepworth's work reflects the time she lived in.</li> </ul>
<b>Year 4</b> Active Earth Dinosaurs Inventions	Japanese Art: Hokusai/ Yayoi Kusama (dots) Arts and Crafts movement: William Morris- designer Leonardo da Vinci Architecture	<ul style="list-style-type: none"> <li>• Plan, create, evaluate and improve a painting using watercolours.</li> <li>• Review and evaluate work, making changes and improvements.</li> <li>• Conduct an analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Begin to use artistic language when evaluating work.</li> <li>• Explore the work of a multi-media artist and evaluate the impact of their work on me.</li> <li>• Plan and create projects in 2d and 3d that reflect the work of a given artist.</li> <li>• Talk about how Hokusai and Kusama's work reflect their time and place.</li> <li>• Talk about how the effect of William Morris's ideology on the world we live in today.</li> </ul>
<b>Year 5</b> Express Yourself Fit for Life Space Going Global	Keith Haring Peter Thorpe Izabelle Renee Falvo- Heart Brendan Jamison- Sugar Sculptures Greek Pottery/ Classics Aboriginal Art	<ul style="list-style-type: none"> <li>• Plan and create figurative and architectural sculptures using a range of materials.</li> <li>• Select appropriate images, materials and media to design a collage.</li> <li>• Investigate the art of antiquity and evaluate it using artistic language.</li> <li>• Experiment with shading &amp; perspective to create form &amp; texture: know that a short, hard line gives a different feeling to a flowing one.</li> <li>• Talk about the artists and designers studied, evaluating their (artists'/designers') work and explaining the how artists'/designers' work has impacted on them (pupils) personally and more broadly on society.</li> <li>• Explain how artists convey human emotions.</li> <li>• Talk about what is cultural appropriation.</li> <li>• Discuss whether a sugar cube sculpture is as valuable an art form as figurative art.</li> </ul>

<p><b>Year 6</b> Age of Revolution Rulers and Government Rivers</p>	<p>Frida Kahlo (link to Y3 Pre-colombian Art) Henry Moore David-Marat Russian/ Mexican Revolutionary Poster Design Spanish Civil War/Picasso Guernica Tate/NG Inspired Art Friedrich Hundertwasser- Summer Term Unit linked to Transition to Year 7)</p>	<ul style="list-style-type: none"> <li>• Independently plan, create and evaluate a piece of sculpted, collaged or drawn/painted art.</li> <li>• Incorporate form, pattern, and texture and employ a wide variety of tools to refine skills.</li> <li>• Use imagination and experience to influence and improve my work.</li> <li>• Evaluate and edit using artistic language.</li> <li>• Talk about the artists and designers studied, evaluating their (artists'/designers') work and explaining the how artists'/designers' work has impacted on them (pupils) personally and more broadly on society.</li> <li>• I can refer to artists and designers i study, evaluate their art and explain the impact of their work on me and their impact on society.</li> <li>• Talk about how Henry Moore demonstrates his views on war.</li> <li>• Talk about the function of propaganda art.</li> <li>• Talk about the ways in which Frida Kahlo is revolutionary?</li> <li>• Explain how Picasso's Guernica continues to be relevant today.</li> </ul>
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