

## Whitehill Junior School Art Curriculum Overview and information 2024

### **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.

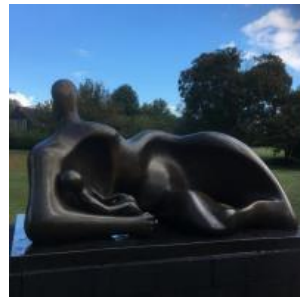
Skills will be developed and progression monitored through a shared activity, undertaken each year. All Year groups will take part in a clay-based, 3D project, sketching task and will undertake a further art activity, based on a chosen artist, at the start of the year and then in the Summer term. This will monitor progression across all year groups and over the school year.

**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	Key Artists/Themes	Pupils will learn to:	Progression (linked to Assessment strands)	Activities	Materials/Media
<p><b>Year 3</b></p> <p>Transition - Autumn</p> <p>Big Dig- Archeology- Spring</p> <p>Habitats and Rainforests- Summer</p>	<p>Op-Art- Bridget Riley</p> <p>Primitive Art Stonehenge- Monoliths- Cave Painting-</p> <p>Kehinde Wiley Stand- alone artist study.</p> <p>Pre-colombian Art</p> <p>Aztec/ Mayan Tribal Masks Clay-Ocarinas</p> <p>John Dyer</p>	<p>Investigate, replicate, plan and create art based on the body of work of a key artist.</p> <p>Develop their drawing and painting skills incorporating previously learned techniques i.e. Line, shape (geometric and irregular), colour and space.</p> <p>Review and evaluate work, making changes and improvements.</p> <p>Improve their work to gain understanding and improve technique and control.</p> <p>Form their own opinion on art they explore.</p> <p>Talk about artists and designers and say what they like and dislike about their work.</p> <p>Talk about the impact of Mayan and Aztec art</p>	<p><b>Pupils can:</b></p> <p>Replicate work based on a key artist.</p> <p>Confidently use of a range of materials and tools, selecting and using these appropriately to draw, paint and create crafts and sculptures.</p> <p><b>Pupils know:</b></p> <p>The meanings we take from art made in the past are influenced by our own ideas.</p> <p>Artists make art in more than one way and that there are no rules about what art must be.</p>	<p>Sketching Design Monochrome Art Painting and Collage Watercolour Silhouettes Abstract Pastels Sculpture structures- 3D Aztec/ Mayan Tribal Masks Clay-Ocarinas</p>	<p>Paint Pastels Watercolour Collage Sketch Clay Charcoal Chalk</p>

**Year 4**

Active Earth

Victorians

Hokusai/ Yayoi Kusama (dots) - Japanese Art

William Morris- designer

Alma Thomas- Stand-alone artist study.

Investigate, replicate, plan and create art based on the body of work of a key artist.

Plan, create, evaluate and improve a painting using watercolours.

Review and evaluate work, making changes and improvements.

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.

Plan and create projects in 2d and 3d that reflect the work of a given artist.

Talk about how Hokusai and Kusama's work reflect their time and place.

Talk about how the effect of William Morris's ideology on the world we live in today.

**Pupils can:**

Reproduce and develop their own ideas inspired by a key artist.

Demonstrate greater skill and control when drawing, painting and sculpting to depict forms and use growing knowledge of different materials, combining media for effect.

**Pupils know:**

Art from the past can give us clues about what it was like to live at that time.

Art, craft and design can be functional and affect human environments and experiences.

Sketching  
Design- Tiles/pattern  
Dinosaur  
footprints/models-  
Volcanoes Sculpting-  
3D- peaches  
William Morris Tiles

Clay  
Collage  
Tiles  
Ink and rollers  
Plaster  
Paint  
Mod-roc  
Charcoal  
Chalk  
Watercolour pencils and paint

<p><b>Year 5</b></p> <p>Express Yourself- Transition Autumn Term</p> <p>America- Spring Term</p> <p>The Groovy Greeks- Summer Term</p>	<p>Keith Haring/ Jean- Michel Basquiat</p> <p>Georgia O’Keeffe- Skulls, flowers study and Landscape</p> <p>Greek Pottery/ Grayson Perry</p> <p>Hilma af Klint/ Louis Jouvier/Charlie Macksey/ Heart/ Joan Miro – One off sessions linked to wider curriculum</p>	<p>Investigate, replicate, plan and create art based on the body of work of a key artist.</p> <p>Talk about the artists and designers studied, evaluating their work and explaining the how artists’/designers’ work has impacted on them (pupils) personally and more broadly on society.</p> <p>Explain how artists convey human emotions.</p> <p>Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.</p> <p>Investigate the art of antiquity and compare it to contemporary art and evaluate it using artistic language.</p>	<p><b>Pupils can:</b></p> <p>Immerse themselves in a body of work and come up with original ideas based on it.</p> <p>Work with a range of media to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p><b>Pupils know:</b></p> <p>Artists can use symbols in their artwork to convey meaning. Art can communicate powerful statements about right and wrong.</p> <p>Art can be purely decorative, or it can have a purpose.</p>	<p>Drawing Painting Collage Sketching Paint Oil Pastel Haring sculptures/Clay Pots- 3D Art with a social message</p>	<p>Paint Oil Pastel/chalk Collage Watercolour Pencils Charcoal Chalk Collage materials Digital materials Acrylic pens Clay Watercolour paint</p>
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<p><b>Year 6</b> Year 6 Transition</p>	<p>Henry Moore</p>	<p>Investigate, replicate, plan and create art based on the body of work of a key artist.</p>	<p><b>Pupils can:</b></p>	<p>Moore: Drawing/sketching</p>	<p>Water colour pencils/paint Ink, pencil, oil pastel, charcoal, chalk, paint (acrylic, powder) Spray paint</p>
<p>Spring Term</p>	<p>Frida Kahlo</p>	<p>Independently plan, create and evaluate a piece of sculpted, collaged or drawn/painted art.</p>	<p>Develop original ideas based on art by a known artist.</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently, combining materials and techniques appropriately to fit with ideas.</p>	<p>Exploring a variety of media to create images. Sculpture in Clay 3D. Collage</p>	<p>Spray paint Clay Sand</p>
<p>Link to Macbeth English Unit</p>	<p>Paul Edmondson</p>	<p>Incorporate form, pattern, and texture and employ a wide variety of tools to refine skills. Use imagination and experience to influence and improve my work.</p>	<p><b>Pupils know:</b></p>	<p>Kahlo: Still-life carousel Portraiture Pattern, line shape and form Painterly style comparisons of Kahlo/Moore and Edmondson Mixed-media texture painting Street/graffiti art that expresses a view or makes a statement</p>	
<p>Y7 Transition- expression of self.</p>	<p>Banksy</p>	<p>Evaluate and edit using artistic language.</p> <p>Talk about the artists and designers studied, evaluating their work and explaining the how artists'/designers' work has impacted on pupils personally and more broadly on society.</p> <p>Talk about how Henry Moore demonstrates his views on war and link to contemporary issues.</p> <p>Talk about the ways in which Frida Kahlo is revolutionary based on her themes.</p>	<p>Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>Sometimes people make art to express their views and opinions, which can be political or topical and sometime people make art to create reactions.</p>		