

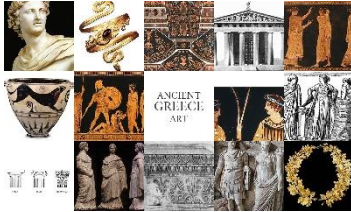
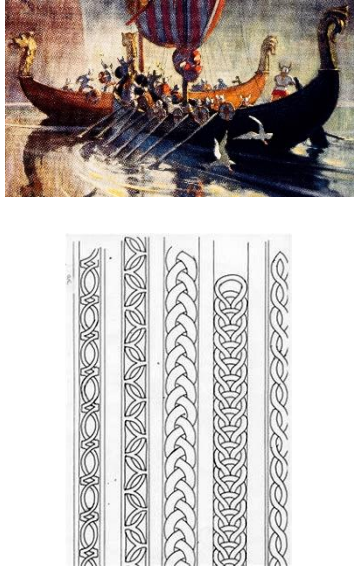
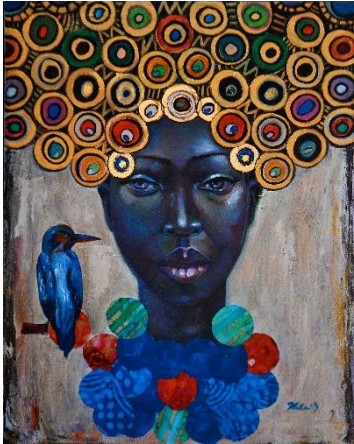


THRUPP PRIMARY SCHOOL ART CURRICULUM - YEAR A 2023-2024

QUESTIONS and ARTISTS

	KESTRELS	HAWKS	BUZZARDS	EAGLES	OWLS
AUTUMN: DRAWING & COLLAGE	Can I create a magical collage? KEY ARTIST: 'SWIFT OF SPRING PORTAL' BY SUSAN SCHRODER	Can I create a William Morris inspired COLLAGE? KEY ARTIST: WILLIAM MORRIS	Can I use DRAWING to replicate Ancient Greek Art? KEY ARTIST: ANCIENT GREEK ARTISTS	Can I create a Viking COLLAGE? (focus on Patterns) KEY ARTIST: VIKING ARTISTS	Can I create a COLLAGE inspired by Black Artist Tamara Natalie Madden? KEY ARTIST: TAMARA NATALIE MADDEN
SPRING: PAINTING & PRINTING	Can I print from everyday objects to create Space images? KEY ARTIST: IMAGES FROM NASA	Can I produce a painting of a London landmark? KEY ARTIST: MONET – 'HOUSES OF PARLIAMENT'	Can I create a PRINT of the Hokusai's Great Wave? KEY ARTIST: HOKUSAI	Can I use PAINTING to replicate Victorian PRE-RAPHAELITES art? KEY ARTIST: PRE RAPHAELITES-ARTISTS A. JOHN EVERETT MILLAIS – OPHELIA B. JW WATERHOUSE -THE LADY OF SHALOTT C. DANTE GABRIEL ROSSETTI – PROSERPINE	Can I create a piece of Street Art inspired by Crime and Punishment topic? (BANKSY) KEY ARTIST: BANKSY
SUMMER: SCULPTURE & TEXTILES	Can I make a castle sculpture? KEY ARTIST: JENNY ROSSEN SAND SCULPTURES	Can I make a fabric Royal Flag? (Felt) KEY ARTIST: JEFF STULTIENS	Can I use Clay and other materials to make an ancient Roman piece? (buildings, faces, etc.) KEY ARTIST: ROMAN ARTISTS	Can I use Textiles in my Early Islamic Civilisation? KEY ARTIST: JAN BEANEY	Can I create a Titanic inspired sculpture? KEY ARTIST: ROSS WILSON

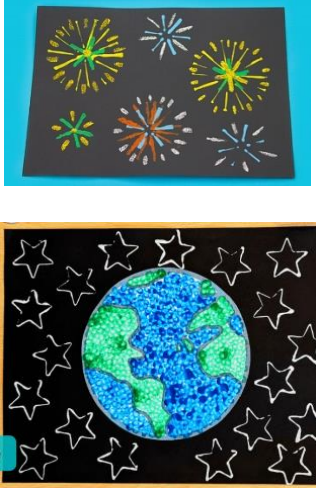
YEAR A - AUTUMN:

	KESTRELS	HAWKS	BUZZARDS	EAGLES	OWLS
YEAR A AUTUMN: DRAWING & COLLAGE	Can I create a magical collage? KEY ARTIST: 'SWIFT OF SPRING PORTAL' BY SUSAN SCHRODER 	Can I create a William Morris inspired COLLAGE? KEY ARTIST: WILLIAM MORRIS 	Can I use DRAWING to replicate Ancient Greek Art? KEY ARTIST: ANCIENT GREEK ARTISTS 	Can I create Viking COLLAGE? (focus on Patterns) KEY ARTIST: VIKING ARTISTS 	Can I create a COLLAGE inspired by Black Artist Tamara Natalie Madden? KEY ARTIST: TAMARA NATALIE MADDEN 

YEAR A AUTUMN: Insight Objectives:	Drawing: EYFS: – I can begin to use a variety of drawing tools – I can use drawings to tell a story Investigate different lines – I can explore different textures – I can encourage accurate drawings of people Year 1: – I can extend the variety of drawings tools – I can explore different textures – I can observe and draw landscapes – I can observe patterns – I can observe anatomy (faces, limbs) Collage: EYFS: – Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – Simple Collage – Make collages using paper, tissue, crepe etc Use fabrics for role play Year 1: – Pritt and PVA Fold, crumple, tear, overlap and sort different materials. – Collage	Drawing: Year 1: – I can extend the variety of drawings tools – I can explore different textures – I can observe and draw landscapes – I can observe patterns – I can observe anatomy (faces, limbs) Year 2: – I can experiment with tools and surfaces – I can draw a way of recording experiences and feelings – I can discuss use of shadows, use of light and dark – I can sketch to make quick records Collage: Year 1: – Pritt and PVA Fold, crumple, tear, overlap and sort different materials. – Collage Year 2: – Overlapping and overlaying to create effects – – Overlap and overlay materials. – Show awareness of contrasts in textures and colours.	Drawing: Year 3: – I can experiment with the potential of various pencils – I can close observation – I can draw both the positive and negative shapes – initial sketches as a preparation for painting – I can accurate drawings of people, particularly faces Year 4: – I can identify and draw the effect of light – I can use scale and proportion – I can do accurate drawings of whole people including proportion and placement – I can work on a variety of scales Collage: Year 3: – Use collage to represent objects as well as imaginative work Year 4: – Develop their own materials for collage – marbling etc Embellish work using a variety of techniques and materials.	Drawing: Year 4: – I can identify and draw the effect of light – I can use scale and proportion – I can do accurate drawings of whole people including proportion and placement – I can work on a variety of scales Year 5: – I can use effect of light on objects and people from different directions – I can interpret the texture of a surface Collage: Year 4: – Develop their own materials for collage – marbling etc Embellish work using a variety of techniques and materials. Year 5: – Recreate designs from other times and cultures using a variety of materials.	Drawing: Year 6: – I can produce increasingly accurate drawings of people – I can understand the concept of perspective Collage: Year 6: – Add collage to a printed or painted background
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YEAR A AUTUMN: Sticky Knowledge	I know that Susan Schroder is a magical/fantasy artist I know that I can make a piece of art by sticking paper to tissue. I know that if I fold, crumble and tear that I can make my art look different.	I know that William Morris was a Victorian artist who created amazing patterns. I know that in William Morris' work he often used plants and animals. I know that if I go heavily with my tool that I can create a shadow on my drawing. I know that if I overlap and overlay that I can create different effects.	I know that the Ancient Greeks used painted pottery as a form of art. I know that the most famous Greek artist was Phidias. I know that using different pencils will create different depths of shade. I know that when I am drawing different people that I need to focus on proportion first and add the detail afterwards. I know that I need to constantly looking at the object and paper when I am drawing close observation.	I know that Viking Artwork is contains repeated patterns. I know that Vikings artists excelled at woodwork and metalwork. I know that if I leave an object white it leaves the effect of a highlight. I know that I only need to put small drop of ink into a tray of water to create a good marble effect.	I know that in Tamara Natalie Madden's work there will always be a bird I know that the bird represents her overcoming her fight with cancer. I know that Tamara's work will have gold embellishments to highlight the black persons' experience. I know how to use the horizon line in my drawing to help create perspective. I know that I can add collage to a painted background I can create an interesting effect.
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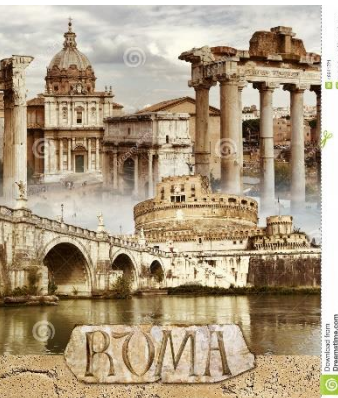
YEAR A - SPRING:

	KESTRELS	HAWKS	BUZZARDS	EAGLES	OWLS
YEAR A SPRING: PAINTING & PRINTING	Can I print from everyday objects to create Space images? KEY ARTIST: IMAGES FROM NASA 	Can I produce a painting of a London landmark? KEY ARTIST: MONET – ‘HOUSES OF PARLIAMENT’ 	Can I create a PRINT of the Hokusai's Great Wave? KEY ARTIST: HOKUSAI 	Can I use PAINTING to replicate Victorian PRE-RAPHAELITES art? KEY ARTIST: PRE RAPHAELITES-ARTISTS  A. JOHN EVERETT MILLAIS – OPHELIA B. JW WATERHOUSE - THE LADY OF SHALOTT C. DANTE GABRIEL ROSSETTI - PROSERPINE	Can I create a piece of Street Art inspired by the Crime and Punishment topic? (BANKSY) KEY ARTIST: BANKSY 

YEAR A SPRING: Insight Objectives:	Painting: EYFS: - I can experiment with and using primary colours – Naming – I can mix (not formal) – I can learn the names of different tools that bring colour – I can use a range of tools to make coloured marks on paper Year 1: - I can name all the colours – I can mix colours – I can find collections of colours – I can apply colour with a range of tools Printing: EYFS: – I can create rubbings – I can print with variety of objects – Print with block colours Year 1: – I can create patterns – I can develop impressed images – I can do relief printing	Painting: Year 1: - I can name all the colours – I can mix of colours – I can find collections of colours – I can apply colour with a range of tools Year 2: – I can begin to describe colours by objects – I can make as many tones of one colour as possible (using white) – I can darken colours without using black – I can use colour on a large scale Printing: Year 1: – I can create patterns – I can develop impressed images - I can do relief printing Year 2: – I can print with a growing range of objects – I can identify the different forms printing takes	Painting: Year 3: – I can colour mix – I can make colour wheels – I can introduce different types of brushes – I can techniques- apply colour using dotting, scratching, splashing Year 4: – I can colour mixing and matching; tint, tone, shade – - observe colours – I can suitable equipment for the task – I can colour to reflect mood Printing: Year 3: – I can relief and impressed printing – I can record textures/patterns – I can do mono-printing – I can do colour mixing through overlapping colour prints Year 4: – I can use sketchbook for recording textures/patterns – I can interpret environmental and manmade patterns – I can modify and adapt print	Painting: Year 4: – I can colour mixing and matching; tint, tone, shade – - observe colours – I can suitable equipment for the task – I can colour to reflect mood Year 5: – I can use hue, tint, tone, shades and mood – I can explore the use of texture in colour – I can colour for purposes Printing: Year 4: – I can use sketchbook for recording textures/patterns – I can interpret environmental and manmade patterns – I can modify and adapt print Year 5: – I can combine prints – I can design prints – I can make connections – I can discuss and evaluate own work and that of others	Painting: Year 6: – I can hue, tint, tone, shades and mood – I can explore the use of texture in colour – I can colour for purposes – I can colour to express feelings Printing: Year 6: – I can build up drawings and images of whole or parts of items using various techniques – I can explore printing techniques used by various artist
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YEAR A SPRING: Sticky Knowledge	I know that if I mix two colours together then I will make a new colour. I know the names of all the colours. I know that I can rub a crayon over an object under a piece of paper to create a rubbing. I know that if I grab an everyday object and dip it into paint and put it onto paper, it will create a pattern.	I know Monet what an impressionist artist I know that this meant he was trying to create an 'IMPRESSION' of what was being drawn or painted. I know that Impressionist artists used small brush strokes. I know that repeated images will create a pattern. I know that if I add white to a colour then I can create different colours.	I know that Hokusai was a Japanese artist. I could that Hokusai was born in 780 and died in I know that Hokusai was the first artist to use the term manga. I know that I can if I overlap coloured prints then I will change the composition of the image. I know that certain colours can reflect mood. (blue = sad, etc.) I know that I can use dotting, scratching to apply colour and create different effects.	I know that the Pre Raphaelites artists believed art should be as similar to the real world as possible. I know that JOHN EVERETT MILLAIS, JW WATERHOUSE and DANTE GABRIEL ROSSETTI were all Pre Raphaelites artists. I know that Pre Raphaelites artists lived in the Victorian era I know that when I evaluate mine and other's work I need to say something positive and also suggest something to improve the work. I know that I can change the tone of colour can affect the mood of a painting.	I know that Banksy is a British Street Artist. I know that Banksy does not like people to know their identity so they make their art in secret. I know that Banksy's art is often about war, politics and other issues that they think is important. I know that I can experiment with colour to express my feelings. I know that I can use an image of part of an item to create an interesting image.
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YEAR A - SUMMER:

	KESTRELS	HAWKS	BUZZARDS	EAGLES	OWLS
YEAR A SUMMER: SCULPTURE & TEXTILES	Can I make and decorate a sand castle sculpture? KEY ARTIST: JENNY ROSSEN SAND SCULPTURES  	Can I make a fabric Royal Flag? (Felt) KEY ARTIST: KAREN WYETH   Technique Focus Felting - Making Felted Fabric: https://www.youtube.com/watch?v=qjW7PSXAewk&t=95s	Can I use Clay and other materials to make an ancient Roman piece? (buildings, faces of famous Roman people, etc.) KEY ARTIST: ROMAN ARTISTS 	Can I use Textiles in my Early Islamic Civilisation? KEY ARTIST: JAN BEANEY  	Can I create a Titanic inspired sculpture? KEY ARTIST: ROSS WILSON  Titanic Statue of Belfast Shipyard Workers  Titanic Statue of Passengers

YEAR A SUMMER: Insight Objectives	Sculpture: EYFS: – I can handle, feel, enjoy and manipulate materials – I can construct – I can build and destroy – I can shape and model. Year 1: – I can construct – I can use materials to make known objects for a purpose – I can carve – I can pinch and roll coils and slabs using a modelling media. – I can make simple joins Textiles: EYFS: – I can use fabric, wool or thread to make models with recycled items. Use ribbons and string to thread and make patterns. – I can do simple weaving Year 1: – I can create fabrics by weaving – I can use man-made and natural materials i.e. grass through twigs, plastic through fence, wool around lolly sticks etc. Introduce adhesives – I can weave – I can say how textiles create thing	Sculpture: Year 1: – I can construct – I can use materials to make known objects for a purpose – I can carve – I can pinch and roll coils and slabs using a modelling media. – I can make simple joins Year 2: – I can show an awareness of natural and man-made forms – I can show expression of personal experiences and ideas – I can shape and form from direct observation (malleable and rigid materials) – I can use decorative techniques – I can replicate patterns and textures in a 3-D form – I can work and that of other sculptors Textiles: Year 1: – I can create fabrics by weaving – I can use man-made and natural materials i.e. grass through twigs, plastic through fence, wool around lolly sticks etc. Introduce adhesives – I can weave – I can say how textiles create thing Year 2: – I can use large eyed needles – running stitches – I can simple appliqué work – I can start to explore other simple stitches – I can cut and shape fabric using scissors – I can glue and stitch together using large eye needles – I can use simple applique Knot, fray, fringe, twist or plait threads/fabrics	Sculpture: Year 3: – I can shape, form, model and construct (malleable and rigid materials) – I can plan and develop ideas – I can understand different adhesives and methods of construction Year 4: – I can plan and develop ideas – I can experience surface patterns / textures – I can discuss my own work and work of other sculptors – I can analyse and interpret natural and manmade forms of construction Textiles: Year 3: – I can use smaller eyed needles and finer threads – I can weave Year 4: – I can use a wider variety of stitches – I can observe the design of textural art – I can experimenting with creating mood, feeling, movement – I can compare different fabrics	Sculpture: Year 4: – I can plan and develop ideas – I can experience surface patterns / textures – I can discuss own work and work of other sculptors – I can analyse and interpret natural and manmade forms of construction Year 5: – I can shape, form, model and construct from observation and imagination. – I can plan a wire sculpture through drawing and other preparatory work. – I can use observation or imagination. Textiles: Year 4: – I can use a wider variety of stitches – I can observe and design of textural art – I can experimenting with creating mood, feeling, movement – I can compare different fabrics Year 5: – I can use stories, music, poems as stimuli – I can select and use materials – I can embellish work – I can do fabric making – I can name artists using textile	Sculpture: Year 6: – I can plan and develop ideas – I can shape, form, model and join – I can shape, form, model and join using malleable and rigid materials Textiles: Year 6: – I can develop experience in embellishing – I can apply knowledge of different techniques to express feelings – I can work collaboratively on a larger scale
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YEAR A SUMMER: Sticky Knowledge	I know that I can make a sandcastle using damp sand and a bucket. I know that I need to pat the sand down until it is firm and packed tight inside the bucket. I know that I can add decorations using shells and rocks to my finished castle. I know how to use ribbons and string to thread and make patterns.	I know that Karen Wyeth is a BRITISH felt artist. I know that Karen Wyeth works with combining felting with hand embroidery and sewing to create images. I know that I can make my own felt by using some wool, water, soap and friction. I know that malleable means able to be hammered or pressed into shape without breaking. I know that rigid means unable to bend or be forced out of shape. I know how to work with malleable and rigid materials.	I know that ancient Roman sculptors often created sculptures out of marble, stone, and clay. I know that concrete was actually invented by the ancient Romans and used to make sculptures. I know that Roman concrete, in many cases, has proven to be longer-lasting than its modern equivalent, which can deteriorate within decades I know that I can shape, form, model and construct (malleable and rigid materials) I know how to weave using different materials.	I know that Early Islamic artists created a wide variety of floral motifs, geometric designs and calligraphy. I know that in addition to beautiful pieces of pottery, Islamic artists created great pieces of art using ceramic tiles. I know that the most popular type of painting in the early Islamic world was "miniature painting." I know that these paintings were small and were used in fancy books called "illuminated " manuscripts. I know that I can use a wider variety of stitches for different effects. I know that I can experiment with surface patterns to build textures in my art.	I know that Irish artist Ross Wilson made the Titanic Statue of Belfast Shipyard Workers. I know that this sculpture celebrates the legacy of shipbuilding in Belfast, the hopes, the dreams, the achievements by generations of working men, yardmen. I know how to look at a piece of Titanic artwork and understand the messages that are conveyed by it. I know how to create a sculpture that captures a group of people escaping from the Titanic I know how to suggest where I will place that sculpture for maximum effect. I know how to shape, form, model and join using malleable and rigid materials
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