

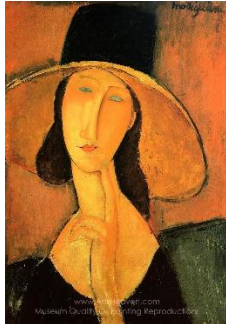


THRUPP PRIMARY SCHOOL ART CURRICULUM - YEAR B 2024-2025

QUESTIONS and ARTISTS

	KESTRELS	HAWKS	BUZZARDS	EAGLES	OWLS
AUTUMN: DRAWING & COLLAGE	Can I draw a house? KEY ARTIST: EDWARD HOPPER	Can I do an observational drawing of a toy? KEY ARTIST: LEONARDO DA VINCI	Can I use COLLAGE to create a Stone Age dream like cave? KEY ARTIST: KRISTIN SCHUE STONE AGE ARTISTS	Can I do PORTRAITS of people? KEY ARTIST: AMEDEO MODIGLIANI	Can I use perspective in World War I drawings in the style of PAUL NASH? KEY ARTIST: PAUL NASH
SPRING: PAINTING & PRINTING	Can I experiment with paint to make a Rainbow and Magic Mountains? KEY ARTIST: ELEANOR FORD LAURA BLYTHMAN	Can I create patterns by printing with objects? KEY ARTIST: KAREN LEDERER	Can I use painting skills to decorate a Saxon object? KEY ARTIST: SAXON ARTISTS	Can I create PRINTS inspired by Georgia O Keeffe and Henri Rousseau? KEY ARTIST: GEORGIA O'KEEFFE HENRI ROUSSEAU	Can I use PRINT to do create Tudor Portrait? KEY ARTIST: HANNS HOLBEIN THE YOUNGER
SUMMER: SCULPTURE & TEXTILES	Can I combine fabrics to create a beautiful tree? KEY ARTIST: DIANE ROGERS	Can I use SHELLS to create sculpture? KEY ARTIST: ANNA CHAN	Can I make my own fabric print in the style of the AJRAKH pint? KEY ARTIST: INDUS VALLEY CRAFTSPEOPLE	Can I create a WIRE SCULPTURE inspired by the Shang Dynasty? KEY ARTIST: KENDRA HASTE	Can I produce a collaborative piece of artwork inspired by the legacy? KEY ARTIST: <i>MAPS OF TRUTHS AND BELIEFS</i> BY GRAYSON PERRY (TAPESTRIES ONLY)

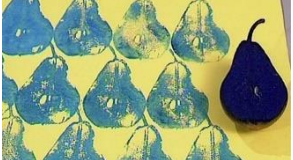
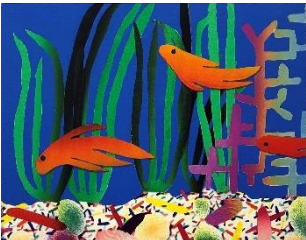
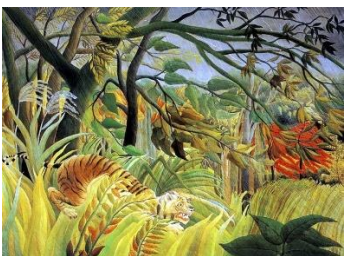
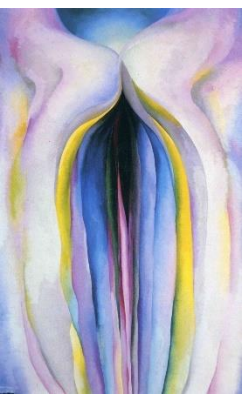
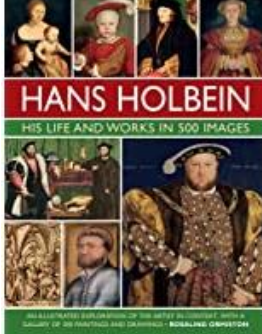
YEAR B - AUTUMN:

	KESTRELS	HAWKS	BUZZARDS	EAGLES	OWLS
YEAR B	Can I draw a house?	Can I do an observational drawing of a toy and a Landscape drawing?	Can I use COLLAGE to create a Stone Age dream like cave?	Can I do PORTRAITS of people?	Can I use perspective in World War I drawings in the style of PAUL NASH?
AUTUMN	KEY ARTIST:	KEY ARTIST:	KEY ARTIST:	KEY ARTIST:	KEY ARTIST:
DRAWING & COLLAGE	EDWARD HOPPER	LEONARDO DA VINCI	KRISTIN SCHUE	AMEDEO CLEMENTE MODIGLIANI	PAUL NASH
	  	 	 	 	 
	https://www.youtube.com/watch?v=4pgR0Q9bggQ		STONE AGE ARTISTS		

YEAR B 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 – Make simple 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 concept of perspective Collage: Year 6: – Add collage to a printed or painted background
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YEAR B AUTUMN Sticky Knowledge	I know that Edward Hopper is an American artist FIRST - I know that I need to draw the ROOF when I draw a house. SECOND - I know that I need to draw the FRONT of the house when I draw a house. THIRD - I know that I need to draw the FRONT DOOR when I draw a house. FOURTH - I know that I need to draw the WINDOWS when I draw a house. I know that when I draw a house, I need to keep my lines straight and not curved. I know how to create a simple collage using different papers and glue.	I know that Leonardo Da Vinci was an Italian artist who created amazing patterns. I know that Leonardo Da Vinci also conducted dozens of carefully thought-out experiments and created futuristic inventions. I know that when I do my observational drawing that I need to keep looking back at the object and my image to make sure that it is close to the original image. I know that I can crumple, tear, overlap and sort different materials to create an interesting collage.	I know that the Ancient Stone Age left incredible images in caves that are still around. I know that LASCAUX Caves in France is famous for its Paleolithic cave paintings, found in a complex of caves I know that the LASCAUX Caves are estimated to be up to 20,000 years old, the paintings consist primarily of large animals, once native to the area. I know how to draw both the positive and negative shapes. I know that KRISTIN SCHUE is a mixed media artist. I know that I can use collage to represent objects as well as imaginative work.	I know that Amedeo Modigliani was an ITALIAN painter and sculptor. I know that Amedeo Modigliani is known for his unique style characterized by a surreal elongation of faces, necks, and figures. I know how to recreate Modigliani's style when I do my own portraits. I know how to recreate designs from other times and cultures using a variety of materials. I know how to do accurate drawings of whole people including proportion and placement.	I know that Paul Nash depicted the destroyed and broken landscapes of the First and Second World War. I know who Paul Nash is and how to recreate artwork in the style of him. I know how to produce increasingly accurate drawings of people. I know how to create the concept of perspective when I draw. I know how to add collage to a background.
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YEAR B - SPRING:

	KESTRELS	HAWKS	BUZZARDS	EAGLES	OWLS
Year B Spring: Painting & Printing	Can I Experiment with Paint To Make A Rainbow And Magic Mountains? Key Artists: Laura Blythman https://www.huntingforgeorge.com/blog/laura-blythman-meet-the-maker/#:~:text=Designer%2C%20illustrator%20and%20creative%20director,collage%20in%20her%20art%20prints. 	Can I Create Patterns by Printing With Objects? Key Artist: Karen Lederer https://www.Reflectionsoncolor.Com/Interviews/Karen-Lederer   	Can I Use Painting Skills To Decorate A Saxon Object? Key Artist: Saxon Artists  	Can I Create Prints Inspired By Georgia O'Keeffe And Henri Rousseau? Key Artists: Georgia O'Keeffe Henri Rousseau  	Can I Use Print to Create a Tudor Portrait? Key Artist: Hanns Holbein The Younger 

YEAR B SPRING: Insight Objectives:	Painting: EYFS: - I can experiment with and using primary colours – Naming – I can mix (not formal) – I can 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 of 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 – I can 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 colour – 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 use techniques- apply colour using dotting, scratching, splashing Year 4: – I can use colour mixing and matching; tint, tone, shade – - observe colours – I can use suitable equipment for the task – I can use colour to reflect mood Printing: Year 3: – I can create 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 use suitable equipment for the task – I can use 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 use 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 use hue, tint, tone, shades and mood – I can explore the use of texture in colour – I can use colour for purposes – I can use 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

YEAR B SPRING: Sticky Knowledge:	I know that Laura Blythman is a BRITISH designer and illustrator. I know that her bright artwork reflects her cheerful personality. I know how to use colour with different tools. I know how print with block colours	I know Karen Lederer is an AMERICAN printmaker. I know that Karen Lederer's style is very vivid and striking. I know how to use 5 different objects to print. I know how to apply colour with a range of tools I know how to describe colours and their impact,	I know that some of the most famous techniques were metalwork, illuminated manuscripts, ivory carving and textiles. I know that The Sutton Hoo helmet was both a functional piece of battle equipment and a symbol of its owner's power and prestige. It is the richest known Anglo-Saxon helmet, indicated its owner's status. I know that I can use blue, yellow and red to make the colours in a colour wheel. I know how to use relief and impressed printing .	I know that Georgia O'Keeffe's (American artist) work often featured dramatic flowers, cityscapes, landscapes, and of bones against the stark desert sky. I know that, in a career spanning more than sixty years, Georgia O'Keeffe produced more than a thousand artworks. I know that the French painter Henri Rousseau is known for his richly coloured and meticulously detailed pictures of lush jungles, wild beasts, and exotic figures. I know how to colour mix and match; tint, tone, shade in my artwork. I know how to modify and adapt print.	I know that Hans Holbein 'the Younger' was a German artist and printmaker. I know that Hans Holbein 'the Younger' was widely considered as one of the finest and most accomplished portraitists of the 16th century. I know that in his work he represented people with detail and precision. His portraits are characterised by strong gazes, a diversity of appearance and carefully considered clothing and accessories. I know how to explore the use of texture in colour. I know how to explore printing techniques used by various artist.
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YEAR B - SUMMER:

	KESTRELS	HAWKS	BUZZARDS	EAGLES	OWLS
YEAR B SUMMER: SCULPTURE & TEXTILES	Can I combine fabrics to create a beautiful tree? KEY ARTIST: DIANE ROGERS Diane Rogers -UK Brighton Contemporary Textile Artist 	Can I use SHELLS to create sculpture? KEY ARTIST: ANNA CHAN https://www.beachcombingmagazine.com/blogs/news/spotlight-artist-anna-chan   	Can I make my own fabric print in the style of the AJRAKH pint? KEY ARTIST: INDUS VALLEY CRAFTSPEOPLE  	Can I create a WIRE SCULPTURE inspired by the Shang Dynasty? KEY ARTIST: KENDRA HASTE  	Can I produce a collaborative piece of TEXTILES artwork inspired by the legacy topic? KEY ARTIST: <i>MAPS OF TRUTHS AND BELIEFS</i> BY GRAYSON PERRY (TAPESTRIES ONLY)  Grayson Perry England, b.1960 Map of truths and beliefs 2011 acrylic, wool and cotton tapestry Purchased 2014 'I wanted to make a sort of altarpiece, a map of heaven ... The charge of it is in the clash of the prosaic and the spiritual. I was thinking of pilgrimage in a wider, non-religious sense, so I included places of pilgrimage that I'd googled. Most are religious but many are historical and secular. In the centre is an eye ... Alan Measles, my teddy bear, is in the middle of the pupil, as the god. 'The female figure at the far left represents the aggressive consumerism of modern life: she has a black trouser suit, two iPhones and straightened hair. The boy at the centre is innocent logic. He's got his set-square, his toy car and camouflage trousers; he's trying to make sense of the universe. The bear is a wild, emotional vision of the world and the woman opposite in folk costume represents tradition. 'Between them they hold in balance the two things: raw creativity and sensuous desire, and the rules of society. Together they carry the disc of belief.' — Grayson Perry

	– I can say how textiles create thing	Year 2: – I can use large eyed needles – running stitches – I can use 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		– I can select and use materials – I can embellish work – I can do fabric making – I can name artists using textile	
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YEAR B SUMMER: Sticky Knowledge	I know that Diane Rogers is a BRITISH textiles artist. I know that nature and the environment provide the inspiration for all her textile art. I know how to use fabric, wool or thread to make models with. I know how to use grass through twigs, plastic through fence, wool around lolly sticks in my artwork.	I know that AMERICAN artist Anna Chan gathers seashells on the beach to create amazing animal portraits. I know that artist Anna Chan's pieces mostly feature endangered species in hopes of raising awareness of their current situation. I know that artist Anna Chan believes that the seashells are like jewels to me, each one a mosaic piece finding its place in the big picture. I know how to use materials to make known objects for a purpose I know how to use large eyed needles – running stitches.	I know that Ajrakh is a unique form of block-printing found mostly in Sindh, Pakistan and Ajrakhpur, Kutch district, India. I know how to use smaller eyed needles and finer threads. I know how to experiment with creating mood, feeling, movement. I know how to use smaller different adhesives and methods of construction. I know discuss own work and work of other sculptors.	I know that Kendra Haste is a renowned contemporary animal sculptor working with the medium of wire. I know that Kendra Haste is trying to create a sense of the living, breathing subject in a stationary 3-D form. I know how to shape, form, model and construct from observation and imagination. I know how to discuss own work and work of other sculptors I know that I can use fabrics to experimenting with creating mood, feeling, movement	I know that Grayson Perry is an ENGLISH contemporary artist, writer and broadcaster. He is known for his ceramic vases and tapestries. I know that Grayson Perry is a great chronicler of contemporary life. I know that in his work, Perry tackles subjects such as: identity, gender, social status, sexuality, religion. I know how to develop experience in embellishing. I know how to apply knowledge of different techniques to express feelings. I know how to plan and develop ideas.
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