



Manor Drive Art Curriculum





Whole-school definition of Art

Art is the study of and creation of something that expresses an idea, an emotion or a world view.

Art is a vital subject to include in a person's education, both in school and as part of lifelong learning. Making time and space for creativity helps develop learning **about** art, but also learning about ourselves **through** art.



Year 1/2 Cycle A Overview

Autumn 1	Artist: Molly Haslund	<u>Spirals</u> Using drawing, collage and mark making to explore spirals. Introducing sketchbooks.
Spring 1	<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	
Summer 1	Artists: Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett	<u>Playful Making</u> Exploring materials and intention through a playful approach

Year 1/2 Cycle A Key Concepts

Spirals

- That drawing is a physical and emotional activity.
- That when we draw, we can move our whole body.
- That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- That we can draw from observation or imagination.
- That we can use colour to help our drawings engage others.

Simple Printmaking

- That we can make a "plate" from which to "print"
- That there is a relationship between plate and print: e.g. negative / positive.
- That we can use print to create "multiples"
- That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.

Playful Making

- That when we make art in 3 dimensions it is often called Sculpture.
- That we can generate ideas through playful exploration.
- That we can build understanding of the properties of materials through manipulation.
- That making sculpture is a partnership between materials, ideas, hands and tools.
- That we can reflect upon our intention when we see our ideas made physical.



Year 1/2 Cycle B Overview

Autumn 1	Artists: Rosie James, Alice Fox	<u>Explore & Draw</u> Introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills
Spring 1	Artists: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne	<u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.
Summer 1	Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios	<u>Be an Architect</u> Exploring architecture and creating architectural models.

Year 1/2 Cycle B Key Concepts

Explore & Draw

- That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.
- That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.
- That we can use the things we find to draw from, using close observational looking.
- That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.
- We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.

Expressive Painting

- That artists sometimes use loose, gestural brush marks to create expressive painting.
- Expressive painting can be representational or more abstract.
- Artists use impasto and sgraffito to give texture to the painting.
- Artists sometimes use colour intuitively and in an exploratory manner.
- That we can enjoy, and respond to, the way paint and colour exist on the page.

Be an Architect

- That architects design buildings and other structures which relate to our bodies and which enhance our environment.
- That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.
- That we can use drawing as a way to help us process and understand other people's work.
- That we can use digital tools such as drones and film to inspire us.
- That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.
- That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials.



Year 3/4 Cycle A Overview

Autumn 1	Artists: Heather Hansen, Laura McKendry, Edgar Degas	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.
Spring 1	Artists: Alice Kettle, Hannah Rae	<u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.
Summer 1	Artists: Artists: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber	<u>Making Animated Drawings</u> Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.

Year 3/4 Cycle A Key Concepts

Gestural Drawing with Charcoal

- That when we draw we can use gestural marks to make work.
- That when we draw we can use the expressive marks we make to create a sense of drama.
- That when we draw we can move around.
- That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.

Cloth, Thread, Paint

- That artists can combine art and craft using painting and sewing together to make art.
- That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.
- That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.
- That we don't have to use materials in traditional ways - it is up to us to reinvent how we use materials and techniques to make art.

Making Animated Drawings

- That artists can make animations by creating drawings which move in a sequence.
- That we can use all our mark making skills and imagination to make our drawings visually engaging.
- That we can use our moving drawings to share narratives.



Year 3/4 Cycle B Overview

Autumn1	Artists: Laura Carlin, Shaun Tan	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing.
Spring 1	Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork
Summer 1	Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer	<u>Festival Feasts</u> How might we use food and art to bring us together?

Year 3/4 Cycle B Key Concepts

Storytelling Through Drawing

- That we can tell stories through drawing.
- That we can use text within our drawings to add meaning.
- That we can sequence drawings to help viewers respond to our story.
- That we can use line, shape, colour and composition to develop evocative and characterful imagery.

Exploring Still Life

- That when artists make work in response to static objects around them it is called still life.
- That still life has been a genre for many hundreds of years, and is it still relevant today.
- That when artists work with still life, they bring their own comments and meaning to the objects they portray.
- That we can make a still life creative response in many media: drawing, painting, collage, relief...
- That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.

Festival Feasts

- That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.
- That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.
- That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.
- That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.



Year 5/6 Cycle A Overview

Autumn 1	Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny	<u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.
Spring 1	Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan	<u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.
Summer 1	Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan	<u>Architecture: Dream Big or Small?</u> Explore the responsibilities architects have to design us a better world. Make your own architectural model.

Year 5/6 Cycle A Key Concepts

Typography & Maps

- That when designers work with fonts and layout it is called Typography.
- That we can use the way words look to help us communicate ideas and emotions.
- That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.

Mixed Media Land & City Scapes

- That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.
- That artists often work outside (plein air) so that all their senses can be used to inform the work.
- That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong".
- We can share our artistic discoveries with, and be inspired by each other.
- We can use sketchbooks to focus this exploration and we do not always need to create an "end result" - sometimes the exploratory journey is more than enough.

Architecture: Dream Big or Small?

- That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.
- That we can make creative choices which both serves ourselves as individuals and the communities we belong to.
- That we can use form, structure, materials, and scale to design innovative buildings.
- That we can build architectural models to test out our ideas and share our vision.



Year 5/6 Cycle B Overview

Autumn 1	Artists: Lubaina Himid, Claire Harrup	<u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.
Spring 1	Artists: Luba Lukova, Faith Ringgold, Shepard Fairey	<u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.
Summer 1	Artists: Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrllaga, Thomas Witte	<u>Shadow Puppets</u> Explore how traditional and contemporary artists use cutouts and shadow puppets.

Year 5/6 Cycle B Key Concepts

2D Drawing to 3D Making

- That drawing and making have a close relationship.
- That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.
- That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
- That we can use methods such as the grid method and looking at negative space to help us draw.
- That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

Activism

- That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.
- That artists acting as activists often use print because it allows them to duplicate and distribute their message.
- That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.
- That through art as activism we can come together.

Shadow Puppets

- That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories.
- That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.
- That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.
- That we can work in collaboration with others to make a shared experience.