Northfield Primary School – Example Art Overviews

	Unit 1	Unit 2	Unit 3
Year 2	**Drawing and Painting** **Artist: Sonia Delaunay** To produce colour and tonal studies of geometric patterns. **Teaching Sequence:** 1. *I can find out about the work of an artist* Create Artist study page in sketchbook. 2. *I can use a viewfinder to sketch areas of interest* Look at the work of Delaunay and appraise shapes. Notice how they are geometric. Create a viewfinder from two corners of a sheet of A4 paper and practise making it larger and smaller. Lay view finder over Delaunay's work and select a small area of interest to sketch. Notice how lines meet and cross over. Sketches should be small studies- perhaps two or three on one sketchbook page. Do not add colour yet. 3. *I can add colour to an area of interest* Refer to the small studies created last session. We are going to add colour to them. Notice how she does not use texture- just flat blocks of colour. Look at analogous colours from the colour wheel (the ones from the same families- red, red-purple, blue-purple, blue). Select	**3D** **Artist: Henri Rousseau** To build a clay tile with layers. **Teaching Sequence:** 1. *I can find out about the work of an artist* Create Artist study page in sketchbook. 2. *I can design a clay tile in the style of Henri Rousseau* In a square shape, design a simple image based on Rousseau's work that depicts a jungle animal hiding behind leaves/other foliage. Tiles should be drawn in layers- square on page first, then animal, then leaves in front of animal. The animal will be carved from a separate piece of clay then attached to the tile first then the leaves will be carved again from another separate piece of clay then attached so they flap/ slightly cover animal. Children will show this in their designs. 3. *I can produce a clay tile* (A longer session may be needed for this- it must be done in one go and cannot be done over two sessions due to the use of air-drying clay). Roll clay to around 5mm thick and cut out a square, using a ruler and cutting tools. Use a printed image of an animal to cut outline of	**Photography** **Artist: Andy Warhol** To manipulate an image to create different moods. **Teaching Sequence:** 1. *I can find out about the work of an artist* Create Artist study page in sketchbook. 2. *I can investigate the moods of the models in Andy Warhol's photographs* Provide a range of photos taken by Warhol. Appraise them to establish mood. Recreate facial expressions/ body language to depict the same mood. *I can pose for an image and take a photograph* In pairs, photograph one another depicting a chosen mood. Use different lenses (binoculars and magnifying glasses) to alter the image at the time of production. Print and add to sketchbook with a short caption. 3. *I can digitally alter an image* Using the image that has been taken of them, children to manipulate image digitally by applying colour filters. Allow time to explore other alterations that can be made. 4. *I can digitally alter an image* Continue from last session with the aim of producing four different coloured versions of the same image. Print.

	colours from families and paint sketches. Alter sizes of brush to suit size of part of the image. 4. *I can investigate grades of pencils* Provide children with HB-6B pencils. Allow time for mark-making in sketchbook with each pencil to see how it can be used for effect- 6B for dark, dramatic movement, whilst 2B for lighter, more subtle movement. Children to reproduce small studies using graded pencils in place of colours, selecting them to suit the colour it is replicating. 5. *I can investigate tone* Provide white and black paper and black and white pastels or charcoal and white chalk. Using view finders, create tonal studies of their chosen parts of Delaunay's work. 6. *I can produce a contrasting tonal study* Produce work in her style using a mixture of graded pencils, charcoal and chalk. Select black or white paper.	an animal out of a second piece of clay, rolled to around the same thickness. Decide where the animal will sit on the square and lightly score a hash into the square. Score the same hash onto the back of the animal. Apply a small amount of water to the hashes (this is called slip) and place both hashes together so the animal sits flat on the square. Using another piece of clay, carve leaves. Attach in the same way as before but this time, curl/bend/shape leaves so they are not flat to the clay tile but slightly conceal animal. Once attached, carve light patterns into leaves and animal. Dry. 4. *I can apply paint to clay* Select appropriate sizes of brushes to apply Ready Mix paint. Mix own colours from primary colours then add PVA glue to mixed colour. Dry. 5. *I can add a glaze to clay* Paint PVA onto entire tile. Dry. Photograph.	5. *I can select a layout* Arrange four printed images into a composition so it resembles the work of Warhol's prints. Justify the colours chosen and the way the colours alter the mood that is being depicted.
Year 5	**Drawing, Painting and Photography** **Artist: Claude Monet** To produce a variety of works in the style of Impressionist Artist, Claude Monet. **Teaching Sequence (Could include a visit to Bumble Hole to sketch footbridge and water):**	**Printing** **Artists: Monotype Print Artists: Colin Self, Berenice Sydney, Naum Gabo, Bryan Wynter** To explore different processes of monotype printing. **Teaching Sequence:**	**Textiles** **Artist: Anni Albers** To explore a range of textile techniques to create different textural effects. **Teaching Sequence:** 1. *I can find out about the work of an artist*

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	1. *I can find out about the work of an artist* Create Artist study page in sketchbook. 2. *I can recreate an image using a variety of media* (Across two sessions) Study Monet's paintings, 'Water-lilies' and 'The Artist's Garden' and establish that the style is 'Impressionism'. (Tate Kids website has a good explanation of this). Look at how movement has been captured due to the movement of brush strokes across the page in different ways. Practise making marks with poster or acrylic paint, watercolour paint and pastel and apply with brushes, plastic knives, cotton buds, fingers, tissue paper, cloths etc. Recreate a small section of one of the images. Experiment with surfaces- use paint on dry paper then paint on wet paper. Notice how the paints or pastels move in different ways depending on the surface. Reproduce the whole image on a small scale. 3. *I can sketch from observation* Either visit Bumble Hole and ask children to sketch their surroundings, using pencils or pastels, OR conduct a pre-visit to Bumble Hole, photographing the footbridge and surrounding areas, allowing children to sketch from photographs. Pre-visit photos could be taken at different times of day so that	1. *I can find out about the process of Monotype Printing and explore some of the different methods used by different Artists* Create methods of monotype printing study page in sketchbook, referring to various artists. 2. *I can explore a variety of methods of Monotype Printing* (Across two sessions) Allow time to produce simple exploratory prints using different methods: - Roll ink onto a sheet of acetate, lay paper on top, scratch a design into the page using an object that doesn't leave a trace (end of paint brush), peel off and reveal image. Re-roll ink and repeat but this time with an object that does leave a trave (pencil/pen)- this allows for a more intricate design because you can see where you have visited. - Cut out paper shapes, roll with ink, layer onto acetate, lay blank page over the top, roll again with clean roller, peel off. - Apply a design (using ink or paint) directly onto acetate- don't apply ink with paint brushes. Lay blank page on top, roll with clean roller, peel off. Stick produced prints into sketchbook and annotate with how they were produced and express an opinion about effectiveness. 3. *I can plan to produce a Monotype Print*	Create Artist study page in sketchbook (Tate Kids Website has useful information). 2. *I can weave fabrics* Using Tate Kids Anni Albers page, carry out friendship bracelet weaving activity. Evaluate the visual and tactile qualities of the finished piece. 3. *I can combine pattern and texture* Look at examples of Batik work and replicate patterns seen. Compare patterns to those of Anni Albers. 4. *I can design a pattern to be created with Batik* Decide where the textural element will appear in work and combine this with colour (base decisions on discussions had previously about the balance of aesthetics and textural effect). 5. *I can produce a textured image* Using plain white cotton as the base (A4), children will lightly sketch their intended pattern onto the fabric. Using the ends of wooden paint brushes, carefully apply hot melted wax (either from a wax pot or a plastic bowl of wax melted in the microwave) to fabric. Once dry, the rest of the white fabric can be painted with fabric dyes. Once completely dry, evaluate the aesthetic and textural balance. Explain that Batik wax can be ironed to remove the excess wax. This will still give the illusion of texture without it being felt. This does not have to be done. 6. *I can experiment with creating the illusion of texture on fabric*

	they show varying light and dark. If a visit takes place, children to take own photographs to paint from on return to school. 4. *I can paint from observation* (Across two or more sessions) Using photographs taken at Bumble Hole, pupils will paint for a sustained period or over the course of several sessions. Select preferred media type- acrylic, watercolour or a combination and decide how paint will be applied to wet or dry surface.	Children will decide which method/methods of printing they will use to produce one image- they can combine methods but must clarify the process they will follow. List steps in sketchbook. The image itself can be anything related to a recently studied topic or an interest of the child. Justify choices. Plan colours and layers, along with materials that will be used. 4. *I can produce a Monotype print* (Across Two sessions) Make print. Evaluate success of method and aesthetics of final outcome.	Show examples of tie dye. Guide children through process of tie dying. Use fabric dyes to tie dye a small square of fabric. (This skill can be revisited if desired in DT when making cushions)