



ART	Autumn	Spring	Summer Term 'CREATE' Project
Year 1	<p><u>Mark Making</u>  <b>N.C. LINKS:</b>  <b>To use a range of materials creatively. To use drawing and painting to develop and share their ideas, experiences and imagination.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To use a variety of tools including pencils, rubbers, crayons, pastels, felt tips and chalk.</li> <li>• To begin to explore the use of line shape and colour.               <ul style="list-style-type: none"> <li>• To name primary and secondary colours.</li> </ul> </li> <li>• To paint simple shapes to develop control.</li> <li>• To choose to use thick/thin brushes as appropriate.</li> <li>• To imitate and create art in the style of Paul Klee.</li> </ul>	<p><u>Self Portraits</u>  <b>N.C. LINKS:</b>  <b>To use drawing and painting to develop and share their ideas, experiences and imagination.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To identify and explore famous self-portraits eg Rembrant, Matisse, Van Gogh.</li> <li>• To continue to explore the use of line, shape and colour.               <ul style="list-style-type: none"> <li>• To communicate something about themselves in their painting.</li> </ul> </li> <li>• To use natural and found materials to create sculpture of themselves.               <ul style="list-style-type: none"> <li>• To be able to create a simple collage using</li> </ul> </li> </ul>	<p><u>Yayoi Kasuma</u>  <b>N.C. LINKS:</b>  <b>To explore the work of a range of artists, craftmakers and designers. Describe differences and similarities.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To imitate and create art in the style of Yayoi Kasuma</li> <li>• To continue to explore the use of line shape, colour and pattern through the work of Yayoi Kasuma.</li> <li>• To create a pumpkin sculpture/collage using a range of materials ie clay.</li> <li>• Investigate polka dots using a range of tools and techniques, inspired by class discussion and the text 'The Dot' by Peter H Reynolds.</li> </ul>



# St Cecilia's Catholic Primary School-Planning Overview for Art & Design



	<p><b>Sketchbooks:</b></p> <ul style="list-style-type: none"> <li>To record and explore from first hand observation, experience and imagination.</li> <li>Begin to evaluate their own work and the work of others.</li> </ul>	<p>techniques such as cutting and tearing.</p>	
<p>Year 2</p>	<p><u>Colour Creations</u></p> <p><b>N.C. LINKS:</b>  <b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To look at drawings and comment thoughtfully-begin to discuss the use of shadow and use of light/dark</li> <li>To continue to explore the use of line, shape and colour.</li> <li>To mix primary colours to create all the secondary colours.</li> <li>To mix and match colours and predict outcomes.</li> </ul>	<p><b>Earth Art</b></p> <p><b>N.C. LINKS:</b>  <b>To use a variety of materials to creatively design and make products. To use drawing, painting and sculpture to share ideas, experiences and imagination.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To create a print using pressing, rolling, rubbing and stamping.</li> <li>To be able to make sculptures with sticks and twigs.</li> <li>To explore Rangoli patterns and make animal pictures with leaves and flowers.</li> <li>To learn how to weave with natural materials and make a loom frame with natural materials.</li> </ul>	<p><b>Henry Rousseau</b></p> <p><b>N.C. LINKS:</b>  <b>To learn about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines. And making links in their own work.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To learn about the life and explore works by Henri Rousseau. Children will create books to explore his work.</li> <li>To investigate techniques, he used and create floral art work using this discipline.</li> <li>To explore his portrait and landscape genre and create their own using his style.</li> <li>To be able to create a landscape painting which includes a portrait of themselves in it.</li> </ul>



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		<ul style="list-style-type: none"> <li>● To investigate Indian mandalas; symmetrical designs and colour.</li> <li>● To explore collage techniques and materials used to make them.</li> </ul>	
<p>Year 3</p>	<p><u>Journeys</u>  <b>N.C. LINKS:</b>  <b>Evaluate and analyse creative works using the language of art, craft and design.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● To investigate the use of symbols in Aboriginal art.</li> <li>● To be able to create a piece of artwork in the style of an Aboriginal journey.</li> <li>● To identify ways of representing objects and features relating to maps and journeys.</li> <li>● Analyse the work of Paul Klee and create Journey work.</li> </ul>	<p><u>Famous Buildings</u>  <b>N.C. LINKS:</b>  <b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● To explore and examine buildings in a range of architectural style.</li> <li>● To explore the architecture of Sir Christopher Wren.</li> <li>● To explore the architecture of St. Basil's Cathedral, the Taj Mahal and the Sydney Opera House.</li> </ul>	<p><b>How can we improve our community?</b>  <u>Seurat and Pointillism</u>  <b>N.C. LINKS:</b>  <b>Know about great artists; understand the historical cultural development of their art forms.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● To find out who George Seurat was and explore his style of Art.</li> <li>● To explore Seurat's paintings and how he created effects of colour and shading.</li> <li>● To create a piece of pointillism artwork.</li> </ul>



## Year 4

### At the Pantomime

#### **N.C. LINKS:**

**Evaluate and analyse creative works using the language of art, craft and design.**

#### **Objectives:**

- To explore design features of a pantomime.
- To be able to design a model set, costumes, props and adverts for a pantomime.

### Can we change places?

#### **N.C. LINKS:**

**To improve their mastery of art and design techniques.**

- **Become proficient in sculpture using a range of materials.using the language of art, craft and design.**
- **Evaluate and analyse creative wworks using the language of art, craft and design.**

#### **Objectives:**

- To investigate how the environment affects how we feel about a place and how art improves a place.
- To collect visual information and to explore ideas for a site-specific sculpture.
- Design, create and make a sculpture using 'found' materials.
- Evaluate theirs and others' work.

### **'CREATE' Term projects**

## How can we improve our local area?

### Warhol and the Pop Art Movement.

#### **N.C. LINKS:**

- **Know about great artists and understand the historical cultural development.**

#### **Objectives:**

- To find out who Andy Warhol was and explore the Pop Art movement.
- To explore Warhol's portraits of celebrities.
- To use his techniques to create Pop artwork.



<p>Year 5</p>	<p style="text-align: center;"><u>Cityscapes.</u></p> <p style="text-align: center;"><b>N.C. LINKS:</b></p> <ul style="list-style-type: none"> <li>● <b>Become proficient in drawing and painting.</b></li> <li>● <b>Know about great artists, craft- makers and designers, and understand the historical and cultural development of their art forms.</b></li> </ul> <p style="text-align: center;"><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● To be able to use layering to create a 3D cityscape.</li> <li>● To understand how to create textured landscapes. To explore how to use reflections of cityscapes on water.</li> <li>● To create their own cityscape using any media of choice.</li> </ul> <p><b>In addition, linked to Victorian History...</b></p> <p><b>To be able to develop techniques to sculpt paper and produce work.</b></p> <ul style="list-style-type: none"> <li>● Create their own Victorian tile in the style of William Morris.</li> <li>● Create their own initial using quilling.</li> <li>● Victorian inventors/designers.</li> </ul>	<p style="text-align: center;"><u>Famous Fashions.</u></p> <p style="text-align: center;"><b>N.C. LINKS:</b></p> <p style="text-align: center;"><b>Produce creative work, exploring their ideas and recording their experience.</b></p> <p style="text-align: center;"><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● To explore how design is used in the home. (Linked to prior knowledge Victorian Inventions.)</li> <li>● To explore shoe designers and create a shoe sculpture of their own.</li> <li>● To explore hat designs and create a hat of their own</li> </ul>	<p style="text-align: center; color: #4a7ebb;">How can a 19th century artist influence modern fashion?</p> <p style="text-align: center;"><u>Vincent Van Gogh</u></p> <p style="text-align: center;"><b>Objectives:</b></p> <p style="text-align: center;"><b>N.C. LINKS:</b></p> <ul style="list-style-type: none"> <li>● <b>Know about great artists and understand the historical cultural development.</b></li> <li>● To understand who Van Gogh was and explore some of his work and techniques.</li> <li>● To understand how his style can influence designers today.</li> <li>● To design and create a tote bag using his techniques to enhance it.</li> </ul> <p><b>In addition, linked to DT &amp; R.S.E...</b></p> <p><b>To be able to develop techniques to produce creative works, explore their ideas and record their experiences.</b></p> <p>Children will upcycle a garment and create a design linked to our work on Fast Fashion.</p>
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Year 6

Art Illusions.

**N.C. LINKS:**

**Become proficient in drawing, painting, sculpture and other art, craft and design techniques.**

**Objectives:**

- To explore how artists create perspective in their work.
- To explore how artists use foreshortening to give perspective.
- To explore how artists use trompe l'oeil to create illusions.
- To create optical illusions.

People in Action.

**N.C. LINKS:**

**To evaluate and analyse creative works using the language of art, craft and design.**

**To record their observations and use them to review and revisit ideas.**

**Objectives:**

- To be able to record from first hand observation (Still life sketching.)
- To study facial expressions relating to movement.
- To study the work of artists when portraying movement.
- To create a montage to portray movement.
- To be able to use printing to create movement in art.
- To create their own work and evaluate their peers' work.

How can we improve our school community?

Monet and the Impressionists.

**N.C. LINKS:**

- **Know about great artists and understand the historical cultural development.**

**Objectives:**

- To explore impressionism and where and when it began.
- To explore some of Monet's landscapes and cities.
- To explore his later works at his garden in Giverny.
- To review the life and work of Claude Monet.