

# Round Hill Primary School



## Art and Design Curriculum Overview Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>All are welcome here!</b></p> <p><b>Drawing:</b> Children to draw themselves, their family, their friends, and their homes with increasing complexity and detail using a variety of writing tools (pencils, felt tips, crayons).</p> <p><b>Collage:</b> Children to make collage representations of themselves and their family members using a variety of recycled, man-made and natural resources.</p>	<p><b>It's beginning to look a lot like...</b></p> <p><b>3D form:</b> Children join different materials to create their own character from the story of Stick Man.</p>	<p><b>Now that you've been shown, you can practice on your own!</b></p> <p><b>Collage:</b> children cut and stick 2D shapes to create Chinese New Year lanterns, dragons and masks.</p> <p><b>Painting:</b> children design and paint a landscape background for their Zog scene.</p>	<p><b>Dare to be different!</b></p> <p><b>Painting:</b> Children experiment with different painting tools and techniques to add blossoms to trees.</p> <p><b>Collage:</b> children create tissue paper flowers to decorate a Spring card.</p>	<p><b>Just keep digging!</b></p> <p><b>Drawing:</b> Children produce observational drawings of birds and begin to reflect on how to use their pencil to add texture to the bird's feathers.</p>	<p><b>Reach for the stars!</b></p> <p><b>Printing:</b> Children use a variety of natural resources to add textured and colour to Summer-themed stimuli (flowers, birds etc.).</p>
<b>KS1</b>	<p><b>Fire Fire!</b></p> <p><b>Painting:</b> Children observe and describe the colours used in <a href="#">Wassily Kandinsky</a> and <a href="#">Piet Mondrian's</a> paintings, as a discussion point for primary and secondary colours.</p>	<p><b>Fire Fire!</b></p> <p><b>3D form:</b> Children create a collaborative class art piece where they each carve a ceramic tile to resemble a Tudor house. These are then joined together to form a class street.</p>	<p><b>Travel and Transport</b></p> <p>DT HALF TERM</p>	<p><b>Travel and Transport</b></p> <p><b>Nature art</b></p> <p><b>Digital art:</b> Children explore using digital photography to capture close ups of plants found in the wild area. Children compare and take inspiration from the works of <a href="#">Ansel Adams</a>,</p>	<p><b>What a Wonderful World!</b></p> <p>DT HALF TERM</p>	<p><b>Take One Picture</b></p> <p>All children take part in the national Take One Picture programme where they complete a unit of art inspired by a piece of artwork decided by the National Gallery. The final piece of artwork produced is directed by the children's ideas and interests in response to the initial</p>

**Drawing and Painting**- Children observe and describe the colours used by **Wassily Kandinsky** and use this as a discussion point for primary and secondary colours. Children then go on to study self-portraits by **Fred Babb**, discussing the emotions in the faces and how the colours reflect the emotions. Children then draw and paint their own emotional self-portraits with a focus on how brush size and brush stroke can impact the level of control. Children apply their colour mixing knowledge and skills when painting.



**Frans Lanting and Rathika Ramasamy**

**Drawing**- Children take inspiration from the close-up work of **Georgia O'Keefe** to produce observational drawings and mirror drawings of plants found in the wild area using pencil crayons and water colour pencils to add colour.












*Mirror drawing*



*Observational drawing*

artwork. The creative process is documented in sketchbooks and showcased in a final art gallery.

						
LKS2	<p><b>Tudors</b></p> <p><b>Drawing</b>: Children draw self-portraits in the style of <a href="#">Hans Holbein</a>, focusing on the proportions of the upper half of the body. Children compare this to the work of Lynette <a href="#">Yiadom-Boakye</a>, contrasting face self-portraits and full body self-portraits. Children draw their own full-body self-portraits, focusing on proportions of face and body (taught as part of <b>Black History Month</b>).</p> 	<p><b>Pole to Pole</b></p> <p><b>Painting</b>: Children compare and contrast the glacial paintings by artists Francis <a href="#">Hatch</a>, <a href="#">James Hart Dyke</a> and <a href="#">Nerys Levy</a>, commenting on the paint effects. Children explore different painting applications (spreading, dotting, splashing) and apply their skills to paint a scene from the Antarctic, inspired by one of the artists above.</p> 	<p><b>Romans</b></p> <p>DT HALF TERM</p>	<p><b>Europe</b></p> <p>DT HALF TERM</p>	<p><b>Local Study</b></p> <p><b>Digital art</b>: Children investigate both colour and black and white photography by taking photographs of their local environment and editing on digital software. Children to take inspiration from the work of <a href="#">Fan Ho</a>.</p> <p><b>Printing</b>: Children compare the work of local graffiti artist, <a href="#">Zabou</a>, and <a href="#">Banksy</a>. Children explore a range of printing types in the context of graffiti and use <b>stencil printing</b> to create their own graffiti art to celebrate a Beeston landmark/famous figure.</p> 	<p><b>Take One Picture</b></p> <p>All children take part in the national Take One Picture programme where they complete a unit of art inspired by a piece of artwork decided by the National Gallery. The final piece of artwork produced is directed by the children's ideas and interests in response to the initial artwork. The creative process is documented in sketchbooks and showcased in a final art gallery.</p>

UKS2	<p><b>Earth and Space</b></p> <p>DT HALF TERM</p>	<p><b>Earth and Space</b></p> <p><b>3D form:</b> Children mold and carve clay figurines of astronauts and rockets.</p>   <p><b>Digital art</b> Children watch examples of stop motion animation (Payton Curtis, Henry Selick, Nick Park) and discuss how the creators have achieved movement with an inanimate object. Children use digital software to create their own stop motion animation of a moon landing using their 3D figures.</p> 	<p><b>Rivers, Mountains and Coasts</b></p> <p>DT HALF TERM</p>	<p><b>Animals</b></p> <p><b>Painting:</b> Children compare and contrast the art movements of realism and surrealism. Children develop their painting toolkit by exploring different painting techniques and mediums (acrylic, water colour, oil paints) and learn theory about complementary colours. Children apply their skills and knowledge to produce their own surrealism painting, taking inspiration from Salvador Dali.</p> 	<p><b>Stone Age and Iron Age</b></p> <p><b>Drawing:</b> Children research prehistoric cave paintings from the stone age and the significance during this period of time. Children experiment with a wider range of drawing tools including chalk and charcoal to experiment with mark making in the style of prehistoric cave paintings. Children then explore how charcoal has been used historically beyond cave paintings and learn about Albert Durer, one of the artists to use charcoal as a main medium for his portraits. Children finish the unit by using the medium of charcoal to produce more contemporary drawings focusing on the use of different lines and mark making techniques to sketch bodies in motion.</p> 	<p><b>Take One Picture</b></p> <p>All children take part in the national Take One Picture programme where they complete a unit of art inspired by a piece of artwork decided by the National Gallery. The final piece of artwork produced is directed by the children's ideas and interests in response to the initial artwork. The creative process is documented in sketchbooks and showcased in a final art gallery.</p>
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