

Art and Design

At Norton Community Primary School

The intent of art and design at Norton CP School is to foster enthusiasm, passion and enjoyment for the subject through exposure to inspiring artworks and artefacts and providing them with the techniques and understanding to create responses independently. As children progress through the school, we ensure that they develop their understanding of how both local and global artists, artisans, designers and architects have shaped our culture and environment. We aim to develop our children’s artistic vocabulary to allow them to analyse and evaluate works of art and design and communicate their own processes clearly. Yearly, children are given the opportunity to showcase the skills, techniques and knowledge they have developed in a school wide exhibition of work to which families and friends of the school are invited. We strive to give every child the opportunity to visit an art gallery by the time they finish Norton CP School allowing them to experience notable artworks in situ and providing them with insight into the professional art world.

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Year One

Y1 – Toy Museum

Curriculum link

Observational drawing, hot and cold colours, primary colours, painting, 3D work using fabric, weaving and sewing, collage.

Key Vocabulary

Primary colours, secondary colours, bold, light, dark, observation, sketch, realistic, textile, texture, design, mixed media.

Content/ideas

Joseph Cornell and Wonder cabinets

Suggested progression

1. Close observational drawings of toys
2. Colour theory
3. Painting sketches of toys
4. Design and make textile puppets
5. Exploring work of Cornell
6. Class display of toy museum

Books / resources

- <https://www.royalacademy.org.uk/exhibition/joseph-cornell>

Y1 – Dinosaur Sculpture

Curriculum link

Observational drawing, hot and cold colours, primary colours, painting, 3D work using fabric, weaving and sewing, collage

Key Vocabulary

3D shape, clay, ceramics, slip, pottery, detail, sculpture, observational, sketch

Content/ideas

Dinosaurium by Chris Wormell

Suggested progression

1. Close observational drawing from Dinosaurium and realistic model dinosaurs e.g. Papo/Schleich using a range of tools and exploring mark making
2. Model 3D dinosaurs using wire before covering with Modroc or air drying clay.

Books / resources

- Dinosaurium by Chris Wormell

Y1 – Artist's Study of Marianne North

Content/ideas

To learn about the work of a range of artists and make links to their own works.

Key Vocabulary

Abstract, sketch, pattern, shade, line, tone, background, foreground, still life, blend, colour wash, observation.

Suggested progression

1. Explore and discuss some of North's famous works and introduce her life
2. Generate responses and record as a whole class
3. Studies of North's works and simple responses in sketchbooks
4. Close observational drawing of an exotic/native fruit/seed in the style of North

Books / resources

- Possum up a Gum Tree
- Foliage and Fruit of Sterculia parviflora

- <https://artuk.org/discover/artists/north-marianne-18301890>
- botanicalartandartists.com
- Book - 'Fearless World Traveller -Adventures of Marianne North Botanical Artist'
- Marianne North Gallery at KEW Gardens 'Marianne North: a world in paintings'

Year Two

Y2 – Acrylic Painting

Curriculum link

Colour mixing, painting

Key Vocabulary

2D shape, blend, composition, horizontal, landscape, colour, tone, texture, tint, shade, foreground, background

Content/ideas

Jan Griffier 'The Great Fire of London 1666'

Suggested progression

1. Colour theory and mixing
2. Using paint to explore texture, line and shape
3. Create own fiery painted background for silhouette of London skyline

Books / resources

- Jan Griffier 'The Great Fire of London 1666'

Y2 – Pop Art

Curriculum link

To learn about the work of a range of artists and make links to their own works, to use a range of materials, exploring colour, pattern and line.

Key Vocabulary

Contemporary, modern art, experiment, pop art, comic, perspective, portrait, printing, repeating pattern, bold

Content/ideas

Pop Artists Andy Warhol, Roy Lichtenstein and Keith Haring

Note: Could extend project to include images of the bus and boycott in the style of Whaam! by Roy Lichtenstein or an uplifting image of unity such as Keith Haring's Untitled, (World). Could explore Jean-Michel Basquiat.

Suggested progression

1. Explore Pop Art (e.g. simple, bold, easily recognisable, images of famous people)
2. Using Andy Warhol's Marylyn Diptych as a starting point, children create their own Pop Art tribute to Rosa Parks by colouring onto printed portraits.

Y2 – Artists Study of William Morris

Curriculum link

To learn about the work of a range of artists and make links to their own works, pattern, symmetry, line, colour and space

Key Vocabulary

Etching, monoprint, overprinting, repeating pattern, symmetry, symmetrical, realistic, sketch, composition, delicate.

Content/ideas

Strawberry Thief

Suggested progression

1. Who was WM? What were his views? Why did he think it was so important to draw from nature?
2. Sketching different flowers and leaves in the playground
3. Draw leaf design considering stylisation and symmetry
4. Copy onto polystyrene tile
5. Print motif to create a sheet of wallpaper

Year Three

Y3 – Early Art

Curriculum link

Clay sculpting, to learn about great artists in history, collage

Key Vocabulary

Realistic, unrealistic, prehistoric, collage, concentric circles, continuous line, experiment, sculpture, irregular, angular

Content/ideas

Vincent's Starry Night and Other Stories, Lion Man, Lascaux

Suggested progression

1. Read about 'Lion Man' in Vincent's Starry Night
2. In sketchbooks, explore who the first artists were and what their art was like
3. Using photographs from magazines, create a human and animal hybrid
4. Create sculpture in clay

Books / resources

- You can do a virtual tour of some painted caves here: <http://archeologie.culture.fr/lascaux/en>
- Vincent's Starry Night and other stories by Michael Bird

Y3 – Pop Art

Curriculum link

Develop control and use of materials, use sketchbooks to review and visit ideas, learn about great artists in history

Key Vocabulary

Contemporary, graffiti, street art, mural, **colour** - bold, vibrant, earthy, **tone** - dramatic, depth, light, dark, **shape** - elongated, distorted, angular.

Content/ideas

Ancient Egyptian art, Alla Awad, 'neo-pharonic' style, public art, murals

Suggested progression

1. Explore life and works of contemporary graffiti artist Awad who draws on themes and styles from ancient Egypt
2. Using a range of media (acrylics, watercolour, ballpoint pen, posca pens, oil pastels) complete studies of his work
3. Using an Egyptian myth or historical event, design and create a large-scale picture which tells a story

Books/resources

- Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams

Y3 - Light and Shadow

Curriculum link

Develop control and use of materials, use sketchbooks to review and visit ideas, pencil, charcoal and paint, line, tone and form

Key Vocabulary

Still life, realistic, **tone** - subtle, contrasting, highlight, shadow, depth, muted, light, dark, **texture** - uneven, raised, **line** - fine, bold

Content/ideas

Still life and exploring form, Chiaroscuro, Cezanne

Suggested progression

1. Explore still life paintings that have used chiaroscuro (light and shadow) to create a 3D effect
2. Sketch and paint tonal charts and practise using softer and harder pencils to create gradients
3. Shade shapes to suggest form
4. Draw and shade/paint a realistic fruit from life

5. Option to extend to simple still life e.g. in style of Cezanne's Apples

Books/resources

- Cezanne and the Apple Boy by Laurence Anholt

Year Four

Y4 – Medusa Study

Curriculum link

Scale and proportion, accurate drawings of people, colour mixing and use of colour to create mood, use of line, great artists in history.

Key Vocabulary

Portrait, realistic, palette, undiluted, diluted, smudge, taper, **colour** - sombre, dull, subtle, earthy, **tone** - dramatic, graduated

Content/ideas

Portraits of Medusa by Cellini, Caravaggio and in the Tepidarium of Dar Zmela House

Suggested progression

1. Display three important artworks depicting Medusa's head. Elicit and record ideas in sketchbooks about mood, media, effect.
2. Replicate in part or whole using different techniques.
3. Read the story of Perseus and Medusa and discuss themes, mood etc. Which artwork best captures the spirit of the myth?
4. Observational drawing of classmate and images of snakes.
5. Combine to create own painting of Medusa which uses colour, tone, line etc to create mood and atmosphere.

Y4 – Roman Buildings and Engineering

Curriculum link

Plan and develop ideas, explore textures, analyse and interpret forms of construction, learn about great architects in history.

Key Vocabulary

Structure, engineer, assemble, 3D drawing, shape&form - symmetrical, geometric, circular, elongated, **line** - vertical, horizontal

Content/ideas

Vitruvius and then explore his legacy e.g. with Palladio in the Renaissance

Suggested progression

1. Study architecture of Roman buildings, including the use of columns, pediments, colonnades, etc. Introduce Vitruvius and De Architectura.
2. Make a model Roman building using cylinders and triangular pediments. Discuss the strength of different structures and materials.
3. Research aqueducts and design and create aqueduct using paper engineering.

Y4 – Rain, Steam and Speed

Curriculum link

Observing colours, selecting suitable equipment, conveying mood, learn about great artists in history

Key Vocabulary

Romanticism, **colour** - mood, subtle, pale, earthy, neutral, **texture** - uneven, matt, smooth, **tone** - dramatic, varied, depth, muted

Content/ideas

Rain, Steam and Speed – The Great Western Railway by JMW Turner, Romanticism

Suggested progression

1. Display high resolution image of work on board and reveal sections at a time. Discuss and annotate
2. Reveal whole image and elicit responses – How has the paint been applied? Why? Effect? Colours chosen? Why? Effect? When?
3. Studies in acrylics of atmospheric landscapes with lots of movement
4. Produce a painting inspired by Turner and Romanticism.

Year Five

Y5 – Anglo-Saxon Crosses

Curriculum link

Select and use materials, embellish work, create pattern for purpose

Key Vocabulary

Mixed media, collage, layering, depth, embellish, **colour** - muted, rustic, earthy, shading.

Content/ideas

Ruthwell Cross, Sandbach Crosses, Gormersal Primary School art for examples of Anglo Saxon crosses.

Suggested progression

1. Research Anglo Saxon crosses and make studies using a range of media.
2. Design cross in small group using pattern, line and symmetry.
3. Construct crosses out of cardboard before defining and embellishing using string, mixed media and paint - opportunity for a whole class one and individual ones.

Y5 – Slave Trade Memorial Quilts

Curriculum link

Discuss and evaluate own work and those of other quilt makers, creating mood, feeling and movement

Key Vocabulary

Quilt, mood, feeling, memorial, back stitch, cross stitch, technique, textile, raised, smooth, frame, collage, collaboration

Content/ideas

MOMA website - quilts made by traders. Quilts made by artists now as memorials.

Suggested progression

1. Provide children with images of memorials to celebrate the idea of freedom.
2. Explore the different stitching techniques (back stitch, cross stitch, running stitch) and practise skills.
3. Explore different patterns seen on freedom quilts. Use different mediums to create own designs.
4. Using dressmakers chalk, draw chosen designs of freedom quilt pattern onto square of material - a choice of different materials to be explored.
5. Use sewing techniques to stitch pattern onto design - possibly create a whole class or group quilt using individual squares.

Y5 – Pottery

Curriculum link

Improve mastery of clay sculpting and learn about great designers in history

Key Vocabulary

Techniques, proportion, contemporary, Roman, carve, coil, coarse ware, fine ware, **form** - vessel, **texture** - impression, embossing, low relief

Content/ideas

Roman pottery, Grayson Perry

Suggested progression

1. Explain that Norton had a thriving pottery industry in 3rd century
2. Explore Roman pottery techniques
3. Design and construct coil pot
4. Explore contemporary potter Grayson Perry
5. Incorporate some of Perry's design ideas when decorating pots

Year Six

Y6 – Evolution and Inheritance

Curriculum link

Texture, perspective, increasing accuracy, artists in history, to create sketchbooks to record observations and use them to review and revisit ideas

Key Vocabulary

Sketch, perspective, **line** - continuous, flowing, bold, fine, **colour** - opaque, bold, complementary, **texture** - uneven, coarse, pitted, matt, embossed, **tone** - broken, varied, depth, graduate, **pattern** - intricate, **shape&form** - curvaceous, sweeping, tapering

Content/ideas

On the Origin of Species by Sabena Radeva

Suggested progression

1. Gather images of monkeys – photographs, scientific sketches, illustrations
2. Preliminary sketches exploring techniques and media
3. Could look at how animals have been depicted in art history e.g. Rousseau’s Tiger, Landseer’s Monarch of the Glen and Rembrandt’s Lion
4. Children to decide their own medium and scale
5. Produce an image of a monkey in their own style

Books/Resources

- On the Origin of Species by Sabena Radeva

Y6 – Islamic Architecture (long project)

Curriculum link

Plan and develop ideas, shape, form, model and join, properties of media, discuss and evaluate their own work and that of other architects.

Key Vocabulary

Geometric, abstract, calligraphy, architecture, structure, intricate, detail, vibrant, vivid, representation, realism, arabesque, symmetrical, concentric circles

Content/ideas

The Blue Mosque, Zaha Hadid - Little People Big Dreams, Goodnight Stories for Rebel Girls

Note: Could explore the surreal architecture of Matthias Jung.

Suggested progression

1. Discuss impact of religion on Islamic architecture (e.g. cannot draw humans or animals so calligraphy and geometric shape decoration common)
2. Calligraphy and geometric design exploration in sketchbooks
3. Annotate images of famous Islamic architecture using technical vocabulary to identify features
4. Incorporating these features, design a traditional building
5. Explore Zaha Hadid, her life and works
6. Design contemporary building for a purpose e.g. sports centre
7. Draw aerial view and label. Consider how the design will fit into the landscape. Will eco-friendly features be included? Which materials will it be built from? Why?
8. Either use collaging techniques to create a landscape incorporating designs or create 3D models of designs

Books/Resources

<https://www.youtube.com/watch?v=S2Ypzn2GbSs&list=PLQIkSVdn4-Cy0zIYjSqrWPa8382NGV-bc&index=5&t=0s>

- The Blue Mosque
- Zaha Hadid - Little People Big Dreams

- Goodnight Stories for Rebel Girls