

# 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.

### 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

### 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 tissue paper

### 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.

### 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>

# Year Two

## Y2 – Acrylic Painting

### Curriculum link

Colour mixing, painting

### 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.

### 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

### 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

### 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

### 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

### 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.

### 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.

### 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

### Content/ideas

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

### Suggested progression

1. Display hi res 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

### Content/ideas

Ruthwell Cross, Sandbach 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.

## Y5 – Slave Trade Memorials

### Curriculum link

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

### Content/ideas

Fen Court, the Captured African's Sculpture, UN Ark of Return

### Suggested progression

1. Provide children with images of memorials to the slave trade, record responses
2. Explore sculpture more widely – possible trip to Yorkshire Sculpture Park
3. Drawing on their experiences and their history learning, children design their own response
4. Either produce 3D model or use computer editing software to 'place' their design into their chosen environment

## Y5 – Pottery

### Curriculum link

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

### Content/ideas

Roman pottery, Grayson Perry

### Suggested progression

1. Explain that Norton had a thriving pottery industry in 3<sup>rd</sup> 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

### 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.

### 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