



MACAULAY CE SCHOOL
ART OVERVIEW

	AUTUMN 1 Drawing	SPRING 1 Painting	SUMMER 1 Sculpture
<i>Year 1</i>	<p>Inspiring Artist: <i>Bridget Riley</i></p> <p>Drawing (pencil, chalk)</p> <ul style="list-style-type: none">• Show knowledge of the language and literacy to describe lines.• Experiment with a range of mark-making techniques• Colour neatly and carefully, featuring a range of different media and colours.• Apply a range of marks successfully to a drawing.• Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	<p>Inspiring Artist: <i>Clarice Cliff</i></p> <p>Painting and Mixed Media (paint,)</p> <ul style="list-style-type: none">• Begin to explore and experiment with the primary colours• Explore coloured materials to mix secondary colours.• Mix primary colours to make secondary colours.• Apply paint consistently to their printing materials to achieve a print.• Use a range of colours when printing.• Mix secondary colours with confidence	<p>Inspiring Artist: <i>Louise Bourgeois (paper sculpture)</i></p> <p>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <ul style="list-style-type: none">• Enjoy handling, feeling and manipulating a range of materials• Construct using a range of media• Cut shapes using scissors and other modelling tools in a safe way• Build a construction using a variety of objects• Imprint and apply decoration to a 3D model• Discuss the different types of buildings in their locality
<i>Year 2</i>	<p>Inspiring Artist: <i>Quentin Blake</i></p> <p>Drawing (charcoal).</p> <ul style="list-style-type: none">• Suggest ways to create different textures through drawn marks.• Use good observational skills to add details to their drawing.• Use an interesting range of marks that show an understanding of how to draw different textures.	<p>Inspiring Artist: <i>Romare Bearden</i></p> <p>Painting and Mixed Media (paint,)</p> <ul style="list-style-type: none">• Name the primary and secondary colours.• Make predictions about what will happen when two colours mix.• Describe the colours and textures they see.• Try different tools to recreate a texture and decide which tool works best.• Apply their knowledge of colour mixing to match colours effectively.	<p>Inspiring Artist: <i>Rachel Whiteread (clay tiles)</i></p> <p>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <ul style="list-style-type: none">• Show an awareness that natural and human made materials can be used to create sculpture• Create models from imagination and direct observation• Join materials together and apply decorative techniques• Replicate patterns and textures in a 3D form

	<ul style="list-style-type: none"> • Develop sketches into a character, with some support, adding details to enhance their character. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. 	<ul style="list-style-type: none"> • Choose collage materials based on colour and texture. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. 	<ul style="list-style-type: none"> • Discuss the work of other sculptors and relate these to their own ideas and designs
Year 3	<p>Inspiring Artist: <i>Georgia O'Keeffe</i></p> <p>Drawing (oil pastels)</p> <ul style="list-style-type: none"> • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules.. • Generate ideas mostly independently and make decisions to compose an interesting image. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. 	<p>Inspiring Artist: <i>Prehistoric Art based on the Chauvet Cave</i></p> <p>Painting and Mixed Media (paint,)</p> <ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours. 	<p>Inspiring Artist: <i>Andy Goldsworthy</i></p> <p>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <ul style="list-style-type: none"> • Plan, shape, mould and make constructions from different materials • Understand the different adhesives and methods used in construction • Consider and discuss aesthetics • Produce more intricate surface patterns using a range of processes • Show an awareness of how texture, form and shape can be transferred from 2D to 3D
Year 4	<p>Inspiring Artist: <i>Henri Matisse</i></p> <p>Drawing (Pencil, Paint, Collage)</p>	<p>Inspiring Artist: <i>Janet Rickus</i></p> <p>Painting and Mixed Media (paint,)</p>	<p>Inspiring Artist: <i>Barbara Hepworth</i></p> <p>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>

	<ul style="list-style-type: none"> • Create several pencil tones when shading and create a simple 3D effect. • Explore the effect of holding a pencil in different ways and applying different pressures. • Use charcoal and rubber to show areas of light and dark in their drawings. • Show awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. 	<ul style="list-style-type: none"> • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint • Try different arrangements of objects for a composition, explaining their decisions. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. 	<ul style="list-style-type: none"> • Discuss the work of other sculptors and architects and how these have influenced their own work / designs • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date • Make slip to join and secure pieces of clay together • Adapt work when necessary and explain why. • Demonstrate awareness in environmental sculpture
<p>Year 5</p>	<p>Inspiring Artist: <i>Teis Albers</i></p> <p>Drawing (Pencils, Oil Pastels, Paint, Collage)</p> <ul style="list-style-type: none"> • Understand and explain what retrofuturism is. • Provide plausible suggestions for how a piece was created. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Apply confident skills to make an effective collagraph print. 	<p>Inspiring Artist: <i>Alastair Barford</i></p> <p>Painting and Mixed Media (paint,)</p> <ul style="list-style-type: none"> • Try a variety of materials and compositions for the backgrounds of their drawings. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Use some Art vocabulary to talk about and compare portraits. • Explain their opinion of an artwork. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. 	<p>Inspiring Artist: <i>Anthony Gormley (Installation Art)</i></p> <p>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <ul style="list-style-type: none"> • Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) • Understand that a range of media can be selected (due to their properties) for different purpose • Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors

	<ul style="list-style-type: none"> • Discuss ways to improve work. 		
Year 6	<p>Inspiring Artist: <i>Caravaggio</i></p> <p>Drawing (Pencil, Pastels, Paint, Charcoal)</p> <ul style="list-style-type: none"> • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Examine the similarities and differences between different styles of art. • Understand artist's choices to convey a message. • Review and revisit ideas to develop their work. 	<p>Inspiring Artists: <i>Study of varied Artists (Frank Bowling, John Singer Sargent, Paula Rego, David Hockney, and Lubaina Himid)</i></p> <p>Painting and Mixed Media (paint,)</p> <ul style="list-style-type: none"> • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. • Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Experiment and revisit ideas, drawing on creative experiences. • Work in a sustained way to complete a piece, making evaluations at each stage. • 	<p>Inspiring Artist: <i>Joseph Cornell (Making Memories)</i></p> <p>Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <ul style="list-style-type: none"> • Recognise sculptural forms in the environment and use these as inspiration for their own work • Demonstrate experience in relief and freestanding work using a range of media • Independently select sculpture as a method of producing work, if this fits the criteria of the task