







## Curriculum Overview: Art




### Art at Millfields Community School:

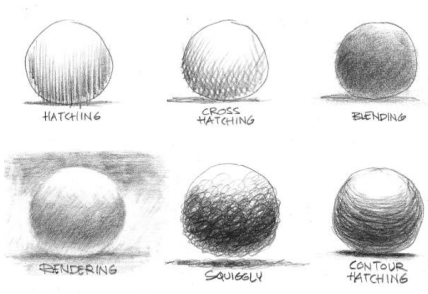
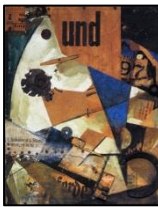
Art at Millfields has been planned - in keeping with the guidelines of the National Curriculum- to form a syllabus, which aims to inspire, engage and aid the artistic experience of any Millfields pupil. Art history is interwoven throughout Art Units – introducing children to creative theory and ideas. Skills are chosen chronologically, the simplest most rudimentary skills are taught in Year 1. Pupils build on these skills throughout their life at the school eventually learning complex ideas and skills about perspective, proportion and form in Year 6. Creative Weeks are carefully and creatively pieced together - organised and executed to a high standard – in order to engage pupils, staff and the wider community and to celebrate the creativity of Millfields School. The ethos of Art at Millfields is 'there are no mistakes in Art' allowing for children to experiment judgement free at a subject which they may use to enrich their life. Assessment is based on the success criteria of the lesson as well as an ability to record and relate vocabulary and key ideas an artist may have.





Year Group	Painting	Drawing	Sculpture	Art Trip - Enrichment
Year 1	<p><b>The Time Machine.</b></p>  <p><b>Self portraits &amp; local vistas.</b></p> <p><b>L.S Lowry, David Hockney</b></p>	<p><b>Making Marks: Me and my world. Animals including humans.</b></p>  <p><b>Street Art</b></p> <p><b>Using local street artist inspiration to draw local animals and habitats in a street art style.</b></p>		<p><b>Spring Term</b></p> <p><b>Tate Modern:</b></p> <p><b>The Saatchi Gallery</b></p>
	<p>Pupils will study the work of L.S Lowry and David Hockney. Through Lowry and Hockney, they will be introduced to the colour wheel: warm and cool colours and how colour can represent feelings and emotion in a painting.</p>	<p>Pupils will explore ways of making marks in a range of different ways - thumbprints, lines and dots - and understand that essentially art is exactly this - a process of making marks. Children will combine an understanding of the world around them, key habitats and the</p>		


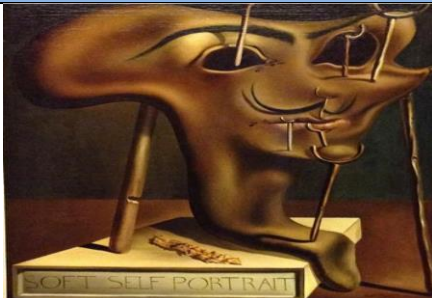
	<p>Children will take photos of the local area and key buildings and using acetate will recreate their own Lowry style paintings. Children will use the colour wheel to create their final assessment piece of a self-portrait.</p>	<p>importance of art in the community.</p>		
		<ul style="list-style-type: none"> <li>• To learn about a range of artists, craft makers or designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To use a range of materials creatively to design and make products</li> </ul>		
<p>Year 2</p>				<p>Spring Term</p> <p>Saatchi Gallery</p>

	<p><b>African Artists and modern art.</b> Children will learn about different African artists. Children will draw African landscapes and animals in the style of Alexander Boghossian</p>	<p><b>Changing the world Portraits</b> <b>Children will complete a self-portrait in the style of Lubiana Hamid</b></p>	<p><b>Navigate this Artists and the influence of the African Diaspora.</b> <b>Lubiana Hamid, Christopher Ofili, Basquiat.</b></p> <p><b>Children will learn about the importance of art from an African heritage in the west and the importance of human geography and diversity in art.</b> Children will recreate maps from recycled materials in the style of El Anatsui.</p>	
		<ul style="list-style-type: none"> <li>• To learn about great artists, architects and designers in history.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, with a range of materials (Charcoal, Chalk, Sketching pencils, Pastels, pen).</li> <li>• To create their own work</li> </ul>	<p><b>Jazz:</b> <b>Matisse</b></p> 	
			<p>Pupils will learn about the cut outs of Matisse and how his book 'Jazz' paid reflected the rhythmical patterns of Jazz music: introducing to pupils the connection between music and art. Pupils will learn and recreate the styles and techniques of Post- Impressionist art,</p>	

			ranging from cloissinism, pointillism and cut-outs.	
	World War 2	Romans	Romans	
Year 3	 <p><b>Vorticism and Abstract Expressionism</b></p>	 <p><b>Self portrait</b> Children will draw their self portrait for their sculpture.</p>	 <p><b>People Sculpture: Spring Term</b> <b>Alexander Calder, Alberto Giacometti, Henry Moore</b></p>	<p><b>Spring term</b></p> <p><b>Esoterick Gallery Sculpture &amp; Futurism</b></p> <p><b>Tate Modern:</b></p> <p><b>Alberto Giacometti Exhibition</b></p>
	Children will learn about the influence on war on art. They will learn about the key artists in both movements. Pupils will learn about abstraction and context through the work of the abstract expressionists. They will learn about their		Pupils will explore sculptors who represent 'people.' Through the art of Giacometti they will be introduced to surrealism and learn about the contextual importance of art: how the second world war influenced Giacometti's 'people' sculptures to represent the displaced after war and its relevance today.	

	<p>various styles: action painting, colour field and rhythmic patterns. Children will learn about the dazzle battleships and to paint their own geometric shapes. Children will paint an emotional picture, using their understand of colour in an abstract form.</p>		<p>children can look at how the romans displaced people and influenced the culture around them. Pupils will create their own sculptures using wire and mod roc in a roman style.</p>	
			<p><b>Spanish Fiesta</b></p>	
<p><b>Year 4</b></p>		 <p style="text-align: center;"><b>Drawing Technics</b> Children will learn to Use 2D to 3D shapes, tone, shading, proportion and perspective. Follow on of Watercolours</p>	 <p style="text-align: center;"><b>Relief Sculpture:</b> <b>Pablo Picasso, Guadi, Goya and</b></p>	<p style="text-align: center;"><b>Autumn Term</b>  <b>Artist Workshop</b> <b>Autumn Term</b>  <b>Summer Term</b> <b>Drawing workshops</b></p>

		<p><b>Illustration:</b></p>  <p><b>Posy Simmonds, Shirley Hughes, Herge, Jan Pienkowski.</b> Through the understanding of illustration pupils will learn to apply these key features of art: perspective, proportion, depth, tone and horizon lines.</p>		
<p>Year 5</p>	<p><b>Field work</b></p>	<p><b>The Great Invasion</b></p>	<p><b>Space</b></p>	<p><b>Autumn Term</b></p> <p><b>The Royal Academy:</b></p> <p><b>Abstract Expressionist Exhibition</b></p> <p><b>Esoterick Gallery</b></p>
	 <p><b>Still life Vs Dynamism</b></p> <p>Children will look at landscapes</p>	 <p><b>Cave Art</b> <b>Still life Vs Dynamism</b> <b>Self Portrait</b> Examining the use of art and storytelling. Children will use different materials, charcoal, chalk pastels, to explore modern themes and to create their own cave art story.</p>	 <p><b>Art as light and space.</b> <b>Still life vs Dynamism</b></p> <p>Looking at Caravaggio, Rembrandt &amp; Turner. Children will look at the importance of light in art and the key artist who used light and influenced the art world. Using their understanding of light, they will</p>	

		<p>This can be further linked to looking again at street art. Links to using our environment as a form of expressing creative thinking and social issues.</p>	<p>create a 3D multimedia sculpture based on the use of space, light and different materials.</p>	
	<p>Mayan Mysteries</p>			
<p>Year 6</p>	 <p>Surrealism, Magical Realism</p>	 <p>Self portrait</p>	<p><b>The Futurists (Balla, Boccioni, Russollo, Carra, Severini)</b></p> <p>Pupils will learn about the historical context of the Futurist movement and the relationship between art, society and politics. They will learn about the abstract methods used to represent motion.</p>	<p>Spring Term The Estorick Collection:</p> <p>Futurism Workshop</p>



Community School  
and  
Children's Centre

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