



Fernwood Primary and Nursery School

Subject Implementation Overview



F2		
Autumn 1	Spring 1	Summer 1
<p>EA&D (Creating with Materials) To begin to show accuracy and care when drawing. To draw a picture of themselves</p> <p>EAD (Creating with Materials) To share their creations, explaining the process they have used. To paint a self portrait</p> <p>PD To begin to show accuracy and care when drawing To draw my home</p> <p>EAD: To safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function To print an autumn picture using vegetables</p>		
Autumn 2	Spring 2	Summer 2
<p>EAD: To safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function To mix colours and make patterns associated with rangoli (Art)</p>	<p>EAD (CWM) To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <ol style="list-style-type: none"> What did Van Gogh paint? How do I paint a picture like A Starry Night? 	



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Y1		
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	<p>To experiment with and show control with mark making using a variety of media e.g. chalk, pencil, crayon, felt tips</p> <p>To create an observational drawing of a penny farthing using different media.</p>	<p>Jessica Nielsen Printing</p> <p>To make marks in print with a variety of natural (and artificial) objects.</p> <p>To build repeating patterns when printing</p> <p>To know some of the characteristics and key features used by Jessica Neilson.</p> <p>To construct, assemble and join recycled, natural and manmade materials.</p> <p>To create fabrics by weaving using man made and natural materials e.g. grass through twigs, plastic through fence, wool around lolly sticks.</p> <p>To know that ideas can be expressed in art work</p> <p>Linked to Sherwood Pines trip: To manipulate a malleable material in a variety of ways e.g. rolling, kneading, shaping, carving</p>
Autumn 2	Spring 2	Summer 2
<p>Art - Henri Rousseau</p> <p>To know some of the main characteristics of different kinds of art, craft and design.</p> <p>To know the names of tools, techniques and formal elements that they use.</p> <p>To know that ideas can be expressed in art work.</p> <p>To mix and choose colours for effect e.g. to convey a specific feeling.</p> <p>To describe what they think about the work of artists.</p> <ol style="list-style-type: none"> To explore a famous painting by Henri Rousseau (Surprise! Tiger in a tropical storm) To sketch initial ideas from observation, including pattern. To fold, crumple, tear, overlap, sort and stick different materials to create images from imagination, experience or observation. <p>Christmas cards: To know the names of primary colours and that they can be used to make secondary colours</p>	<p>To use a variety of different brush sizes to paint with.</p> <p>To paint a cherry blossom tree using different brush sizes.</p>	<p>Bridget Riley</p> <p>To know some simple characteristics of different kinds of art, craft and design</p> <p>To know some of the characteristics and key features used by Bridget Riley.</p> <p>To make own tools for mark making</p> <p>To know the names of tools, techniques and formal elements (colour, shape etc) that they use</p> <p>To sketch initial ideas from observation or imagination, including patterns</p>



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	<p>Hundertwasser To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times. To explore a range of marks that can be made when drawing e.g. hatching, cross hatching. To explore decorative techniques using photocopied material, plastic, tissue and magazines. To learn about the work of the artist Hundertwasser and say what I like and dislike. To design and create my own art work inspired by Hundertwasser. (2 lessons) To explain how my work is similar to Hundertwasser.</p>	<p>Linda Styles To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times To know the techniques and processes they have used, using appropriate vocabulary To manipulate clay for a variety of purposes, eg thumb pots, simple coil pots and models. To experiment with, construct and join recycled, natural and manmade materials more confidently. To roll clay to an even thickness To change the form of clay by pushing, pinching and smoothing 1. To learn about the artist Linda Styles and her work. 2. To design an artistic clay pot inspired by the style of Linda Styles 3. To make a clay pot in the style of Linda Styles.</p>
Autumn 2	Spring 2	Summer 2
<p><u>Joan Miro. Artist Study – surrealist, sculptor, painter, ceramist.</u></p> <p>To know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times. To know the techniques and processes they have used, using appropriate vocabulary To work from imagination in response to a stimulus, e.g. a story To study at least one famous painting by Joan Miro and know his inspirations and artist style e.g. Harlequin's carnival</p> <p>Printing (Christmas Cards) Knowledge: To develop an understanding of colour mixing on a colour wheel (experimenting with secondary colours to create tertiary colours) To carry out relief prints by working into a surface to print from. To create an in depth study of warm and cool colours. To make as many tones of one colour as possible (using white). To apply colour with different tools (e.g. brushes, rollers and fingers) To repeat a pattern using a relief print. To investigate overlapping and layering colours when printing.</p>		



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	<p><u>Egyptian Art</u></p> <p>To know about the work of some artists, craftspeople and designers, what they are doing and what they intend to achieve.</p> <p>To sketch using a wide range of marks with varied angle, speed, pressure and sharpness.</p> <p>To use different grades of pencil to explore shading techniques including light, medium, dark tones.</p> <p>To create a clay tablet cartouche.</p> <p>To know how to use the tools and techniques they have chosen to work with.</p> <p>To transpose 2D pencil drawings into clay slabs.</p> <p>To make papyrus paper.</p> <p>To draw on papyrus paper using oil pastels.</p> <p>To make Egyptian jewellery.</p>	<p><u>Yuko Nakata and Hokusai</u></p> <p>To know about the work of some artists, craftspeople and designers, what they are doing and what they intend to achieve</p> <p>To know about the works, intentions and achievements of Yuko Nakata and Hokusai</p> <p>To use a roller and printing ink to experiment with mark making.</p> <p>To carry out relief prints by building up a surface to print from.</p> <p>To use a wax resist and dye to create a batik</p>
Autumn 2	Spring 2	Summer 2
<p><u>Anthony Gormley</u></p> <p>To know about the work of some artists, what they are doing and what they intend to achieve (Antony Gormley).</p> <p>To express thoughts about Anthony Gormley's work</p> <p>To join clay adequately, using an appropriate technique and work reasonably independently.</p> <p>To create a Stone Age coil pot using clay.</p> <p>To use different grades of pencils to explore shading techniques including light, medium and dark tones</p> <p>To experiment with different grades of pencil including light, medium and dark tones.</p> <p>To create a cave drawing using different pencil grades</p> <p>To mix colours including different shades and tones with increasing confidence</p> <p>To mix paints to create different shades and tones in a cave painting.</p> <p>To explore creating an image when weaving wool or different materials</p> <p>To recreate a woven design</p> <p>To use smaller eyed needles and finer threads.</p> <p>To develop skills in stitching, cutting and joining.</p> <p>To create a Christmas decoration using sewing techniques.</p>		



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Y4		
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	<p><u>Kandinsky</u> To know key ideas, techniques and working practices of a variety of artists, craftspeople architects and designers that they have studied To know about the work of Wassily Kandinsky, his style and influences</p> <p>To mix and match colours such as tint, tone and shade.</p> <p>To use landscape as a starting point for artwork.</p> <p>To show understanding of shape, space and form when making art work.</p> <p>To choose collage as a means of extending work.</p>	
Autumn 2	Spring 2	Summer 2
<p>Henri Matisse To know key ideas, techniques and working practices of a variety of artists, craftspeople architects and designers that they have studied To know about the work of Henri Matisse.</p> <p>To sketch the human form in different positions considering body proportion.</p> <p>To know that the tools selected by studied artists have been chosen for effect. To confidently control types of marks and experiment with different textures.</p> <p>To develop drawings from imagination, informed by historical sources.</p> <p>To use colour to reflect mood in the style of an artist. To be able to work in the style of an artist.</p>		<p>Georgia O'Keefe To know key ideas, techniques and working practices of a variety of artists, craftspeople architects and designers that they have studied To know about the work Georgia O'Keefe.</p> <p>To make collagraph blocks to produce relief prints To investigate and compare collagraph and monoprint techniques.</p> <p>To draw the effect of light on a 3D object.</p> <p>To use screen printing to create a piece of art work.</p> <p>To use brown gummed tape to produce a 3D form.</p>



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Y5		
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<p><u>Oseburg Art Style</u></p> <p>To know about the ideas and approaches of various artists, crafts people, designers and architects, taking account of their particular cultural context and intentions To know the technical vocabulary used with different art processes. To know about the Oseburg art style. To research the Oseburg art style and discuss ideas through sketches</p> <p>To be able to use a wide range of drawing tools, combine them to create line, tone, texture and pattern. To use a wide range of drawing tools to design the sea and Viking boat.</p> <p>To be able to create a resist print using stencils, paper cuts and pre-cut shapes to create an abstract image. To create an abstract image of the sea using resist printing.</p> <p>To be able to understand that certain types of paper are more appropriate for different mediums.</p> <p>To be able to describe the different qualities involved in modelling, sculpture and construction. To be able to use Modroc (plaster bandage) as a sculptural material. To understand how to sculpture and make a Viking boat construction using Modroc. (2 lessons)</p> <p>To work on a multi-shaped and textured surface. To paint a Modroc construction of a Viking boat and add detail in the style of Oseburg.</p>	<p><u>Emma Lindstrom</u></p> <p>To know about the ideas and approaches of various artists, crafts people, designers and architects, taking account of their particular cultural context and intentions To research Emma Lindstrom and her style of work.</p> <p>To develop increased control of drawing tools and understand the different effects they can make</p> <p>To represent the effect of light on objects from different directions.</p> <p>To investigate and combine tactile materials. To create work on fabric with a variety of colours and decoration To stain fabric using the style and colour of Emma Lindstrom's work</p>	<p><u>John Constable</u></p> <p>To know about the ideas and approaches of various artists, crafts people, designers and architects, taking account of their particular cultural context and intentions To use the work of artists to explore ideas (John Constable).</p> <p>To mix and make colour hues.</p> <p>To select and develop a part of an image using a viewfinder.</p> <p>To use a wide range of drawing tools, combine them to create line, tone, texture and pattern. To develop increased control of drawing tools and understand the different effects they can make. To draw in the style of Constable</p> <p>To investigate and combine tactile materials. To use recycled, natural and manmade materials to create sculpture. To work on a multi-shaped and textured surface. To create a multi media collage based on Nottingham castle</p>
Autumn 2	Spring 2	Summer 2



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Y6		
Autumn 1	Spring 1	Summer 1
Autumn 2	Spring 2	Summer 2
<p>Andy Goldsworthy To know how to interpret and explain the work, ideas, working practices of a range of significant artists, craftspeople, designers and architects, taking account the influence of different historical, cultural and social contexts in which they worked To use the language of art with greater sophistication to discuss art. To complete an artist study on Andy Goldsworthy, focussing on his work, practice, inspiration and style</p> <p>To create a series of overlaying prints.</p> <p>To form and create fabric relief prints. To use a range of sewing techniques to create art work (practice)</p> <p>To use natural and manmade materials to produce a multimedia weaving piece. (2 week project for final piece)</p>	<p>LS Lowry To know how to interpret and explain the work, ideas, working practices of a range of significant artists, craftspeople, designers and architects, taking account the influence of different historical, cultural and social contexts in which they worked To use the language of art with greater sophistication to discuss art. To learn about the WWII artist LS Lowry, his style, inspirations and practice</p> <p>To make detailed, analytical, observational drawings. To focus on line and contour when recording from direct observation. To make observational drawings. To draw in the style of Lowry</p> <p>To draw a scene using a vanishing point perspective.</p> <p>To practise the technique of working in the negative. To mix and make colour greys. To practice using Lowry's style of work using colour greys and tonking</p> <p>To create a piece of artwork taking inspiration from Lowry</p>	<p>Artist study on Tang Yau Hoong To know how to interpret and explain the work, ideas, working practices of a range of significant artists, craftspeople, designers and architects, taking account the influence of different historical, cultural and social contexts in which they worked To use the language of art with greater sophistication to discuss art.</p> <p>To work in the negative.</p> <p>To transpose designs into monoprints</p> <p>To make a mould and use plaster safely. To produce sculptural forms in response to an artist's work.</p>