Art Long term Overview - Art periods/ Styles Studied 

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| **Year Group** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn** | Abstract Art – (1872 – contemporary | Romanticism through studying Turner | Art Deco | Impressionism | Modernism through studying Georgia O'Keeffe | Cubism (1905 – 1917) |
| **Spring** | Historical - Pointillism –(1886 – 1880)  Contemporary – (See Catherine Bath) | Drawing Machines - Explore the use of machines to make artworks by looking at the work by Tim Knowles and Rosemary Foire | Art that breaks the rules – distorted human forms and crowded unorganized compositions | The Figure Through Time | Graffiti Art | Surrealism 1917 – 1968 |
| **Summer** | Esther Mahlangu – modern African Art | Dutch Still Life 1500-1700 | Industrial/Rural Landscape | Collage and Mixed Media  Looking at our own landscape for inspiration, creating mixed media collages from our findings | Impressionism and Post impressionism (1860 – 1905) | Our National Collection:   * The Fighting Tem Temeraire (Turner) * The Supper at Emmaus (Caravaggio) * Coming the Hair (Degas) * The Ambassadors (Holbein) |
| **Skills that are taught, modelling and repeated throughout the year using sketchbooks to capture ideas.** | * Show how people feel in paintings and drawings. * Create moods in art work. * Use pencils to create lines of different thickness in drawings. * Name the primary and secondary colours. * Create a repeating pattern in print. * Cut, roll and coil materials. * Use IT to create a picture * Describe what I can see and give an opinion about the work of an artist. * Ask questions about a piece of art. | * Choose and use 3 different grades of pencil when drawing. * Use charcoal, pencil and pastel to create art. * Use a viewfinder to focus on a specific part of an artefact before drawing. * Mix paint to create all of the secondary colours and the colour brown. * Create tones with paint by adding black. * Create a printed piece of art by pressing, rolling, stamping and rubbing. * Make a clay pot and join two clay finger pots together. * Use different effects with an IT paint package. * Suggest how artists have used colour, pattern and shape. * Create a piece of art in response to the work of another artist. | * Show facial expression in my art. * Use sketches to produce a final piece of art. * Use different grades of pencil to shade and to show different tones and textures. * Create a background using a wash. * Use a range of brushes to create different effects in painting. * Identify the techniques used by different artists. * Use digital images and combine with other media in my art. * Use IT to create art, which includes my own work and that of others. * Can compare the work of different artists. * Recognise when art is from different cultures and historical periods. | * Show facial expressions and body language in sketches and paintings. * Use marks and lines to show texture in my art. * Use line, tone, shape and colour to represent figures and forms in movement * Show reflections in my art. * Print onto different materials using at least 4 colours. * Sculpt clay and other mouldable materials. * Integrate my digital images into my art. * Experiment with styles used by other artists. * Explain some of the features of art from historical periods. | * Identify and draw objects and use marks and lines to produce texture. * Successfully use shading to create mood and feeling. * Organise line, tone, shape and colour to represent figures and forms in movement. * Use shading to create mood and feeling. * Express emotion in my art. * Create an accurate print design following criteria. * Use images that I have created, scanned and found; altering them where necessary to create art. * Research the work of an artist & use their work to replicate a style. | * Explain why I have used different tools to create art. * Explain why I have chosen specific techniques to create my art. * Explain the style of my work & how it has been influenced by a famous artist. * Over print to create different patterns. * Use feedback to make amendments & improvements to my art. * Use a range of e-resources to create art. |