

The London Acorn School.

Subject overviews

Art



Term	Class /Year group	Subject area
Autumn	Class 1 Year 2	<p>ILLUSTRATORS / PORTRAITS</p> <ul style="list-style-type: none"> ○ Use sketching to show proportion and position for facial features ○ Explore line shape and space using two shades of crayon and paints for facial features ○ Add colours for shades for skin colour, exploring diversity and the beauty of uniqueness ● Use poster paints and crayons to create a display portrait. ● <i>to use a range of materials creatively to design and make products</i> <p>COLLAGE THROUGH COLOUR</p> <ul style="list-style-type: none"> ● Explore images by Arcimboldo with fruit and food ● Use our favourite fruits & vegetables to explore shape and space in our own art ● Use coloured card to create forms and shapes in the style of Arcimboldo and our own self images ● Use words of kindness to build the same self-portraits ● Use cutting, layering and shaping to create an images in the style of Arcimboldo. <p>Handwork- knit a square to be turned into a dolly; make beeswax fruits</p>
Spring	Class 1 Year 2	<ul style="list-style-type: none"> ● Explore and investigate how Andy Goldsworthy created natural material images in relation to seasons ● Explore space and shapes through land sculpture ● Clay sculpture to explore form and structure; a fairy tale character. ● <i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> ● Use natural materials to build a seasonal sculpture in the park in the style of Andy Goldsworth ● Form Drawing- Running forms <p>PRINTING -BLOCK</p> <ul style="list-style-type: none"> ● Know what block printing is and how it can be used ● Explore and create animal print designs on paper ● Cut paper to match a printing block (polystyrene tile) ● Use a fine object to etch a design onto a printing block ● Use 1 printing colour and a brayer to transfer block patterns onto paper (could be coloured paper) ● *use block printing inks ● <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> ● -Create potato stamp animal pattern or pawprint artwork to display
Summer	Class 1 Year 2	<p>Weather related paintings to display</p> <p>Build a whole class multimedia painting of an ecosystem</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Sponge Moon art project piece</p> <p>Craft- Paint Sun and Moon Pillowcases?</p> <p>Geometry- Exploring Symmetry, 2D and 3D Shape recognition; Language around positioning and movement</p>
Autumn	Class 2 Year 3	PAINTING – SILOUETTES AND WATER

		<p>COLOUR (STONEHENGE)</p> <ul style="list-style-type: none"> • Know that silhouettes are created by light being blocked by an object • Create an outline to represent a silhouette through drawing and sketching • Explore why block colour is best used to represent a foreground • Know that tints and shades have the same base colour <p>Explore using watercolour in linear and concentric form to create an effect</p>
Spring	Class 2 Year 3	<p>TEXTILES- FABRIC PAINTING</p> <ul style="list-style-type: none"> • Explore the origin and meaning of design patterns in tartan • Use pencil crayons to create a range of patterns • Select a design pattern and create a template on paper using paint • Use different thicknesses of masking tape to create lines, clean edges and maintain white areas of the design • Use their pattern design and transfer the process onto material
Summer	Class 2 Year 3	<p>MIXED MEDIA - COLLAGE</p> <ul style="list-style-type: none"> • Study the work, style and design of the artist Gayle Gerson • Use the natural environment as a source for inspiration • Use photography and sketching to capture observations • Use visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space to create a woodland collage in the style of Gayle Gerson <p>DRAWING-OIL PASTELS</p> <ul style="list-style-type: none"> • Study examples of Ancient Egyptian art and understand that images convey a message • Explore using oil pastels to create effect • Use different amount of pressure to create shades • Use blending to create effects • Experiment with the use of white and black and a primary colour to create tones and tints • Know how to create clean lines and colours through the additional use of scrap paper and the positioning of hands • Create images using oil pastels and other media on papyrus paper
Autumn	Class 3 Year 4	<p>MIXED MEDIA – MOSAICS</p> <ul style="list-style-type: none"> -Know the significance of mosaics in Roman art. -Know that mosaics are a form of decoration by arranging together small pieces -Investigate pattern and design in mosaics -Generate a mosaic style pattern of coloured squares to refine a design -To use the technique of fixing individual small squares to create a mosaic
Spring	Class 3 Year 4	<p>PAINTING-CONTRAST</p> <p>Study the art work of Oenone Hammersley and identify the characteristics of her work</p> <p>Know how to use light and dark to create a contrast</p> <p>Understand the term ‘contrast’ and use it with colour colour strengthen the main subject and bring it into focus</p>

		<p>Understand the terms 'proportion and scale' and use them to create a main subject within a setting</p> <p>Create a painting in the style of Oenone Hammersley</p> <p>WEAVING-LOOMS</p> <ul style="list-style-type: none"> • Explore the origin and meaning of weaving in Anglo Saxon times • Know the purpose of a weaving loom • Use pencil crayons to create a pattern design • Select a simple design pattern and use a weaving loom to weave
Summer	Class 3 Year 4	<p>SCULPTURE- WIRE</p> <ul style="list-style-type: none"> • Understand that structures have a specific design to strengthen and support • Study the Eiffel Tower and its design, learn some facts associated with the structure • Understand the purpose of cross sectional drawing and use it in their design • Explore ways of strengthening though the use of prototypes • Use cutting and joining skills using wire and coils to add shape • Strengthen, stiffen and reinforce complex structures
Autumn	Class 4 Year 5	<p>CHARCOAL & PASTELS</p> <ul style="list-style-type: none"> • Know that the grade of pencil creates a different tone • Know that a H pencil indicates the hardness and the B indicates the blackness • Create a grade scale using different pencils and pressure • Understand the use of stippling, cross-hatching, tonal and blending to create a 3D image • Use proportion and scale to create representations of size • Use grading and shading to create a sphere <p>Apply the use of colour to the same techniques</p>
Spring	Class 4 Year 5	<p>PAINTING</p> <ul style="list-style-type: none"> • Know that Bonampak is the Mayan word for painted walls • Use drawing techniques to create body form • Explore different poses through adding form and shape • Use fine line techniques to create outlines for detail <p>Explore the contrast between metallic and non-metallic colours</p>
Summer	Class 4 Year 5	<p>ART PRINTING –BLOCK</p> <ul style="list-style-type: none"> • Know that there are a range of block printing techniques to create layers (including polymer tiles) • Create a line design for polymer printing • Create a string design for string printing • Use a craft knife to etch a design onto a polymer tile • Use colour, a brayer and a polymer tile to transfer block patterns onto paper for the first layer <p>Use colour, a brayer and a string block to create the second layer of the design (over printing)</p>
Autumn	Class 5 Year 6	<p>Look at a wide variety of Propaganda posters</p> <p>To draw / paint Propaganda Poster</p>
Spring	Class 5 Year 6	<p>DRAWING & PAINTING</p> <p>- Drawing detailed habitats and scenes on which we can place animals in the second half term.</p>

		<ul style="list-style-type: none"> - Interpret the work of Nicholas Roerich and use it as a basis for own work - Explore the use of curved lines and slopes to illustrate the horizon line as a basis for a landscape - Combine the use of more than one line and slope that meets in the middle to create visual mountain layers - Use jagged lines to illustrate peaks and ridges - Use several overlapping, jagged lines in the background to indicate multiple mountain peaks rather than individual ones - Use scale and proportion to indicate distance and size - Explore the use of curved lines to indicate slopes on mountains and wavy lines to indicate snow caps - Add detail such as trails, rocks, rivers, trees, figures to demonstrate distance - Select a range of media and techniques to depict the colour and tone of a mountain range landscape based on own intentions and ideas - Animal Drawings <ul style="list-style-type: none"> – placing animals in action onto the habitats we have created in the first half term - explore the use of curved lines and straight lines to create animal gestures - use scale and proportion to indicate distance and size - Use shading to create a realistic 3D effect
<p>Summer</p>	<p>Class 5 Year 6</p>	<p>Clay Work</p> <ul style="list-style-type: none"> - Use designs in history to inform own ideas - Know that the state of clay is essential for the moulding process - Make an indent in the centre of the clay to create a hollow - Using pinching, smoothing and pulling to widen the hollow and manipulate clay - Explore how to create curves with clay - Add features, such as handles through joining, strengthening and stiffening parts of the structure <p>Drawing people in Action</p> <ul style="list-style-type: none"> - Analyse the way in which visual effects show movement in figures - Identify the line of action that shows movement - Know that a curved line of action and straight line of action gives different feelings of movement - Know that sketching figures requires a combination of curves and lines - Know that curves are generally used for the more supple parts of the figure and that straights are more commonly used to imitate stable and solid segments - Know that using too many curves would lack structure and too many lines would feel too tense - Use lines, circles and ovals in sketching to indicate bones, joints and limbs