

# Meadow Park: Sequence of Learning Overview 2023-2024



## Subject- Art

Autumn A

Autumn B

Spring A

Spring B

Summer A

Summer B

### Key Stage 1 – Year 1 and 2

#### Mark Making

#### Yayoi Kusama

#### Colour Creations

#### Earth Art

#### Self-Portrait

#### Henri Rousseau

Explore ways of drawing lines when joining one point to another

Recreate a piece of artwork using collage

Identify colours and the objects that are associated with them

Explore ways of painting on rocks

Investigate famous self-portraits

Explore and use the skills and techniques of Henri Rousseau

Imitate and create art in the style of Paul Klee

Create a 3D form from clay

Produce art based on the work of Kandinsky

Make a collage using natural materials

Create a self-portrait

Use imagination and skills to paint own piece of art

### Lower Key Stage 2

#### William Morris

#### Plant Art

#### Famous Buildings

#### Sonia Delaunay

#### Seurat and Pointillism

#### Recycled Art

Observe and sketch natural objects

Create depth in artwork

Explore and examine buildings in a range of architectural styles

Create feelings of movement in artwork

Explore the work of pointillist artists

Create animal sculpture

Create and print using a printing block inspired by William Morris

Create sculptures using clay

Design a building for a particular purpose

Explore the influence and legacy of Sonia Delaunay

Create a piece of pointillism artwork

Create a piece of art to convey a message

### Upper Key Stage 2 – Year 5 and 6

#### Chinese Art

#### Landscape Art

#### Frida Kahlo

#### Sculpting Vases

#### Street Art

#### Express Yourself

Explore the themes, styles and colours of traditional Chinese art

Explore perspective

Self-portraits of Frida Kahlo

Develop control of tools and techniques

Stylised graffiti lettering

Create wire models to express body language

Recreate porcelain of the Ming dynasty

Create landscape artwork

Explore expressing emotion through artwork

Make a clay vase

Develop techniques for creating street art

Explore how artists express themselves

### Year 7

#### The Big Draw

Develop student confidence in Art Craft and Design.  
Study of Formal Elements through introduction of variety of Artists

#### The Big Draw

Develop Observational skills and teach a range of techniques/media as a basis to build upon.

#### Colour Theory

Introduction to colour theory and improve accuracy of colour mixing.

#### Colour Theory

Change colour subtly and understand difference between transparent and opaque treatments, 'wet on dry' and 'wet on wet'  
Knowledge of equipment and good working habits will be established

#### Pattern

Investigate patterns from different times and cultures. Composition within landscape, reflecting back to colour Theory to reinforce

#### Pattern

Explore ways to combine and organise shapes, colours and patterns to create a decorative final piece.

<p><b>Skills Explored</b> Observational Techniques/ways of looking. Use of Line and Tone in pencil Shading. Shape and Create 3-D Effects of Form</p>	<p><b>Skills Explored</b> Understanding Composition Consider viewpoint Creation of the Illusion of Texture using tonal Techniques. Introduction of weights of Line</p>	<p><b>Skills Explored</b> Colour mixing Explore work of Artists and cultures. Colour Wheel, Theory, Values and Schemes</p>	<p><b>Skills Explored</b> Exploring Tints and Shades Exploring painting skills and techniques</p>	<p><b>Skills Explored</b> 2D including painting drawing, printmaking, ICT pattern and composition</p>	<p><b>Skills Explored</b> Elements of design Different ways of creating Pattern</p>
<p><b>Contextual Reference</b> Art History Timeline</p>	<p><b>Contextual Reference</b> Art History Timeline</p>	<p><b>Contextual References</b> Art History Timeline</p>	<p><b>Contextual References</b> Art History Timeline</p>	<p><b>Contextual References</b> Cultural Japan, European Art and Landscape</p>	<p><b>Contextual References</b> Cultural History UK, India Japan</p>

**Year 8**

<p><b>Perspective</b> Revisit Basic techniques and knowledge of Artists and Designers Learn Key skills in Basic form, Pattern and perspective</p>	<p><b>Perspective</b> Students will learn about culture and Art history. Experiment with Scale and proportion</p>	<p><b>Art History</b> Exploring past and Nature Students will begin to understand our past and its relationship to our present Exploration of historical Artifacts and 3D/Sculpture with Nature</p>	<p><b>Art History</b> Understand and apply personal creative response to a brief. Evaluate and annotate thorough investigation and experimentation.</p>	<p><b>Contemporary Art – Exploring the Future</b> Study Art from the second half of the 20<sup>th</sup> Century Analyse the global influence of Art in a culturally diverse and technologically advancing world</p>	<p><b>Contemporary Art – Exploring the Future</b> Look at Art Craft and Design and its effects on communication the modern world</p>
<p><b>Skills Explored</b> To develop and enhance skills in recording and observation To develop understanding of research and experimentation To promote awareness of Art and Design</p>	<p><b>Skills Explored</b> To introduce the work of Artists and Designers To learn Key skills in painting, drawing, composition and scale To develop and enhance composition, design and annotation skills</p>	<p><b>Skills Explored</b> Research and investigative skills. Students should demonstrate the intelligent use of resources eg using the internet positively to find and extract relevant information. Inform purposeful enquiry and develop analytical skills to make progress with individual ideas.</p>	<p><b>Skills Explored</b> Study a range of artifacts, considering images alongside a broad range of artifacts from the world of Art, Craft and Design. Investigate functions in relation to settings and users needs. Design and create a landscape</p>	<p><b>Skills Explored</b> Explore skills in making purposeful images and artifacts. Experiment in new technologies to create purposeful responses to a set brief Explore new creative learning environments and exhibitions Pop Art / composition</p>	<p><b>Skills Explored</b> The exploration of Art communication and its effects on contemporary society. Learn how to research, design and compose effective designs Learn new skills in ICT Created deeper understanding of communication in Design and effective Composition Work to a brief</p>
<p><b>Contextual Reference</b> Variety of Artists Op Art</p>	<p><b>Contextual Reference</b> Ed Fairburn Bridgette Riley OP Art Day of The Dead</p>	<p><b>Contextual Reference</b> Cultures and Beliefs Wire sculpture Mehndi Festivals of Light</p>	<p><b>Contextual Reference</b> Cultures and Beliefs Landscape Artists Mehndi Festivals of Light</p>	<p><b>Contextual Reference</b> Art Movements Pop Art, Jasper Johns, Alejo – Landscape Art Kandinski</p>	<p><b>Contextual Reference</b> Book of Kells Contemporary Typography Onomatopoeia Sean Mcabe</p>

**Year 9**

<b>Portraiture</b> Develop a more sustained	<b>Portraiture</b> Students will create a small	<b>Illustration and Narrative</b> Students will represent,	<b>Illustration and Narrative</b> Multidisciplinary – combine	<b>Community -Save Our Planet</b>	<b>Community – Save Our planet</b> Sustainable art in the form of
<b><u>Skills Explored</u></b> Develop and enhance key skills in recording and observation Develop an understanding of research and experimentation To learn Anthropometry measurements of the face	<b><u>Skills Explored</u></b> To be introduced to the work of contemporary portrait artists To learn key skills such as painting and drawing To develop enhanced composition, design and annotation skills Appreciate the rewards of considered refinement of final piece	<b><u>Skills Explored</u></b> Explore contents for Illustration and which includes work related contexts that reflect the creative and cultural industries.	<b><u>Skills Explored</u></b> Printing Understanding of historical references to printing which are relevant to contemporary Art and Craft and Design	<b><u>Skills Explored</u></b> Create an awareness of sustainable Art. Highlight the degradation of our planet. Awareness of commercial products Developed confidence in experimentation sustainable materials to produce creative works of Art	<b><u>Skills Explored</u></b> Sculpture Ceramics Final Outcome
<b><u>Contextual Reference</u></b> Themed Culture Art Day of the dead	<b><u>Contextual Reference</u></b> Portraiture Artists	<b><u>Contextual Reference</u></b> Keith Haring/pop art Pixar	<b><u>Contextual Reference</u></b> Alexander Calder Mood boards/Careers	<b><u>Contextual Reference</u></b> Pop Art	<b><u>Contextual Reference</u></b> Jennifer Collier Cat Rabbit Marjolein Dallinga Yayoi Kusama Adidas Parlez for the oceans





**Year 10**

<b><u>Food/ Pop Art Skills Explored</u></b> Introduce to a variety of artists designers and crafts. Advanced colour theory explored	<b><u>Skills Explored</u></b> Compositional skills increased Develop ideas through investigations, demonstrating critical understanding of sources.	<b><u>Skills Explored</u></b> Experimentation with a variety of media Develop ideas through investigations, demonstrating critical understanding of sources.	<b><u>Skills Explored</u></b> Planning and realising intentions Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b><u>Natural Forms Skills Explored</u></b> Record ideas, observations and insights relevant to intentions as work progresses	<b><u>Natural Forms Skills Explored</u></b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Evaluate and review progress
<b><u>Contextual Reference</u></b> Pop Art Roy lichenstein	<b><u>Contextual Reference</u></b> Pop Art Andy Warhol	<b><u>Contextual Reference</u></b> Sarah Graham	<b><u>Contextual Reference</u></b> Tilaf Sparnaay Yellana James	<b><u>Contextual Reference</u></b> Angie Lewin Georgia O'Keefe Marcia Balwin	<b><u>Contextual Reference</u></b> Angie Lewin Georgia O'Keefe Marcia Baldwin

**Year 11**

<b><u>Natural Forms</u></b>	<b><u>Natural Forms</u></b>	<b><u>Natural Forms</u></b>	<b><u>EXAM</u></b>	<b><u>EXAM</u></b>	<b><u>EXAM</u></b>
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<p><b><u>Skills Explored</u></b>  Record ideas, observations and insights relevant to intentions as work progresses  Planning, Time management, increase refinement and selection skills</p>	<p><b><u>Skills Explored</u></b>  Develop ideas through influences and experiences.  Develop visual language to create personal ideas  Evaluate and review progress</p>	<p><b><u>Skills Explored</u></b>  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.  Evaluate and review progress</p>	<p><b><u>Skills Explored</u></b></p>	<p><b><u>Skills Explored</u></b></p>	<p><b><u>Skills Explored</u></b></p>
<p><b><u>Contextual Reference</u></b>  Lorenzo M Dunn  Angie Lewin  Georgia O'Keefe</p>	<p><b><u>Contextual Reference</u></b>  Lorenzo M Dunn  Angie Lewin  Georgia O'Keefe</p>	<p><b><u>Contextual Reference</u></b>  Lorenzo M Dunn  Angie Lewin  Georgia O'Keefe</p>	<p><b><u>Contextual Reference</u></b></p>	<p><b><u>Contextual Reference</u></b></p>	<p><b><u>Contextual Reference</u></b></p>

	Develop Ideas
	Appropriate Resources
	Record Ideas
	Response