



Art Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 (1 hour a week)	<p align="center">Mini Beasts</p> <p>The aim of this very first project is to assess individual pupils in a range of art skills during an engaging and stimulating series of outcomes which use insects as its inspiration.</p>  <p>Visually observe: pencil and colour pencil drawings of insects in glass and cut out silhouettes of insects using card. Research and analyse: Exploring colour theory while painting insect outlines and researching the work of other artists using tablets and presenting a personal response. Make and Experiment-design and make own junk modelled insect and Art Challenge, as well as monoprinting from their own sketches. Review and Respond: To the work of artists who have used insects as their inspiration, from Jan Van Kessel in the 17th Century to Damien Hirst and Anna Collette-Hunt.</p> <p>KEYWORDS AND TERMS: Sketch, detail, tones, texture, decoration, tonal ladder, primary and secondary colours, silhouette, design, upcycling, annotation (labelling)</p>		<p align="center">Portraits</p> <p>The aim of this project is to introduce pupils to the many varied interpretations and uses of the portrait in the history of art: from the ancient Greek and Egyptians to 3D portrait busts of the Baroque to the more modern portraits of Modigliani and Picasso.</p>  <p>Visually observe: Observed self portraits and those of others using photography and a range of other media. Research and analyse: Responding to the portraits of other artists and cultures, both in 2D and 3D. Make and Experiment-Experiment with using a range of new media, including chalk pastels, card relief and clay. Review and Respond: Compare and contrast the portraiture of the ancient Egyptians and Greeks and appreciating the portraits of Modigliani and Picasso.</p> <p>KEYWORDS AND TERMS: Portrait, self portrait, profile, features, proportion, detail, angles, depth.</p>		<p align="center">Exploring Art</p> <p>The aim of this project is to allow pupils to experience the work of a range of different artists through learning about their life and work and creating outcomes inspired by their most famous pieces. These outcomes are produced individually, in pairs and collaboratively in groups.</p>  <p>Visually observe: Observed drawings and paintings of the work of other artists, using still life objects. Research and analyse: Responding to the work of other artists verbally and in written reflections. Artists include: Wassily Kandinsky, Hunderwasser, Matisse and Haring. Make and Experiment-Experiment with using a range of new media, such as coloured tape and collage, while developing skills in more familiar media of chalks and paint. Review and Respond: Responding to their own and others' work, developing a vocabulary of art specific words and phrases to help them express their feelings and opinions about artwork.</p> <p>KEYWORDS AND TERMS: Composition, shape, pattern, texture, colour mood, temperature, symbolism, figurative, abstract.</p>	



Pop Art: Food & Drink

The aims of this project are to develop all pupils' observed drawing and graphic design skills while learning about the colourful and fun Pop Art period of the 1960's onwards, particularly in America.



Visually observe: pencil drawings of cans and sweet and chocolate and packaging.
Research and analyse: Produce a homework research project on a chosen Pop Art Hero, presenting their findings in a creative way.
Make and Experiment-Experiment with a range of media and techniques, such as monoprinting and 3D modelling with card and paper.
Review and Respond: To the work of famous Pop Artists from the 1960's: Andy Warhol, Roy Lichtenstein, Claes Oldenburg and Wayne Thiebaud.

KEYWORDS AND TERMS:

Popular culture, familiar, everyday, repeat pattern, mono and screen printing, packaging net, graphic design, guidelines, logo.

Tribal masks

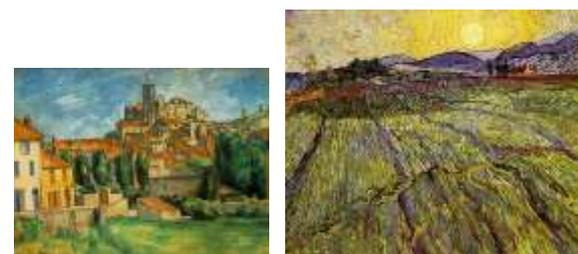
The aim of this project is to develop pupils' knowledge of masks and tribal headgear their uses in different cultures. Focusing on African and Aztec cultures, pupils apply their new found knowledge of the Aztecs from their History lessons and African music from their Music lessons.



Visually observe: Observed drawings from secondary source materials and artefacts from both cultures.
Research and analyse: Continuing research into the use of masks and different pattern and decoration and their meaning.
Make and Experiment-Experiment with card, cardboard and papier mache to obtain 3D shape and textures, as well as colour mixing to obtain authentic colours and tones.
Review and Respond: Compare and contrast the masks of the Aztec and African cultures.
KEYWORDS AND TERMS: Pattern, decoration, shape, tribal, carving, symbolism, construction, layering, depth.

Cranborne Views

The aim of this project is to develop pupils' observational skills and painting techniques when depicting landscapes first from images and outside in the open air. A visit to Cranborne Manor gardens by the whole year group at the start of the project is the inspiration for a final 2D picture exhibited in school, hosted by Images Art



Visually observe: Observed drawings and paintings which take place outside in the school grounds, as well as during the trip to Cranborne Manor. Introduction to photographic techniques to improve composition and used as inspiration for final piece.
Research and analyse: Learn techniques from great masters, such as Cezanne, Turner and Van Gogh.
Make and Experiment-Experiment with using a range of wet media, including watercolour, acrylic and silk paint.
Review and Respond: Responding to their own and others' work, developing a vocabulary of art specific words and phrases to help them express their feelings and opinions about artwork.

KEYWORDS AND TERMS:

Sketch, back/mid/foreground, landscape, cityscape, composition, depth, perspective, proportion, shadow, texture.

Year 6 (1 hour a week)



Macbeth

The aims of this project are for pupils to creatively apply their knowledge of the Shakespeare play of Macbeth through the medium of a group puppet show inspired by local performance artists The Paper Cinema and clay, inspired by historical stone gargoyles.



Visually observe: pencil and pen and ink drawings from observation of still life objects symbolising the play, eg: animal skulls and secondary source images from the internet of characters and scenery from Macbeth

Research and analyse: Research own images needed to develop their ideas and make their own original puppets and clay gargoyle.

Make and Experiment-Experiment with a range of pen and ink techniques, puppetry techniques and working on music collaboratively.

Review and Respond: To review their own work as it progresses and to collaborative and respond weekly to the artwork of others.

KEYWORDS AND TERMS:

Macbeth, scene, backdrop, props, quill, ink wash, hatching, cross contour, cross hatching, stippling. Clay construction, clay slip, texturise, bisque firing.

Ultimate Questions

The aim of this project is to deepen pupils' knowledge of an ultimate question they have been learning about in RE lessons. Pupils learn different low tech graphic design techniques and use a combination of photography and photo editing to create a range of merchandise for an album cover with their ultimate question as its title.



Visually observe: observed drawings of objects related to a range of ultimate questions. Graphical lettering techniques taught and practised.

Research and analyse: Research into objects and images symbolising their question and analysis of their ideas as they progress.

Make and Experiment-Experiments with card cut out techniques, photography and photo editing using photos, text and effects.

Review and Respond: Develop a knowledge of the life and work of the graphic designer, Saul Bass and the designers of some of the most famous album covers of all time, such as Peter Blake.

KEYWORDS AND TERMS:

Ultimate question, paper cut out, low tech, layering, detail, lettering, font, serif, sans serif, graphic design, photo montage.

Mixed Media landscapes

The aim of this project is for pupils to apply their knowledge of photographic techniques to take a landscape photo which is used as a basis for an abstract composition, inspired by the Dorset artist Dick Hewitson.



Visually observe: Pupils take own photographs of landscapes, applying basic photographic principles.

Research and analyse: Learn techniques from local Dorset artist Dick Hewitson and analyse a range of his paintings.

Make and Experiment-Experiment with a range of collage and relief techniques using: papier mache, string, organic materials such as sand and rice. Experiment with different painterly techniques to add tone, texture and depth.

Review and Respond: Responding to their own and others' work, developing a vocabulary of art specific words and phrases to help them express their feelings and opinions about Hewitson's artwork and their own work.

KEYWORDS AND TERMS:

Photography, composition, Golden Section, rule of thirds, focal point, viewpoint, abstract, contemporary, colour mixing, mixed media, depth, perspective.

Year 7 (1 hour a week)



Little things LARGE

The aims of this project are for pupils to develop and extend their observational drawing skill, using a variety of small objects in a range of media. Different enlarging techniques are taught and pupils' research and analyse the work of a chosen artist who also works within the same theme.



Visually observe: small objects with a range of textures, enlarging using a grid method and zooming in using a viewfinder.

Research and analyse: Research a chosen artist from a selection who use the theme of enlargement or abstraction and analyse their work. Artists range across time and places, from Karl Blossfeldt to Georgia O'Keeffe and Rachael Whiteread.

Make and Experiment: Experiment with a range of media, including: pencil, oil and chalk pastel, fineliner, paint and photography.

Review and Respond: To review their own work as it progresses and to collaborative and respond weekly to the artwork of others.

KEYWORDS AND TERMS:

Composition, proportion, enlargement, grid enlargement, viewfinder, texture, tone, shading

Year 8 (1 hour a week)

Animation: a Journey through Time

The aims of this project are to learn about and explore techniques from a variety of early animation technique, culminating in a simple stop motion animation challenge using low tech props and Movie Maker.



Visually observe: Different types of animation device and to draw objects that work well on these devices. These drawings are from a range of different sources.

Research and analyse: Analyse the workings of different animation devices and own ideas (with a partner) for a stop motion animation.

Make and Experiment: Experiment while making own animation devices: thaumatrope, zoetrope, praxinoscope, flick book, as well as designing backdrops and props for stop motion photos, taken on a tablet.

Review and Respond: Develop a knowledge of the history of animation and understand the persistence of vision: the ability for the eye to hold on to images to enable a series of still images to become animated.

KEYWORDS AND TERMS:

Thaumatrope, zoetrope, praxinoscope, flick book, persistence of vision, backdrop, scene, storyboard, frame, frames per second, cut outs, edit, Movie Maker, Audacity.

I Was Here: Garden Totems

This final Art project at Cranborne Middle explores the history and tradition of totem poles and to design and create their own garden totem. This sculpture is made from clay and its shape and colour is meant to symbolise something about their character, hobbies or interests.

These garden totems are displayed in the front gardens of the school, in time for the Year 8 Leavers Prom Night in July 2017.



Visually observe: Pupils copy images of totem poles and use their own researched images to design their own mini sculpture.

Research and analyse: Pupils research into the history of totem poles and analyse and give their own personal response to different styles and imagery on the totems from different parts of the world.

Make and Experiment: Pupils experiment with different clay construction and finishing techniques in order to realise their ideas for their mini sculpture. They then experiment with colours and tones in acrylic paints,

Review and Respond: Responding to their own and others' work, developing a vocabulary of art specific words and phrases to help them express their feelings and opinions about their own and others' work.

KEYWORDS AND SKILLS:

Pattern, decoration, symbolism, storytelling, identity, texture, slab, coil, thumb pot techniques, clay slip, bisque firing, acrylic paint.