	Art Curriculum Cycle B Overview		
	Autumn	**Spring**	**Summer**
Y1 and 2	**Working in 3D** **Be an Architect** In this pathway, the children have the opportunity to explore architecture. They start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model. **Disciplines:** Architecture, Drawing, Sketchbooks, Collage, Making **Themes:** Habitat, Community, Culture, Purpose **Medium:** Construction Materials **Artists:** Hundertwasser, Zaha Hadid, Heatherwick Studios **Outcome:** To design and make a house based on the Great Fire of London.		**Surface & Colour** **Flora & Fauna** In this pathway, children are introduced to the idea that many artists use flora and fauna to inspire their work. They look at artists who used drawing to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna. Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials. They practice cutting and collage skills and explore shape and colour to build images. Finally, they work collaboratively on a shared background for the artwork, and pupils can see how their individual efforts are valued as part of a larger class artwork. **Disciplines:** Drawing, Collage, Sketchbooks **Medium:** Handwriting pen, Graphite, Oil pastel, Paper & Collage **Artists:** Eric Carle, Joseph Redoute, Jan Van Kessel **Outcome:** To create a shared picture using nature as the stimulus.
Y3 and 4	**Drawing & Sketchbooks** **Gestural Drawing with Charcoal** In this pathway, children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination. **Disciplines:** Drawing, Sketchbooks **Medium:** Charcoal, Paper, Body **Artists:** Heather Hansen, Laura McKendry, Edgar Degas **Outcome:** To create a charcoal drawing full of energy and drama.		**Surface & Colour** **Paint, Cloth, Thread** In this pathway, children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition. **Disciplines:** Painting, Sewing, Drawing, Sketchbooks **Medium:** Fabric (Calico), Paint, Thread **Artists:** Alice Kettle, Hannah Rae **Outcome:** To create a picture of a habitat / landscape.
Y5 and 6	**Drawing & Sketchbooks** **Typography & Maps** In this pathway, children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. **Disciplines:** Design: Typography, Drawing, Collage, Sketchbooks **Themes:** Identity, Environment, Habitat **Medium:** Pencil, Pen, Paper **Artists:** Louise Fili, Grayson Perry, Paula Scher, Chris Kenny **Outcome:** To create a visual, three-dimensional map of their version of Kensuke's Kingdom.		**Working in 3D** **Set Design** In this pathway, the children explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation. Pupils go on to explore how they can create their own model set, inspired by a creative stimulus. Sketchbooks are used throughout to brainstorm, record, test and reflect. **Disciplines:** Set Design, Making, Drawing, Sketchbooks **Medium:** Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials **Artists:** Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson **Outcome:** To create a model set of the year 6 production or an English text.