**Art Planning Matrix Upper School 2023-2024**

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| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Autumn 1 | | Autumn 2 | Spring 1 | | Spring 2 | Summer 1 | | Summer 2 | | **Programme of study for Rabbit, Badger, Fox, Deer, Owl (differentiated as appropriate)** | | | | | | | | | | | Year 1/Year A | Introduction to the formal elements **Exploring Drawing** | | **Spanish Tiles** | **Journeys** | | **World of Animals** | **Day of the dead** | | **View through a Door** | | Learning and Materials -  Students are introduced to the formal elements of drawing and use a wide range of materials to broaden their understanding of drawing. They will build skills in shading and line drawing and learn how to use correct facial proportions. These skills are taught through the study of portraits | | Learning and Materials -  Students will explore the history and design of Spanish tiles. They will explore their tradition in Spanish culture and their use of colour and design.  They will look at the tradition of ‘Mayólica’ and ‘Talavera’. They will learn skills of line, shape and space. | Learning and Materials -  Students learn how to communicate meaning and narrative through their artwork. They study the use of symbols to communicate and look at ways artists use symbols in their work. | | Learning and Materials -  Students learn to blend and mix oil pastels to create tone and texture. Composition and planning are a key learning point in this project. Linking to the artist’s studied supports students understanding of depth, tone and colour. | Learning and Materials –  Students will explore an in depth look at Day of the Dead pattern, colour and beliefs. Development of 3D forms (masks, clay skulls) using colour, pattern and ideas. Making of skulls in clay and other material. | | Learning and Materials -  Students explore the work of ancient and modern Surrealist art and look at the idea of hybrid creatures. They learn to use one point perspective to give the illusion of an open door and then research, plan and develop a highly individual and imaginative scene showing an image through a doorway. | | Artists –  Students may research the following artists during the project: Vincent Van Gogh, Amedeo Modigliani, Sally Mankus, Mary Cassatt, Lucian Freud. | | Artists –  José Mansilla el Pino, Clemente Collazos and José Mansilla. | Artists –  Traditional and contemporary Aboriginal Artists – Eg.Marcia Purdie,Kudditji Kngwarreye. | | Artists –  Henri Rousseau, Franz Marc, David Shepherd | Artists –  Various Mexican artists - Frida Kahlo, Diego Rivera, Teresa Margolles, Gabriel Orozco, Leonora Carrington | | Artists –  Hieronymus Bosch Salvador Dali, Rene Magritte | | Year 2/ Year B | Introduction to the formal elements  Colour theory | | **Weird and Wonderful** | **Strike a Pose!** | | **Steam punk Hats** | **Pop Art** | | **Sgraffito** | | Learning and Materials -  Students explore the theme of Portraits and explore colour theory, tonal painting and communicating emotions through colour. They work on a self-portrait in paint as their final outcome and this extends into a distorted imaginative portrait | | Learning and Materials -  Students will explore surrealism and magical realism through the artist Frida Kahlo. They will explore symbolism in her work and how she expressed emotion. | Learning and Materials -  Students will study line, colour, pattern and shape through the artist and graphic designer Nikki Farquarson. They will work on a self-portrait and explore digital technology to produce patterns and backgrounds. | | Learning and Materials -  Students will explore collage and 3D construction. They will explore the theme of steampunk through art, fashion and history. They will look at steampunk imagery through the Victorian Era and use influences of literature as a basis of their work. | Learning and Materials -  Students investigate Pop Art using a variety of materials and techniques. They will build on their drawing skills using ellipses, one and two point perspective. The main focus is using chalk pastels and 3D construction | | Learning and Materials -  **Students will explore the origins and history of sgraffito in art and architecture. They will explore different techniques of achieving the finish and will create patterns and shapes on clay based on their observations of shells.** | | Artists –  Vincent Van Gogh, Amedeo Modigliani, Sally Mankus, Monet, Mary Cassatt, Lucian Freud, Pablo Picasso | | Artists –  Frida Kahlo, Salvador Dali, Rene Magritte | Artists –  Nikki Farqurason, Bridget Riley, Victor Vasarely | | Artists –  Art Donovan, Stepane Halleux, Vianney Halter | Artists –  Wayne Thiebaud, Claes Oldenberg, James Rosenquist, Andy Warhol. Roy Lictenstein | | Artists –  Natalie Blake, Heywood Sumner, Henri Privat-Livemont | | Year 3/ Year C | Introduction to the formal elements-  **Sculpture and 3D form** | | **Masquerade Masks** | **Everyday objects** | | **Imaginative Landscapes** | **Collections**. | | **Body Decoration** | | Learning and Materials -  Students will learn about the formal elements of three dimensional shapes: regular, irregular and organic. They will also explore tone and perspective to create the illusion of form in a 2D artwork. | | Learning and Materials -  Students explore the purpose of masks in a variety of cultures both past and present. The key learning points for this project are about expressions, designing with a purpose and using 3D construction techniques. Students design and make their own mask as the final outcome. | Learning and Materials -  Students will learn skills in the mastery of clay. They will practice with plasiticine and will learn how to adapt and review their work. They will learn a range of relief work to decorate their vases and objects and will use examples from patterns found in African Art and African Tribal pottery. | | Learning and Materials -  Students will explore line, pattern, colour, composition and mixed media through the study of Hundertwasser’s imaginative landscapes. They will design a composition based either on the Oxford city sky line or another skyline of the teacher’s choice. They will complete a 3D clay construction exploring texture, pattern and colour inspired by Hundertwasser and Antoni Gaudí. | Learning and Materials -  Through the subject of still life, students will explore the themes of making, looking and touch. They will explore the work of Lisa Milroy and will develop their drawing skills and observational skills when looking at collections of objects. Pupils will create collages and make detailed, observational drawings to create a final piece. | | Learning and Materials -  Students are introduced to body decoration from different cultures including Ta Moko, Mehndi and Tahitian tattooing. Students will work with different techniques and materials. Students will explore pattern, composition and blending colours. | | Artists –  Henry Moore, Barbara Hepworth, Jeff Koons, Anish Kapoor, Antony Gormley | | Artists –  Cultural art from Africa, Japan, China and Australia (as well as many other cultures) are explored for inspiration | Artists –  Traditional African potters – See Pottery Shed for images. | | Artists –  Hundertwasser, Antoni Gaudí | Artists –  Lisa Milroy | | Artists –  Tribal artists and craftspeople from Polynesia, Asia, Africa and Native American Indian | | **Programme of Study for Squirrel and Hedgehog (Differentiated as appropriate). Creative curriculum** | | | | | | | | | | | Year 1/Year A | Local Art from the past - model making (e.g. steam punk hats?) - Fashion –history-Local artisits. | | | Landscapes - exploring line, pattern, colour, composition and mixed media - 3D clay construction exploring texture, pattern and colour. | | | Portraits – People in Action – Express Yourself | | | | Year 2/Year B | Travel Inspired by Art | | | Art from the Past | | | Colours and Patterns | | | | Year 3/Year C | Going Global | | | Out of this World | | | Out in the Community | | | | **Programme of study for Dormouse (KS3+4 ASD) Creative Curriculum** | | | | | | | | | | | Year 1 / Year A | | **Festivals**  Colours and patterns | | | **Our community**  Junk modelling | | | **The rainforest**  Pointillism | | | Year 2 / Year B | | **The arctic**  Create a scene | | | **Space**  3D giants | | | **Adventures**  Natural art | | | Year 3 / Year C | | **Outside**  Collages | | | **All about me**  Portraits | | | **Homes**  Sculpture | | | **Programme of study for Woodpecker, Hawk, Robin, (differentiated as appropriate)**  **(Topics may change depending upon Entry Level and ASDAN themes)** | | | | | | | | | | | Year 1 | **Introduction to the formal elements** Individual lessons teaching students the theory of art.  Exploring materials, processes and techniques.  Working from observation and experience.  Relating to the work of artists. | | **Kat Button Nests**  3D, mixed media, imagination. Colour, shape, Texture.. | **Extended patterns.**  Michael Brennan Wood. Pattern, line, colour. | |  | **Shoes.**  3D and mixed media. Form, shape. | |  | | Year 2 | **Year 1 Introduction to the formal elements** Individual lessons teaching students the theory of art.  Exploring materials, processes and techniques.  Working from observation and experience.  Relating to the work of artists. | | **Entry Level Art**  Ernst Haeckel shells  Line colour composition using gel pens and oil pastels | **Entry Level Art**  **Mark Hearld birds birdhouses and trees 3D mixed media** | |  | **Exam Theme choice and prep/**  **(not known until January of Exam year)** | |  | |