



## **INTENT**







- To teach, develop, reinforce and apply art skills as children progress through our school, returning to concepts and language to help embed them in long term memory.
- To provide experiences and learning to enhance the cultural capital of our children including trips to galleries and museums, reading about artists and visits to school by artists.
- To develop future citizens with an awareness of and interest in Art and Design culture – whether locally, nationally or internationally through artists, artisans and designers

## **IMPLEMENTATION**

- Our art curriculum is summarized in the following schematic.
- Thematic learning will provide different contexts for art knowledge and skills learning as children progress through school.
- Most work outputs will be evidenced in sketch books.
- Adults will model the use of target vocabulary in a variety of contexts to assist transfer to long term memory over time.

## **IMPACT**

- Classroom Monitor
- Work scrutiny & Pupil Voice
- Range of practical experiences, visits, artists in residence and other hooks for learning undertaken in each milestone cycle ensure that a wider understanding in art is gained and cultural capital experienced firsthand.
- Children's use of vocabulary in other subject contexts.

	<b>Develop Ideas</b>	<b>Master Techniques</b>							<b>Inspiration from the Greats</b>	<b>COMMUNICATING Art</b>
		<b>Drawing</b>	<b>Painting</b>	<b>Collage</b>	<b>Sculpture</b>	<b>Print</b>	<b>Textiles</b>	<b>Digital media</b>	<i>See separate plan</i>	
	<b>Early Learning Goal:</b> <b>Creating with materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <b>UTW:</b> The Natural World <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>									Mark make Line Dot Straight Curve Draw Pattern Exhibit Critic Vibrant Contrast Foreground Background Contemporary Represent Broad Narrow Textured Apply Artist Brush Collage Create Cut Develop Explore Line Visual Object Paint Print Arrange Sculpture Textile Accurate Adapt display Shape Pattern Annotate Crosshatching Distinctive Elaborate Feeling Influenced
	<b>Respond to ideas and starting points</b> <b>Explore ideas</b> <b>Collect information</b> <b>Explore methods and materials</b>	Draw lines of diff sizes and thicknesses with different media. Show pattern and texture. Show tones using coloured pencils. To respond and explore ideas. To use different surfaces for mark making. To talk about own work.	Use thick and thin brushes. Create own brushes to paint with. Mix primary colours to make secondary. Add white to make tints and black to make tones. Create colour wheels	Use combination of materials. Sort and arrange materials. Mix materials to create texture. Explore ideas and materials. Use different surfaces to create collage.	Use a combination of shapes Use line and texture Use a range of materials – rolled up paper, straws, paper, clay Use techniques such as rolling, cutting, carving. Explore ideas and materials.	Use repeating or overlapping shapes. Mimic print Use objects to create prints Press, roll, rub and stamp to make prints. Use different surfaces to create print. Explore ideas and materials.	Use weaving to create pattern Join materials using glue and/or a stitch Use plaiting Use dip/dye techniques Explore ideas and materials.	Use a wide range of tools to create different textures, lines, tones, colours and shapes	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. Comment on what is liked and disliked.	
	<b>Develop ideas</b> <b>Collect information</b> <b>Adapt and refine ideas</b> <b>Explore ideas in diff ways</b> <b>Comment on art work</b>	Use different hardness of pencil to investigate mark making. Annotate sketches explain and elaborate ideas. Use shading to show light and dark. Use hatching/ cross hatching for texture and tone. To adapt and refine their ideas. To comment on their drawing.	Use a number of brush techniques using different thicknesses of brushes to produce shape, texture, pattern and lines. Mix colours effectively Use watercolour to produce washes for background and add detail. Experiment with creating mood with colour.	Select and arrange materials for striking effect. Ensure precision Use coiling, overlapping, tessellation, mosaic and Montage. Use a range of materials for collage – paper, ceramics, tile.	Create and combine shapes to create recognisable forms. Include texture that conveys feelings, expression or movement. Use clay & mouldable materials Add materials to provide interesting detail.	Use layers of colours Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.	Shape and stitch materials. Use basic cross stitch and black stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. Explore ideas and materials.	Create images, video and sound recordings and explain why they were created.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	



Develop and imaginatively extend ideas  
 Collect information and present in a range of ways  
 Use qualities of materials in different ways  
 Comment on work using language

Use a variety of techniques to add interesting effects – reflections, shadows, direction of sunlight.  
 Use a choice of techniques to depict movement, perspective, shadows and reflection.  
 Choose styles of drawing suitable for the piece being created.  
 Use lines to represent movement.  
 To create detailed analytical drawings and observations.  
 To develop and imaginatively extend ideas from starting points.  
 Collect information to inform sketches using a range of media to mark make.

Sketch to create line before painting to combine and colour and line.  
 Create a colour palette based upon colours observed in the natural or built world.  
 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.  
 Combine colours, tones and tints to enhance the mood of their piece.  
 Use brush techniques and the qualities of paint to create texture.  
 Develop a personal style of painting, drawing, based on ideas from other artists.

Mix textures – rough and smooth, plain and patterned.  
 Combine visual and tactile qualities investigating and combining visual and tactile materials.  
 To apply their experience of materials and processes developing control of techniques and tools.  
 Use ceramic mosaic materials and techniques.

Show life like qualities and real life proportions or, if more abstract provoke different interpretations.  
 Use tools to carve and add shape, texture, pattern.  
 Combine visual and tactile qualities.  
 Use frameworks to provide stability and form – wire or moulds.

Build up layers of colour.  
 Create an accurate pattern, showing fine detail.  
 Use a range of visual elements to reflect purpose of work.  
 To combine printing techniques in developing their work.  
 To research and respond to printmakers work.

To investigate and reform visual and tactile qualities constructing and deconstructing.  
 Show precision in techniques.  
 Choose from stitching techniques.  
 Combine previously learned techniques – including sewing, weaving, batik, screen printing on fabric.  
 To compare ideas and discuss what has worked well and their opinions.

Enhance digital media by editing (including sound, video, animation, still images and installations)

Give details about notable artists, artisans and designers.  
 Show the influence of those to society and other artists.  
 Create original pieces that show range of influence and style.  
 Discuss pieces and explain what is liked and disliked.

- Layers
- Montage
- Mood
- Patterned
- Palette
- Precise
- Refine
- Replicate
- Tessellation
- Washes
- Watercolour
- Abstract
- Acrylic
- Aesthetic
- Ceramic
- Convey
- Distorted
- Enhance
- Expression
- Extend
- Fluent
- Grasp
- Interpretation
- Intrigued
- Mimic
- Persepective
- Portfolio
- Proportion
- Provoke
- Subconscious
- Structural
- Qualities
- Stability
- Tactile
- Tertiary colours

Display

All learners to be given the opportunity to display their art work for an audience, using carried mediums and scales to apply their techniques.

*Inspiration from the Greats*



<p>Wassily Kandinsky (Russian)</p> <p>Piet Mondrian (Dutch)</p> <p>Georgia O Keefe (American)</p> <p>Claude Monet (French)</p>	<p>Post Impressionist: Henri Rousseau (French)</p> <p>Sculptors: (Seaside / Forest School) Antony Gormley (British) Alexander Calder (American) Richard Shilling (British)</p> <p>Portrait Artists: Paul Klee (Swiss)</p> <p>Flowers: Vincent Van Gogh (Dutch) Georgia O'Keefe (American)</p> <p>Pointillism: Georges Seurat (French)</p> <p>Seaside : Joseph Turner (English) Ivan Aivazovsky (Russian)</p> <p>Graffiti – Street Art Banksy</p> <p>Colour mixing Martin Bulinya Mark Rothko Mondrian (Y1) Kandinsky (Y2)</p>	<p>Genre painting (every day life) L.S.Lowry (English)</p> <p>Animals/Rainforests Romero Britto (Brazilian) Henri Rousseau (French) Frida Kahlo (Mexican) Albrecht Durer (German) George Stubbs (British) Rosa Bonheur (French) Damien Hirst (British) Megan Coyle (American)</p> <p>Impressionism Alfred Sisley (British) Pierre-Auguste Renoir (French)</p> <p>Environmental artists: Andy Goldsworthy (British) Bob Phillips</p> <p>Water Monet Turner Hokusai</p> <p>Industrial Revolution Williams Morris Lowry</p> <p>Street Art American Banksy Jean Basquiat</p> <p>Silhouettes/Light Dan Flavin (USA) Kumi Yamashita (Japanese) Kara Walker – historical narratives William Kentridge (South African) – linked to Apartheid Colour mixing Y3 – Picasso Y4 – Colour wheel</p>	<p>Space: David A Hardy (British) Lucien Rudaux (French) Robert McCall (American) Futurism Umberto Boccioni (Italy) Giacomo Balla (Italy) Joseph Stella (American)</p> <p>Capturing conflict Paul Nash (British) (compare to other surrealists below)</p> <p>Surrealism: Joan Miro (Spanish) Rene Magritte (Belgian) Salvador Dali (Spanish)</p> <p>Pop Art Roy Lichtenstein (American) Andy Warhol (American) Eduardo Paolozzi (British sculptor and painter) David Hockney (British Painter, printmaker and photographer)</p> <p>Anatomy Leonardo da Vinci (Italian) Albrecht Durer (German) Andreas Vesalius (Belgian)</p> <p>Cultural tradition Richard Kimbo (African)</p> <p>Forest School – Sculpture Eva Hesse – (USA)</p> <p>North America Ansel Adams (American)</p> <p>Pencil Art Arinze Stanley (Nigerian) CJ Hendry (Australian) Paul Cadden (Scottish)</p> <p>Colour mixing Y5 – Van Gogh Y6 – Paul Klee</p>
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