

ART

Government Guidelines

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Attainment targets - By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 - Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2 - Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

Intent

At Richard Avenue Primary School, we believe that high-quality Art and Design lessons will engage and inspire children to develop skills, understand the relevance of art in different cultures (**developing global citizenship**) and explore their own creativity. We aim to fulfil the requirements of the National Curriculum for Art and Design, providing a broad and balanced curriculum, ensuring the progressive development of knowledge and skills and enabling children to observe and **become curious about art**. They will record from first-hand experience and from imagination. The children will develop the competence to control materials and tools through a range of art and design techniques and processes, develop an awareness of colour, pattern and texture, line and tone, shape, form and space. Children will be given the opportunity to respond, enjoy and appreciate the visual arts and develop a knowledge of significant artists, craftspeople and designers (**communication**). They will increase their critical awareness of the roles and purposes of art and design, both contemporary artists and artists and across history and cultures. (**global**) The children will be able to analyse works of art, including their own, using the language of art and design and **enhance their communication skills**. They will be encouraged to carefully observe and appreciate their world and the wider world, exploring the creative process through studying the work of diverse artists and designers (**global**) In addition, they will explore the impact it has had on contemporary life and on different periods and cultures.

Implementation:

A medium-term plan will outline knowledge and skills to allow our pupils to build subject knowledge and vocabulary. They will become increasingly adept at critical thinking, using specialised vocabulary and be able to discuss subject concepts, guided by teachers, leading to child led learning. Lessons for each year group will plan for progression, building on prior learning and developing depth of understanding. This will be the foundation for child-centred learning involving practical opportunities for pupils to work independently, in pairs and also in groups providing sufficient time and space for the children to explore their creativity. Their increasing skills base will support this.

The children will develop mastery through critique and challenging questioning. Discussion will allow the children to apply and deepen their learning in a philosophical and open manner. Gallery trips and visiting experts will enhance the learning experience.

Children will be given the opportunity to showcase their work both **within the school community** and the **wider community**.

Impact

Within Art and Design, we strive to create a supportive and collaborative for learning environment by providing investigative and skills-based learning opportunities. Emphasis is placed on investigative learning opportunities that allow the children to develop a coherent knowledge of understanding of artists and the artistic creative process.

Our Art and Design curriculum is planned to demonstrate progression. We focus on progression of knowledge about artists and designers, skills and vocabulary progression

We measure the impact of our curriculum through the following methods:

Interaction with pupils during discussions and related questioning. (**communication**)

A celebration of learning in the form of displays. (**community**)

Pupil discussions about their learning (pupil voice); which includes discussion of their thoughts, ideas, processing and evaluations of work (**communication**)

Scrutiny and moderation of pupil's books where there is the opportunity for a dialogue between teachers to understand their class's work.

The outcomes of learning serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of pupils.

At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals in art, exceeded expectations or is still working towards the goals.

Richard Avenue Primary School

Long Term Plan – ART

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>	<p>Experiments with blocks, colours and marks. Explores what happens when they mix colours. Experiments to create different textures Manipulate materials. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>		
<i>Rec.</i>	<p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children develop their own ideas through selecting and use in materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>		
<i>Year 1</i>	<p>Weather and Seasons Identify and discuss warm and cool colours. Mix their own warm and cool colours and use these to create seasonal <u>paintings</u>. Arrange natural materials creatively.</p>	<p>Royal Portraits Take <u>photographs</u>. To be able to <u>draw and paint</u> from observation. <u>Frame and display</u> own artwork.</p>	<p>African Weaving Examine traditional Kente cloth and the prevalence of <u>textiles</u>, colour and pattern in everyday African life and culture. They explore how traditional patterns and weaving techniques are employed by contemporary African artists.</p>
<i>Year 2</i>	<p>Winter Collage To be able to produce winter-themed artwork using a range of <u>collage and textile techniques</u>.</p>	<p>Space Create works inspired by Yinka Shonibare Drawing Paint <u>Paper Sculpture</u></p>	<p>Sculpture <u>Observational drawings</u> in the style of different artists. To be able to use natural materials and outdoor environments to make 'habitats.'(Sculpture) To arrange representations of animals in in these habitats and <u>photograph</u> the results.</p>
<i>Year 3</i>	<p>Impressionism colour, composition and technique of Monet <u>painting</u> to create sketch books to record their observations</p>	<p>Neolithic Jewellery Create sketch books to record their observations and use them to review and revisit ideas <u>Sculpt</u> using a range of materials <u>sketching</u> their control and their use of B-graded pencils, pen.</p>	<p>Pattern Apply and understand the matters, skills and processes of creating pattern through drawing in a variety of media Paint <u>Pencil drawing</u> <u>digital</u>.</p>
<i>Year 4</i>	<p>Native American Dream Catcher Annotate sketchbook Use materials to create 3d structure Use thread needles beads Experiment with colour and texture <u>Textiles craft</u></p>	<p>View Points sketch record their observations <u>design</u> techniques, <u>drawing</u> glasswork (painted <u>glass</u>)</p>	<p>Greek pottery Plan and develop Experience surface patterns / textures Discuss own work and work of other <u>sculpture/sculptors</u> Shape, form, model and join Create from observation or imagination Analyse and interpret natural and manmade Develop skills with malleable materials and explore its quality</p>

<p><i>Year 5</i></p>	<p>Canopic Jar Improve their mastery of art techniques using <u>sculpture (clay)</u>. <u>Design for purpose</u></p>	<p>Still Life Respond /critique the work of others composition Understand depth (foreground middle ground background) perspective <u>Sketch-tone and shade</u> <u>Paint</u> <u>digital</u></p>	<p>Talking Textiles produce creative work of <u>textile</u>. become proficient in craft and <u>design</u> techniques(textile)</p>
<p><i>Year 6</i></p>	<p>A Sense of Place Mountainscapes become proficient in <u>drawing</u> and <u>painting</u> techniques evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Islamic Art Become proficient in <u>drawing</u> and design techniques influenced by the ideas of Islamic design, culture and history.pattern Explore <u>paint</u> Explore <u>print</u></p>	<p>Figures in motion Create dynamic <u>drawings</u> <u>sculptures</u> referring to futurism painting</p>

Art Progression of Skills

The document below has all of the and skills across our school.

Year Group	Drawing Pencil, charcoal, ink, chalk, ICT	Colour Paint ink dye crayon pastel	Texture Textiles clay sand stone glass	Form Sculptural form Clay plasticine paper sot sculpture boxes mod roc	Print Found material Wood block, press print string lino	Pattern Paint pencil textile clay printing
EYFS	Begin to use a variety of drawing tools Use drawing to tell a story Investigate line Explore texture Encourage accurate drawing of people	Name colours Experiment with primary colours Mixing (experimentation not formal) Learn names of tools to make colour Use a range of tools to make colour marks on a variety of surfaces	Handle and manipulate and enjoy materials Variety of sensory experiences Simple collage Simple weaving	Handle, manipulate and enjoy using a variety of materials Construct Build and destroy Experiment with shape and model with a wide variety of materials	Print with block colour rubbings Print with a variety of objects	Develop understanding of repeating pattern Irregular painting Patterns Simple symmetry
- 1	Extend variety of drawing tools Explore different textures Observe and draw landscape Observe pattern Observe anatomy(faces/limbs)	Name all colours Mix colours Find collections of colour Beginning the discussion of colour theory How can you group colours? Apply colour with a range of tools	Weaving Collage Sort according to textural quality Begin discussion About the way textile create things	Construct Use materials to make objects Carve Pinch, roll and slab using modelling materials make simple joins with a variety of materials Make simple joins	Create own patterns Develop impressed images Simple relief printing	Awareness and discussion of pattern Repeating pattern symmetry
• 2	Experiment with tools and surfaces Draw a way of recording experiences and feeling Discuss shadow, light and dark Sketch to make quick records	Begin to describe colour Make tones of colour (using white) Darken colour using black Use colour on a large scale.	Overlap and overlay to create effect Use running stitch Use simple applique Start to explore other simple stitched collage	Aware of natural and man made form Express personal experiences and ideas Shape and form from observation Replicate work of other sculptors Assemble and embellish	Print with a variety of objects Identify different printing processes	Experiment with arranging repeating overlapping Regular and irregular pattern Explore natural and manmade pattern Discuss regular and irregular pattern

<p>• 3</p>	<p>Experiment with the potential of various pencils(graded) observe closely understand positive and negative space sketch in preparation for painting accurate drawing(study) people and faces?</p>	<p>Colour mix Make colour wheels Introduce different types of brush stroke apply colour using different techniques practice the paint techniques and apply of known artists use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour impressionism impressionistic</p>		<p>Shape form model and Construct (malleable materials) plan and develop an understanding of methods of construction and joining consider aesthetics</p>	<p>Use a variety of printing techniques including digital Record texture and pattern Monoprint Overlapping colour print</p>	<p>Pattern in the environment Pattern and music Use ICT Make pattern on a range of surfaces Repetition and symmetry Learn and practise a variety of techniques, e.g. overlapping, tessellation, use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, Abstraction symbolism Kandinsky</p>
<p>• 4</p>	<p>Use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions To use key vocabulary to develop their understanding of cityscape landscape and building Drawings, line, bold, size, space. Understand vocabulary related to change of perspective/viewpoint and framing</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines; Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p>	<p>Developing colouring fabric skills and stitching skills select appropriate materials, giving reasons; use a variety of techniques stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, thread, needle, textiles, decoration. Ribbon work lazy stitch Warp and weft</p>	<p>Cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; Use key vocabulary Develop knowledge And understanding of Shape form construct coil pinch carve slim model manipulate malleable manipulate</p>		<p>To use key vocabulary to develop the knowledge of pattern Repetition Overlap Natural Symmetrical Irregular Structured Intricate Continuous tessellation</p>

· 5	<p>Use sketch books to develop ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, perspective</p>	<p>They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, Understand perspective depth forward middle background</p>		<p>Plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using coils, slabs and slips; use clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding: manipulate malleable form, structure, texture, shape, mark, soft, join, pinch</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers on fabric</p>	<p>Textile Pattern Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; Add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour: tie dye ombre, fabric: applique satin stitch frayed edged weave: plaiting pleating pattern- motif.</p>
· 6	<p>Review and revisit ideas in their sketchbooks; Offer feedback using technical vocabulary; Think critically about their art and design work; Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding line, texture, pattern, form, shape, tone,</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary and tertiary Create different textures and effects with paint; Use key vocabulary to demonstrate knowledge and understanding in this colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, create a colour palette, demonstrating mixing techniques;</p>		<p>To improve mastery of art and sculpting with a range of materials. Children can: plan and design a 3D sculpture; Use a range of tools and materials to create form shape, add texture and pattern; Develop cutting and joining skills, e.g. using wire, and other materials Use key vocabulary to demonstrate knowledge and: form, structure, texture, shape, mark, structure armature</p>		<p>Use key vocabulary to understand and demonstrate knowledge of pattern:geometric vegetal and calligraphic motif Develop concepts of quadrant pattern colour symmetry tessellation rotation and reflection repetition Overlap Natural Symmetrical Irregular Structured Intricate Continuous</p> <p>Develop understanding of symbolic motif in pattern</p>

	smudge, blend, mark, hard, soft, light, heavy, portrait, scumble, stipple	Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces				
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ARTISTS	<p>KS1 Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <p>Describe the work of famous, notable artists and designers;</p> <p>Express an opinion on the work of famous, notable artists;</p> <p>Use inspiration from famous, notable artists to create their own work and compare;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy,</p> <p>ADD ARTISTS</p> <p>Year 1 – Weaving – Ole Antonio El Anatsui Joy Lidinjo Adoulaye Kovate Ifeoma u Anyaej Portraits – Warhol Lucien Freud Hans Holbien Nicholas Hilliard Weather Collage/photography – Van Gogh Andy Goldsworthy</p> <p>Year 2 – Habitats(sculpture) Franz Marc Emily Gravett Goldsworthy Miss Printed Winter Textiles – Monet Pieter Bruegel Sisley Munch Saul Leiter(photographer)</p> <p>Year 3 – Pattern – Matisse Kandinsky Mondrian Paintings – Monet , Renoir, Mary Cassat Sculpture –Neolithic jewellery –British Museum The Museum of London</p>	<p>KS2Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can:</p> <p>Use inspiration from famous artists to replicate a piece of work;</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>ADD ARTISTS</p> <p>Upper KS2 Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.Children can:</p> <p>give detailed observations about notable artists’, artisans’ and designers’ work;</p> <p>offer facts about notable artists’, artisans’ and designers’ lives;</p> <p>Year 4 –Native American Tribal Art- Indigenous Art of North America(Denver) National Museum of the American Indian Viewpoints- glass artists –Louis Tiffany –Rennie McKintosh Ludwig Schaffrath Patrick Pollen Sculpture – Greek vases(British Museum Collection) (The Fitzwilliam Museum)(The Ashmolean) Museum</p> <p>Year 5 – Still life – Severin Roesen Pieter Claesz Henri Matisse Lichenstien Calder</p> <p>Textiles – Bayeux Tapestry, Donna Cheshire, Ira Wood, Carolyn Saxby</p>
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Sequence of learning

1. Research and develop ideas: Take inspiration from artists, observe and imitate their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists, linked to the unit. Older children should find out about great artists throughout history, researching their life and work, as well as how they inspired other artists.
2. Sketchbook experimenting: Stick mini photos of artists' work into sketchbooks, for children to observe and imitate next to it or focus on a particular aspect of the picture and draw a close up. I will be allocating specific artists to each year group.
3. Explore and develop skills and techniques: Experiment with chosen media, colour, materials, etc. and imitate the style of specific artists.
4. Master techniques and develop ideas: Apply and use technical skills to plan from observation or imagination (in sketch book) and then produce a final piece for display.
5. Evaluating: Evaluate own and others' work; annotating in sketchbook or making notes on post its. You could stick mini photographs of final piece in sketch books, to go with the evaluation and to support judgements.