

# 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 to, 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 greater independence. Lessons for each year group will plan for progression, building on prior learning and developing depth of understanding.

As well as planning for progression of skills and knowledge, we aim for our lesson sequences to allow time and space for exploration and for children to develop their own lines of enquiry, where possible. The use of sketchbooks from Year 1 to Year 6 enables children to explore, record and reflect on their creative journeys.

As the children become more able to critique and engage in challenging discussions around their own practice, alongside skills and exploration, mastery of art is supported. 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 show case their work both within the school community and the wider community.

## Impact:

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

Our Art and Design curriculum is planned to demonstrate progression, in terms of skills acquired, knowledge about artists, makers and movements and the range of subject vocabulary.

Impact is measured in a range of ways:

- critique
- sketchbook exploration
- quality finished works
- exhibition and display
- work scrutiny.

# Richard Avenue Primary School

## Long Term Plan – ART

	AUTUMN	SPRING	SUMMER
<b>Nur</b>	<p>Experiment with blocks, colours and marks.</p> <p>Explore what happens when they mix colours.</p> <p>Experiment to create different textures and mark making.</p> <p>Manipulate materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials.</p>		
<b>Rec.</b>	<p>Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their own ideas through selecting and using a range of materials.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>		
<b>Year 1</b>	<p><b>Weather and Seasons</b></p> <p>Identify and mix warm and cool colours and use these to create seasonal <b>paintings</b>.</p> <p><b>Arrange</b> natural materials creatively inspired by Andy Goldsworthy and other land artists.</p>	<p><b>Royal Portraits</b></p> <p>Explore the tradition of royal portraiture (Hans Holbein, Andy Warhol, Lucian Freud, Hew Locke).</p> <p>Explore <b>photography</b> and royal role play (Cindy Sherman).</p> <p><b>Draw</b> and <b>paint</b> from observation.</p> <p><b>Framing</b> for display.</p>	<p><b>African Weaving</b></p> <p>Examine traditional Kente cloth and the prevalence of <b>textiles</b>, colour and pattern in everyday African life and culture.</p> <p>Explore traditional patterns and <b>weaving</b> techniques that are employed by contemporary African artists (Ifeoma U Anyaeji)</p>
<b>Year 2</b>	<p><b>Winter Collage and Textiles</b></p> <p>Explore winter themed landscape painting (Evard Munch, Pissaro, Bruegel).</p> <p>Make mixed-media <b>drawings</b> and <b>collages</b> in response to these works.</p> <p>Explore textile art (Sandra Meech)</p> <p>Make experimental textile work, using:</p> <ul style="list-style-type: none"> <li>• tie dye</li> <li>• collage</li> <li>• print</li> </ul>	<p><b>Space</b></p> <p>Create works inspired by Yinka Shonibare</p> <p><b>Drawing</b></p> <p><b>Paint</b></p> <p><b>Paper Sculpture</b></p>	<p><b>Sculpture</b></p> <p><b>Observational drawings</b> in the style of different artists. To be able to use natural materials and outdoor environments to make '<b>habitats.</b>'(<b>Sculpture</b>) To arrange representations of animals in in these habitats and <b>photograph</b> the results.</p> <p><b>Subject to change, depending on arts opportunities which arise spontaneously.</b></p>

<b>Year 3</b>	<b>Impressionism</b> <b>colour,</b> <b>composition</b> Inspired by Monet <u>painting</u> sketch books exploration record from observations	<b>Neolithic Jewellery</b> Create <b>sketch</b> books to record their observations and use them to review and revisit ideas <u>sketching</u> their control and their use of B-graded pencils, pen. <u>Sculpt</u> using a range of materials	<b>Pattern</b> Apply and understand the matters, skills and processes of creating pattern Matisse, Kandinsky , Mondrian through drawing in a variety of media <u>Paint</u> <u>Collage</u> <u>Pencil drawing</u> <u>digital.</u>
<b>Year 4</b>	<b>Native American Dream Catcher</b> Explore in sketchbook Use materials to create 3d structure thread needles beads Experiment with colour and texture <u>Textiles craft</u>	<b>View Points</b> sketch record their observations <u>design</u> techniques, <u>drawing</u> glasswork (painted <u>glass</u> )	<b>Greek pottery</b> 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
<b>Year 5</b>	<b>Canopic Jar</b> Improve their mastery of art techniques using <u>sculpture (clay).</u> <u>Design for purpose</u> <u>Inspired by Ancient Egyptian artefacts</u>	<b>Still Life</b> Composition shape form Understand depth (foreground middle ground background) Perspective Respond and critique <u>Sketch-tone and shade</u> <u>Paint</u> <u>digital</u>	<b>Talking Textiles</b> produce creative work of <u>textile</u> become proficient in craft and <u>design</u> techniques(textile)
<b>Year 6</b>	<b>A Sense of Place</b> <b>Mountainscapes</b> become proficient in <u>drawing</u> and <u>painting</u> techniques evaluate and analyse creative works using the language of art, craft and design	<b>Islamic Art</b> Become proficient in <u>drawing</u> and design techniques influenced by the ideas of Islamic design, culture and history Explore <u>pattern</u> Explore <u>paint</u> Explore <u>print</u>	<b>Figures in motion</b> Create dynamic <u>drawings</u> Refer to: <b>Futurism</b> <b>Muybridge</b> <b>Duchamp</b> <b>Sculpt</b>

Date:2023

Progression of art skills

	Drawing (including mark making)	Colour mixing and painting	3D / sculptural work	Pattern	Textiles
EYFS (skills acquired through continuous provision and adult intervention)	Exploration of mark making using a variety of traditional, found and hand-made tools and media.	Exploration of colour mixing. Select and use colours, naming and discussing preference and effect.	Junk modelling: exploring fixing / joining / cutting /manipulating materials.  Malleable modelling: exploring shaping, manipulating (stretching, squeezing, cutting, etc.)	Loose materials, including natural and found materials: repeating and random patterns.	Threading beads
Y1	Beginning drawing from observation (portraiture) Critique to develop line, form and composition.	Cool and warm colour mixing (seasonal art) Identify and explore warm and cool colours using a variety of media.	Assemblage of natural materials; develop understanding of land art.	Kente cloth - repeated patterns (introduction to organic and geometric shapes and associated vocabulary)	African inspired weaving: manipulation of soft materials / fabrics.
Y2	Progression of observational drawing and critique to develop line, tone, texture, form and composition, taking inspiration from contrasting artists.	Cool and warm colour mixing (winter art) Identify and explore warm and cool colours using a variety of media. Painting on different surfaces (figurative and abstract)	Assemblage of natural materials and drawing / photography in the environment. Cutting, joining, arranging materials.	Organic and geometric pattern.	Winter textiles: basic sewing techniques (building on weaving); tie dye, printing, cutting, arranging, overlaying, joining.
Y3	Introduction to graded pencils. Progression of observational	Colour, form, composition and application of paint, inspired	Increased manipulation of a variety of materials, including clay.	Texture and organic pattern – exploring mixed media on paper.	

	drawing and critique to develop line, tone, texture, form and composition. Shading/tonal techniques, such as stippling and cross hatching.	by impressionism. Colour wheel – primary, secondary and tertiary colours.			
Y4	Continue to develop line and tonality. Explore drawing for different purposes and onto different surfaces (e.g. glass)	Glass painting – exploration of translucent materials and media – ‘drawing with light’	Pottery – exploring traditional pottery techniques. Manipulating materials using a variety of tools to create surface and pattern and texture.	Surface pattern - pottery	Dreamcatcher – threading, weaving, knotting, joining.
Y5	Still life composition, shape and form. Understand depth (foreground middle ground background) and perspective. Line and tonal techniques.	Still life composition, shape and form. Application of paint and colour mixing.	Mastery of clay sculpting techniques.	Use of pattern in textile and surface design (organic and geometric)	Textiles – developing proficiency in sewing, layering, joining, printing fabrics. Considering composition.
Y6	Mastery of drawing skills, developing use of line, tone, texture and compositional techniques. Creating a sense of movement in drawing.	Landscape composition, shape and form. Application of paint and colour mixing.	Tile work.	Islamic pattern – exploring geometric pattern and print.	

Progression