

ART

'Art develops spiritual values and contributes a wider understanding to the experiences of life, which helps to build a balanced personality.'

Bridget Riley

We believe Art fosters a sense of freshness, discovery and growing awareness of the world around us. It promotes fundamental qualities of imagination and self-expression which enrich learning and life. We believe it helps us to view the world and community around us with respect, to treat it with dignity and recognise the wisdom it has to offer. Our intent is to provide a broad, balanced and creative approach to art ensuring the curriculum is inspiring, challenging and an enjoyable experience for all children.

To implement this, we provide an Art Curriculum of quality, range and depth which stimulates and builds on children's art skills, knowledge and understanding. Giving children opportunities to design and complete artworks in a range of art forms and offer opportunities to explore the arts of diverse cultures. We ensure that teachers have access to regular and continuing professional development that refreshes their own creativity and keeps them up to date with developments in the arts. We provide opportunities for all children to exhibit their work, as well as taking and encouraging them to see work exhibited and performed by professional artists. We also build partnerships and work with local community and parents on art projects.

The impact of our Art Curriculum can be seen in our Art folders which are kept by all year groups and sketchbooks which are kept in KS2. These are used to record, develop and evaluate our work. In addition to this, we display our artwork, creativity and achievements throughout the corridors of school and hold events for whole school projects and artist collaborations which we share with our wider community.

	Autumn Term	Spring Term	Summer Term
Reception	<p>Explore colour and mixing colours.</p> <p>Understand that they can use lines to enclose a space and begin to use these shapes to represent objects.</p> <p>Understand that different media can be used to create texture and new effects.</p> <p>Construct with a purpose in mind using a variety of resources. Create simple representation of events, people and objects choosing particular colours and materials for a purpose.</p>	<p>Understand that different media can be used to create texture and new effects.</p> <p>Construct with a purpose in mind using a variety of resources.</p> <p>Create simple representation of events, people and objects choosing particular colours and materials for a purpose.</p> <p>Experiment with the use of different media and how they can be combined</p>	<p>Manipulate materials for a planned effect</p> <p>Experiment with using and combining different media for new effects</p>

<p>Year 1</p>	<p>Papier mache hot air balloons (Topic link)</p> <p>Photo set up for scenes for children's own versions of "The Naughty bus".</p> <p>Colour mixing.</p> <p>Clay decorations for Christmas bazaar. Christmas angels (RE link)</p> <p>Early morning fine motor activities to include: Diwali - rangoli patterns (RE link), Autumn leaf rubbings (Science), paper snowflakes.</p>	<p>Exploring animal patterns and different textures through printing (Science link).</p> <p>Explore mark making using pastels and use to create picture of selected animal using a variety of different marks (Science link).</p> <p>Artist study: Kandinsky paintings</p> <p>(Maths link - 2D shapes).</p>	<p>African fabrics - exploring patterns - drawing, printing, creating string stamps to print onto fabric (Maths link - repeating patterns, global link)</p> <p>Artist study: Van Gogh Sunflowers - collage/painting (Science link).</p>
<p>Year 2</p>	<p>Observational drawing of harvest vegetables - (RE and PSHE link)</p> <p>Artist study: Rothko, Klee Delauney: Colour using paint - mixing, tones and shades whilst looking at abstract artists.</p> <p>Clay: making Christmas decorations. (link RE)</p>	<p>Observational drawing of spring bulbs and flowers (Science link)</p> <p>Artist study: Barbara Hepworth: 3D form and sculpting in clay and tin foil: (Link RE, Holy Trinity)</p> <p>Textiles - weaving from rags to riches. (link History and Literacy)</p> <p>Artist study: Paul Klee Collage: Castles, (link History and Literacy)</p>	<p>Observational drawing of seaside objects. (link Literacy and Geography)</p> <p>Printing: Repeat patterns of shells and objects. (link Literacy and Geography)</p> <p>Artist study: Sorolla, Homer and Monet: Painting Seascapes. (Link Literacy and Geography)</p>
<p>Year 3</p>	<p>Artist study: William Morris and the Arts and Crafts Movement</p> <p>Repeat pattern</p> <p>Textile printmaking - Victorian skylines</p> <p>marbling</p> <p>Drawing and making fossils from Clay (Science link)</p>	<p>Artist study: Turner's skyscapes</p> <p>Artist study: Giacometti - the Human Form, sculpture and drawing (Science link)</p> <p>Printmaking</p>	<p>Making cave art</p> <p>Using clay to make Neolithic beakers</p> <p>Drawing from nature and life - our school environment (Plants - Science link)</p>
<p>Year 4</p>	<p>Textiles: sew and make a felt poppy Remembrance Day badge.</p> <p>Painting: poppies</p>	<p>Papier Mache turtles</p> <p>Clay turtles</p> <p>Artist study: Drawing Disney cartoon characters.</p>	<p>Textiles: design and make a beanbag poison dart frog.</p> <p>Artist study: Henry Rousseau: Painting jungle pictures.</p>

	Construction: Trench in a shoe box. Christmas activities.		Collage of rainforest bird
Year 5	Artist study: Van Gogh study still life drawings	Tudor Rose collage Artist study: Holbein art work Space art work-chalks and pastels	Artist study: Lisa Lorenz Caribbean carnival masks <i>(Global links)</i>
Year 6	Blitz skylines; layered painting and collage Artist study: Clarice Cliff and design own crockery Autumn inspired oil pastel art- 'Harvest' still life; pencil work	Papier Mache e.g. Volcano/River course Artist Study; Hokusai's Great Wave - Collage of topic theme, e.g. mountain range	Papyrus-style pictures, inspired by the work of Ancient Egyptian artists Clay Canopic jars or tombs Design own death mask- Ancient art; how did they used to tell stories?

Progression of Skills

Focus	Drawing skills
Reception	Make marks using thick felt tip pens / chalks / charcoal/wax crayon/ pastel to make shapes.
Year 1	Produce lines of different thickness and tone using a pencil to create a variety of shapes.
Year 2	Begin to control lines to create simple drawings from observations with recognisable accuracy of shape and scale.
Year 3	Add detail (texture) to drawings by overdrawing: hatching, pointillism, blending and further develop realism of shape and scale.
Year 4	Develop shadows and highlighting to show an awareness of a third dimension.
Year 5	Sketch lightly (no need to use a rubber to correct mistakes). Use shading to give a shape form.
Year 6	Show total qualities from previous years. E.g. using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight. View from more than one perspective.