

Art Curriculum Led by: Cat Bartlett

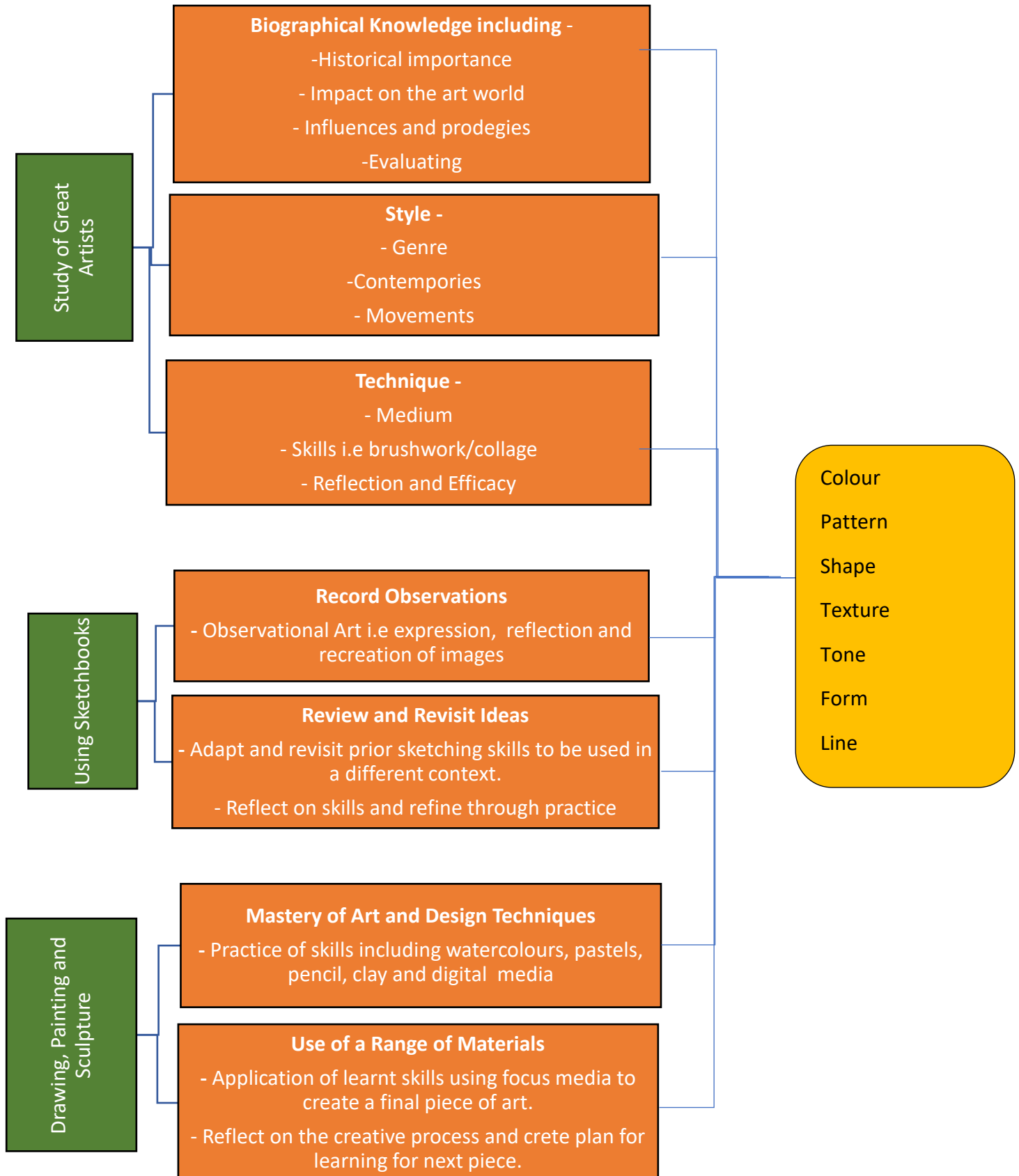
Why do we teach Art?	How is Art sequenced within our school?	What will our children learn?
<ul style="list-style-type: none"> To allow children to experience the world around them through art, building up their discussion and inclusion skills and using meaningful vocabulary in these discussions. To expose our children to art from different genres, cultures, movements and times through history and encourage them to articulate their ideas, thoughts and feelings about the art work. To support our children to acquire a range of practical life skills which include visual and interpreting skills, practical and manipulation of material skills as well as problem solving skills. To give children hands on experience of and experiment with a range of materials and techniques that they may use in the wider world. To encourage our children to have an understanding of the process of creating art work and the artistic choices and design making journey they went on to complete it. To provide children with essential mark making skills which are the backbone of all learning. 	<ul style="list-style-type: none"> Art is taught in 3 blocks which are consistent across the Key Stage - <ul style="list-style-type: none"> Study of great artists Using sketch books, and Drawing, painting and sculpture. Featured artists in each year group have been chosen to expose the children to a range of art from different historical periods, genres and cultures. These have a theme that binds them, to show how art can have the same message but be interpreted in many different ways. The art curriculum encompasses skills in a progression, to allow each year group to build upon previous learning. This allows them to form ideas and create with an increasingly enhanced knowledge and ability. 	<ul style="list-style-type: none"> Children will have hands on experience of and experiment with a range of materials and techniques. How to use reflection and discussion to improve their own and other's work. We teach physical skills using a range of stimuli; art movements, countries and featured artists. We provide exposure to a range of art genres and artists to expand our children's knowledge of the art world. We support our children to explore their imagination and creativity by creating links to first-hand experiences. How to use their imagination and design skills across all aspects of the curriculum. We encourage our children to work in an environment where expression and opinion are critical life skills.

Concept Map for Art

Concepts

Components

Formal Elements




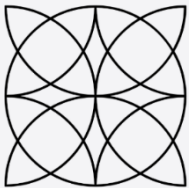
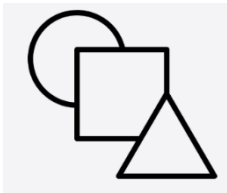


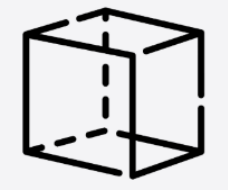

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Art Sticky Knowledge and skills	½ term	½ term	½ term
	Study of great artists (workbooks mainly) <i>Great artists, architects and designers in history.</i>	Using Sketchbooks <i>Create sketch books to record their observations and use them to review and revisit ideas.</i>	Drawing, painting and sculpture <i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i>
Year 3 Picasso (mid 1900s), Hockney (late 1900s) Joan Mitchell (1990s)	<i>Discuss the styles of the artists, craft makers or designers and use of this to inform their own work. Begin to understand the historical and or cultural significance of the artists and their art form.</i> <ul style="list-style-type: none"> I know how to identify the techniques used by different artists I know how to compare the work of different artists I know how to recognise when art is from different cultures I know how to recognise when art is from different historical periods 	<ul style="list-style-type: none"> I know how to use sketchbooks to help create facial expressions. I know how to integrate digital images into artwork. I know how to use sketching to produce a final piece in art. 	<ul style="list-style-type: none"> I know how to use different grades of pencil to shade and to show different tone and textures. I know how to use marks and lines to show texture in art.
Year 4 W Turner (1700s - early 1800s) Monet (1840-1926) Matisse (1869-1930s)	<i>Discuss and analyse the styles of the artists, craft makers or designers and use of this to inform their own work. Begin to understand the historical and or cultural significance of the artists and their art form.</i> <ul style="list-style-type: none"> I know how to experiment with the styles used by other artists. I know how to explain some of the features of art from historical periods. I know how different artists developed their specific styles. 	<ul style="list-style-type: none"> I know how to use photographs to help create reflections. I know how to use sketchbooks to experiment with different texture. I know how to experiment with shading to create mood and feeling. 	<ul style="list-style-type: none"> I know how to create a background using a wash. I know how to use a range of brushes to create different effects in painting. I know how to show facial expressions and body language in sketches and paintings. I know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections.
Year 5 W Morris (1800s) Sheila Hicks (1900s) Barbara Hepworth (1900s)	<i>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and or cultural significance of the artists and their art form.</i> <ul style="list-style-type: none"> I know how to research the work of the specific artists and use their work to replicate a style. 	<ul style="list-style-type: none"> I know how to experiment using marks and lines to produce texture. I know how to explain why different tools have been used to create art. I know how to identify why chosen specific techniques have been used and know how to use feedback to make amendments and improvements to art. 	<ul style="list-style-type: none"> I know how to express emotion in art. I know how to use shading to create mood and feeling. I know how to organise line, tone, shape, and colour to represent figures and forms in movement. I know which media to use to create maximum impact. I know how to use a full range of pencils, charcoal or pastels when creating a piece of observational art.
Year 6 Dali (early 1900s) Lowry (1900s) Banksy (Modern Day)	<i>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation.</i> <ul style="list-style-type: none"> I know how to explain the style of art used and how it has been influenced by a famous artist. I understand what a specific artist is trying to achieve in any given situation. I understand why art can be very abstract and what message the artist is trying to convey. 	<ul style="list-style-type: none"> I know how to experiment with media to create emotion in art. I know how to use a range of e-resources to create art. I know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others. I know how to use images created, scanned and found; altering them where necessary to create art. 	<ul style="list-style-type: none"> I know how to print onto different materials using at least four colours. I know how to sculpt clay and other mouldable materials. I know how to create an accurate print design following a given criteria. I know how to overprint to create different patterns.

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	Artist studied throughout the year	Focus	Materials	Vocabulary
Year 3	Picasso (mid1900s) Hockney (later 1900s) Joan Mitchell (1990s)	Abstract portraits and abstract landscapes	Oil Pastels/paints	Creative Smooth Shape Process Swirling Portrait Plan Uneven Landscape Design Colourful Rough Make Bright Abstract Adapt Dark Realistic Sources Variation Unrealistic
Year 4	William Turner (1700s and early 1800s) Monet (1840- 1926) Matisse (1869- 1930s)	Landscapes and watercolours Realism vs more abstract	watercolours	In addition to previous years - Fine Focus Natural Dull Translucent Patterned Opaque Crowded Flat
Year 5	William Morris (1800s) Sheila Hicks (1900s) Barbara Hepworth (1900s)	Using printing, textures and sculpture	Printing techniques onto textiles, using textiles to create texture and sculpture Clay	In addition to previous years - Comparison Symbolic Distance Contrast Subtle Properties Media Complex Imagination Study Complimentary Reflecting Experiences Contrasting
Year 6	Salvador Dali (early 1900s) Lowry (1900s) Banksy (Modern Day)	Art used in different forms to convey a message	A range of materials already covered and digital media	In addition to previous years - Purpose Test Manipulate Atmosphere Dry Media Representation Wet Media Engaging Digital Media Consistent Independent Research Inconsistent Range Delicate Sources Flowing Vibrant

The 7 Art Concept Visuals

Concept	Dual Coding Symbol	Concept Definition
colour		Colour is what we see when light hits an object. All colours are made from primary colours red, blue, and yellow.
pattern		A pattern is a design that repeats itself. It can be made with shapes, lines, or colours. Patterns can be simple or complex.
shape		A shape is made when lines meet. Shapes can be geometric (like squares and circles) or organic (like leaves or clouds).
texture		Texture is how something feels or looks like it feels. E.g. smooth, bumpy, or soft. Artists show texture with lines, shading, or materials.
tone		Tone means how light or dark something is.
form		In sculpture or drawing, form shows depth and volume. Form could be a 3D shape e.g. cone.
line		a mark made by a pencil, pen or brush

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Year 2	Year 3	Year 4	Year 5	Year 6
Artists study	Picasso (mid 1900s), Hockney (late 1900s) Joan Mitchell (1990s)	W Turner (1700s - early 1800s) Monet (1840- 1926) Matisse (1869- 1930s)	W Morris (1800s) Sheila Hicks (1900s) Barbara Hepworth (1900s)	Dali (early 1900s) Lowry (1900s) Banksy (Modern Day)
1. Study of great artists. <i>Great artists, architects and designers in history.</i>				
a). I can say what I like and dislike about piece of art. b). I can try and identify the media used by the artist with support.	a). I can say what I like and dislike about a piece of art. b). I can begin to identify the media used by an artist. c). I can begin to use some elements of the artist or genre.	a). I can make thoughtful observations about a piece of art. b). I can identify the media used by an artist or genre. c). I can use elements of the artist, genre or culture.	a). I can ask appropriate questions about a piece of art. b). I can comment on ideas and methods of different artists. c). I can experiment with a variety of media. d). I can use the techniques of the artist, genre or culture.	a). I can comment on the ideas and methods of different artists, accurately using art vocabulary. b). I can experiment with a variety of media selecting these for a purpose. c). I can use the techniques of the artist, genre or culture adapting to a purpose.
2. Drawing, painting and sculpture. <i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</i>				
a). I can hold a pencil correctly. b). I can name colours and identify primary colours. c). I can make colours darker and lighter by adding black and white.	a). I can draw shapes and objects with some accuracy (shading). b). I can identify primary and secondary colours. c). I can experiment with tint and shade (adding white and black to colour) with control. Create a colour continuum. d). I can experiment and use texture with support (pencil, paint, charcoal and clay).	a). I can draw shapes and objects with accuracy and some detail. b). I can create and use different shades of the same colour with increasing accuracy. c). I have some brush control, able to paint lines and shapes (inside shapes and along lines). d). I can begin to create texture (pencil, paint).	a). I can draw shapes and objects in proportion and with accuracy, including some detail. b). I can mix secondary colours with purpose. c). I have increasing brush control to create lines, dots and dashes. d). I can create texture (paint and clay).	a). I can draw shapes, objects and scenes with accuracy and including detail. b). I can mix secondary and tertiary colours with purpose. c). I have the brush control to create curves and shapes and choose the appropriate brush for the task. d). I can create and use textures with purpose (pencil, paint, charcoal and clay).

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d). I can experiment with different materials with support.	e). I can experiment with the manipulation of materials.	e). I can begin to manipulate materials for a purpose.	e). I can manipulate materials with increasing purpose and detail.	e). I can manipulate materials with purpose and detail.
3. Using Sketchbooks. <i>Create sketch books to record their observations and use them to review and revisit ideas.</i>				
I can say what I like and dislike about the work of others with support.	I can review the work of others, saying what I like and what needs to improve.	I can review my own work, saying what I like and what improvements could be made with support.	I can review my own work, explaining my intended outcome. I can evaluate my success and adapt my ideas and methods for next time.	I can review my own work, evaluating and adapting my ideas and methods during completion.