

“Every man is an artist.” Joseph Beuys

Curriculum Learning Guide



ART

How is art taught at Low Ash?

Curriculum Intent

Here at Low Ash we believe an art education is essential to create a well- rounded, well prepared learner . We hope to develop and foster valuable life skills that can be easily transferred to other subjects, boost overall academic achievement, enhance well-being/ self-esteem and lead to better future work opportunities. By exploring ideas and recording their experiences, we hope to develop proficiency in drawing, painting, sculpture and other art, craft and design techniques. We want to promote creative problem solving skills, fine and gross motor skills, language skills, social skills, decision making, risk-taking and encourage inventiveness. By teaching how to evaluate and analyse creative works, we aim for children to know about great artists, craft makers and designers. This in turn will deepen their understanding of aesthetic judgement relating to artistic ideas.

Implementation

At Low Ash we have developed a creative curriculum which designates one to art and design. Children will work in smaller groups on a rotational basis, receiving lessons from staff skilled in the curriculum provision. We will promote the use of a broad range of materials (2D,3D) to produce work which introduces the various different *elements* in art e.g. colour, line etc. Pupils will be encouraged to study different styles, learning observational techniques as well as promoting their own imaginative ideas. We will encourage research, investigation and testing of ideas to develop each child's visual literacy.

We also recognise the importance of developing wider links with the artistic community. We regularly arrange visits to various local galleries and museums and local artists visit our school to provide us with specific training in skills. We also aim to provide a wider provision for children with a deep interest in the subject through after school art clubs. We also have links to the local secondary school to develop gifted and talented children.

In EYFS Early Years Foundation Stage:

- Pupils are encouraged to explore and use a variety of media and materials through a combination of child initiated and adult directed activities.
- They will be provided with opportunities to explore textures, movement, the feel and look of different media and materials.
- They will learn how to manipulate media and materials and develop their understanding of them in order to manipulate and create different effects. They will also develop skills to use simple tools and techniques competently and safely.
- Pupils will be encouraged to express their own ideas , choose their own materials and equipment evaluating as they go and adapt their work where necessary.
- They will be introduced to new art vocabulary.

Implementation

In KS1 pupils will:

- Will use a range of materials creatively to design and make products
- Will learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Use sketch books to explore and record ideas.
- Will learn how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Will be able to discuss the work of a range of artists, craft makers and designers and identify the differences and similarities between different practices and techniques, and make links to their own work in school.
- Will be encouraged to make links to their own work in school through a developed art vocabulary.

In KS2 pupils will:

- Will continue to create sketch books to record their observations and use them to review and revisit ideas. Pupils are encouraged to make these books their own and reflect their interests.
- Pupils will be encouraged to build on skills to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]
- About great artists, architects and designers in history
- Learn about using art for a purpose, whether it is to create a mood, feeling or creating a statement for example propaganda art.
- Be encouraged to evaluate their own work and other's work through a developing critical art vocabulary.

Impact

Our art curriculum has been designed to demonstrate continuity and progression throughout the key stages. The children will be taught how art can be worked on individually, in groups or as a whole class to create a masterpiece! Pupils will understand that in today's modern society the skills they learn can be used across the whole curriculum and everyday life with an eye for detail and the ability to be critical and vocalise what they see and how they feel. By introducing IT in our art we allow the pupils to explore new digital media, which prepares them with will skills and interests for future job prospects.

ART - end of year group expectations: Nursery EYFS

Age related Expectations Nursery

Making Skills- Using materials in a creative way	Drawing	Colour, pattern, texture, line, form and shape- Learning new techniques	Knowledge and understanding- Applying knowledge to inform art work Study range of artists, crafers and designers
<ul style="list-style-type: none"> • Understanding lines can be used to enclose a space and begin to use the shapes to represent objects 	<ul style="list-style-type: none"> • Experiments with marks • Beginning to use representation e.g. drawing 'this is me' 	<ul style="list-style-type: none"> • Explores how colour can be changed • Beginning to be interested in exploring textures. • Captures experiences using paint 	<ul style="list-style-type: none"> • To be able to say what they like and dislike

Greater Depth Nursery

- Developed fine motor skills (hands, wrists, fingers) Clear hand eye co-ordination
- Beginning to add facial details e.g. ears, body, fingers on hands
- Knows how to mix secondary colours

ART - end of year group expectations: Reception EYFS

Age related Expectations Reception

<p>Making Skills- Using materials in a creative way</p>	<p>Drawing</p>	<p>Colour, pattern, texture, line, form and shape- Learning new techniques</p>	<p>Knowledge and understanding- Applying knowledge to inform art work Study range of artists, crafters and designers</p>
<ul style="list-style-type: none"> • Experiment how to create different textures • Understand that media can be combined to create an effect 	<ul style="list-style-type: none"> • Understanding they can use lines to enclose a space and begin to use shapes to represent an object 	<ul style="list-style-type: none"> • Exploring colour and how it can be changed • Describing textures • Exploring colour mixing (experimenting) and seeing what happens when we mix them 	<ul style="list-style-type: none"> • To be able to say what they like and dislike

Greater Depth Reception

- Developed fine motor skills (hands wrists, fingers) Clear hand eye co-ordination
- Beginning to add facial details e.g. ears, body, fingers on hands
- Knows how to mix secondary colours
- Combines materials for certain effect independently

ART - end of year group expectations: Year 1

Age related Expectations Year 1

<p>Making Skills- Using materials in a creative way</p>	<p>Drawing</p>	<p>Colour, pattern, texture, line, form and shape- Learning new techniques</p>	<p>Knowledge and understanding- Applying knowledge to inform art work Study range of artists, crafters and designers</p>
<ul style="list-style-type: none"> • Know how to cut, roll and coil materials • Use IT to make a picture 	<ul style="list-style-type: none"> • Know how to use pencils to create lines of different thickness • To express how people feel in paintings and drawings • Record from first hand experience • Learn how to use a <i>view finder</i> to focus 	<ul style="list-style-type: none"> • Know how to create a mood in art works • Know the names of primary and secondary colours • Know how to create a repeating pattern (printing) 	<ul style="list-style-type: none"> • Discuss work of an artist • Ask questions about a piece of art. • Use correct artistic vocabulary

Greater Depth Year 1

- Attention to detail
- Independently chooses colour for specific effect
- Self confidence and independence

ART - end of year group expectations: Year 2

Age related Expectations Year 2

<p>Making Skills- Using materials in a creative way</p>	<p>Drawing</p>	<p>Colour, pattern, texture, line, form and shape- Learning new techniques</p>	<p>Knowledge and understanding-</p> <ul style="list-style-type: none"> • Applying knowledge to inform art work • Study range of artists, crafters and designers
<ul style="list-style-type: none"> • To be able to <i>print</i> by pressing, rolling, rubbing and stamping. • Make a simple clay pot- join clay together • Use different effects in IT 	<ul style="list-style-type: none"> • Use 3 different grades of pencil to draw • Use pencil, pastel and charcoal 	<ul style="list-style-type: none"> • Can mix paint to create secondary colours • Know how to create brown • <i>Tints</i> (adding white) • <i>Tones</i> (adding black) • Hot/ cold colours (link to earthy colours in Aboriginal art) 	<ul style="list-style-type: none"> • Discuss how artists have used colour, shape and pattern • Know how to create a piece of art in response to another artist

Greater Depth Year 2

- Know and select pencils for their specific quality
- Clear understanding of colour mixing
- Developing Self confidence and independence.

ART - end of year group expectations: Year 3

Age related Expectations Year 3

<p>Drawing & Making Skills- Using materials in a creative way <u>sketchbooks</u></p>	<p>Colour, pattern, texture, line, form and shape- Learning new techniques</p>	<p>Knowledge and understanding- Applying knowledge to inform art work Study range of artists, crafters and designers</p>
<ul style="list-style-type: none"> • Know how to use sketchbooks to create final piece • Use digital images • Combining media • Use IT to make art (Ipad) • Use photographs to create reflections 	<ul style="list-style-type: none"> • To show facial expressions in art • <i>Pencil shading</i> to show tones and textures (self portraits) • Create a wash for a background • Using a range of know how to show reflections • brushes for effect 	<ul style="list-style-type: none"> • Identify techniques used by artists • Can compare work of different artists • Recognise art from different cultures • Recognise art from different historical periods

Greater Depth Year 3

- Attention to detail
- Developed visual analysis (selecting and focusing on specific areas of interest)
- Links/ compares their own art work to that of different artists/cultures/historical periods.
- Self confidence and independence

ART - end of year group expectations: Year 4

Age related Expectations Year 4

Drawing & Making Skills-
Using materials in a creative way
sketchbooks

Colour, pattern, texture, line, form and shape-
Learning new techniques

Knowledge and understanding-
Applying knowledge to inform art work
Study range of artists, crafters and designers

- Learn how to integrate digital images into artwork
- Use sketchbooks to create *facial expressions*
- Use sketchbooks to experiment with texture
- Collect images showing movement

- To show facial expressions/body language
- Use marks and lines to show texture
- Use line/tone/shape and colour to represent figures and forms in movement
- How to print using different materials (at least 4 colours)
- How to sculpt clay and other mouldable materials (plasticine, salt dough, air dry clay, mod roc)

- Experiment with styles used by other artists (*Haring, Goudi*)
- Explain art features from historical periods
- Look at different artists specific techniques

Greater Depth Year 4

- Developing concentration (more time spent concentrating on detail and analysis)
- Hand eye co-ordination. Realism in figure form and proportion
- Self confidence and independence

ART - end of year group expectations: Year 5

Age related Expectations Year 5

Drawing & Making Skills-
Using materials in a creative
way
sketchbooks

Colour, pattern, texture, line, form
and shape-
Learning new techniques

Knowledge and
understanding-
Applying knowledge to
inform art work
Study range of artists,
crafters and designers

- Experiment using lines to produce texture
- Experiment with shading to create mood and feeling
- Experiment with media to create emotion in art
- How to use images (created, scanned and found) alter them as needed

- How to use shading to create mood and feeling
- Know how to organise line, tone, shape and colour to represent figures and forms
- Know how to express emotion in art
- Know how to create an accurate print design (follow criteria)

- Research the work of an artist and designs (*William Morris*) (wallpaper samples, clothing)
- Use this to replicate their style

Greater Depth Year 5

- Self confidence and independence
- Developing concentration (more time spent concentrating on detail and analysis)
- Creative problem solving- improving effects

ART - end of year group expectations: Year 6

Age related Expectations Year 6

<p>Drawing & Making Skills- Using materials in a creative way <u>sketchbooks</u></p>	<p>Colour, pattern, texture, line, form and shape- Learning new techniques</p>	<p>Knowledge and understanding- Applying knowledge to inform art work Study range of artists, crafters and designers</p>
<ul style="list-style-type: none"> • Explain why tools have been used to create art • Explain why specific techniques have been used • How to use feedback to change and improve art works • How to use e-resources to create art 	<ul style="list-style-type: none"> • Know how to over print to create different patterns • Know which media to use to create maximum impact • Use a range of pencils, charcoal & pastels to create observational art 	<ul style="list-style-type: none"> • Explain the style of art use and how it has been influenced by a famous artist • Understand what an artist is trying to achieve • Understand that art can be abstract and what is the artist trying to say?

Greater Depth Year 6

- Self confidence and independence
- Developing concentration (more time spent concentrating on detail and analysis)
- Creative problem solving- improving effects