

Art

During each key stage, pupils complete focused on an area of Art as part of their curriculum. The projects are organised in a three-year cycle in KS1 and a four-year cycle in KS2. Pupils learn specific knowledge in each theme and deepen their understanding across each key stage, including the use of key concepts.

National Curriculum Aims

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

Key Concepts

During each art project, pupils explore the following key concepts:

- Pupils learn how to use their imagination and take risks when being creative.
- Pupils express personal ideas when planning their own artwork.
- Pupils use colour, pattern, texture, line, shape, form and space.
- Pupils learn how to evaluate their work and the work of different artists, craft makers, designers.

KS1 Specific knowledge within the projects

Year A	My home (Drawing)	Andy Warhol (Printing)
	Pupils learn how to create images of homes using pencil, chalk, soft pastel and with a focus on lines to enclose space and to develop their use of colour and shades. They learn about different grades of pencil and which grade is appropriate for effects, including lines of different thickness	Pupils learn that making a print involves transferring an image from one surface to another and that these can be made on different surfaces Pupils learn that Pop artists use commonplace objects and people of everyday life, and learn and how art changes over time by comparing 1960s Pop Art with art from another period. They learn how <u>Andy Warhol</u> used bright colours, as in Marilyn Monroe work, repeating patterns/images and everyday objects in his work and use similar print processes to develop and create their own version of an Andy Warhol piece of art. Pop-art is still popular today, in current artwork, merchandise and cards.
Year B	Snowdonia (Painting)	Henry Moore (Sculpture)
	Pupils learn how to use a viewfinder to frame a landscape, create a watercolour background before adding details using observations and close examination of a suitable photograph/painting of the Snowdonia landscape. They learn how to use scale when adding foreground detail.	Pupils learn about the abstract bronze sculptures of <u>Henry Moore</u> and discuss the features, (lumps, bumps and holes; flowing abstract shapes). They learn about some of his famous pieces such as 'Family Group' and 'Oval with Points' at Kew Gardens. They practice techniques with clay, then design, make and evaluate their own sculpture using their imagination, taking inspiration from works of Henry Moore.
Year C	Amazon (Collage)	Van Gogh (Painting)

	Pupils learn how to use a range of appropriate materials to create a group 'backdrop' of a rainforest. They use textiles and paper individually to produce their own rainforest animal feature to add to the correct place (floor, understory, canopy, emergent) ensuring a spread of animals.	Pupils learn about the life of Van Gogh and how he did not become famous until after his death. They learn about his painting techniques with acrylics in 2 of his most famous pieces, 'The Sunflowers' and 'Starry Night'. Pupils develop their own ideas after discussing Van Gogh's quote 'I dream my painting and I paint my dream' and they discuss/evaluate pieces of his art work. Pupils use acrylics to recreate 'Starry Night'.
KS2 Specific knowledge within the projects		
Year A	Mayans (Mixed Media/Collage)	Andy Goldsworthy & Antony Gormley (Sculpture)
	Pupils learn about the different types of art the Mayans produced and the tools, techniques and materials they used. They learn about the historical use of masks in Mayan society, the different types of masks (e.g. Death and Event masks), who wore them and the role they played in Mayan culture. They learn about how the masks were made and how they were decorated and why they were decorated in this way. They learn about how historians use artefacts such as masks to discover what life was like in Mayan society. They learn the technique of collage and using mixed media to create a mask.	Pupils learn about land art and how artists use material from nature to create art and sculptures and how the landscape is linked to the piece of art. They learn about how land art aims to heighten awareness of the beauty of nature. They learn about land artist Andy Goldsworthy and his contribution and how he only uses natural tools he finds in nature to create his art. They learn to use natural materials to create their own artwork in the style of Goldsworthy. Pupils learn about Antony Gormley (a British sculptor). They learn how Gormley's sculptures are based on the human body and how he uses sculptures to explore humans' relationship with nature. They learn about his technique of casting to create sculptures and practice similar techniques sculpting with modroc.
Year B	Brazil (Painting)	Bridget Riley & Patrick Heron (Painting)
	Pupils learn about the features of landscapes through studying pictures of Brazilian landscapes. They learn about the different methods and approaches of landscape artists. They learn about the importance of perspective and the different methods artists use to create perspective and how to use these in their own Brazilian landscape art. They learn about different watercolour techniques and use these in their Brazilian landscape art.	Pupils learn there are different strands of abstract art. They learn about the meaning behind abstract art and how it can be interpreted differently and focus on Patrick Heron's contribution. They learn about the visual elements of colour, shape and space and how artists such as Patrick Heron have combined these to produce abstract images. They learn how colours are used to create feelings and how they contribute to the visual effect, using painting techniques to show style of Heron. They also learn about 'Op Art' and the influence Bridget Riley has had on it. They learn how artists such as Riley use simple lines and shapes to create optical illusions. They will learn how Op Art has influenced the world of textiles and design (fashion). They learn methods of using ICT to create digital Op Art. Pupils learn about different printing techniques and process. They learn that printing can be used to create repeated patterns and apply this to create Op Art.
Year C	Egyptians (Mixed Media/3D)	Ancient Greece (Sculpture)
	Pupils learn about the materials and techniques that the Egyptians used to make jewellery. They learn about how	Pupils learn about the variety of different sculptures and their uses in Ancient Greece. They learn about the styles and features of ancient

	historians use artefacts such as jewellery to discover what life was like for the Egyptians. They learn about who wore the jewellery and what this symbolised. They learn how to design and make their own piece of Egyptian jewellery using more than one material.	Greek pottery and about the different ways in which pots were made and their different uses. They learn about how historians use artefacts such as pots to discover what life was like in Ancient Greece. They learn about the different techniques when using clay (joining, fixing, shaping).
Year D	Dali & Picasso (Painting)	Leonardo Da Vinci (Drawing)
	Pupils learn about surrealism. They learn how surrealist artists created artwork that explored the subconscious areas of the mind, and how the artwork often made little sense as it was usually trying to depict a dream of random thoughts. They learn about surrealist artist Dali, and the meanings behind some of his most famous works and the techniques he has used to portray them. They learn different techniques that surrealist artists used to create their own artwork. Pupils learn about how cubism is a style of art which aims to show all the possible viewpoints of a person or object at once. They learn about how cubist artists such as Picasso use geometrical shapes to create their artwork. They learn about the influence Picasso had on cubism when he introduced colour and collage. They learn about how artists like Picasso use colour to portray emotions and how to portray this in their own artwork.	Pupils learn about the renaissance period and the effect/influence this had on Leonardo Da Vinci's drawings. They learn about drawing for purpose looking at how Da Vinci used sketchbooks to record his observational drawings of the topics that he was interested in. They learn about Da Vinci's most famous pieces of art. They learn about the different techniques Da Vinci used in his drawings and how to recreate these in their own drawings using a variety of mediums (pencil, charcoal, pastels and chalks). They learn about how Da Vinci used shading, line and tone in his work and the techniques used to create these. They learn about Da Vinci's influence on portraits and the techniques he used to create his portraits and apply this to their own portraits.
Deepening Understanding		
Through the art projects, pupils gain a deepening understanding of the techniques and skills taught in the different areas of art and they build knowledge of what different materials and techniques can offer the creative individual. Pupils recognise that by experimenting with an open mind, ideas can be generated through doing as well as thinking and that art is different to most subjects at school as they can invent and discover. Pupils independently develop a range of ideas which show curiosity, imagination and originality. They learn about the work of a range of artists, craft makers and designers and describe the differences and similarities between their practices. They make links to their own work as seen in their sketch books, which allows them to review and revisit ideas, to improve their mastery of art techniques with a range of materials. They systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. Pupils can give reasoned evaluations of both their own and professionals' work, taking into account the starting points, intentions and context behind the work.		
Year Group Learning Expectations		
Year 1	<ul style="list-style-type: none"> • know how to cut, roll and coil materials • know how to use IT to create a picture • know how to show how people feel in paintings and drawings. • know how to use pencils to create lines of different thickness in drawings. • know how to create moods in art work • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art 	
Year 2	<ul style="list-style-type: none"> • know how to create a printed piece of art by pressing, rolling, rubbing and stamping • know how to make a clay pot and know how to join two clay finger pots together 	

	<ul style="list-style-type: none"> • know how to use different effects within an IT paint package • choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it • know how to mix paint to create all the secondary colours • know how to create brown with paint • know how to create tints with paint by adding white and know how to create tones with paint by adding black • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist
Year 3	<ul style="list-style-type: none"> • know how to use sketches to produce a final piece of art • 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 • know how to show facial expressions in art. • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting • know how to identify the techniques used by different artists • know how to compare the work of different artists • recognise when art is from different cultures • recognise when art is from different historical periods
Year 4	<ul style="list-style-type: none"> • know how to integrate digital images into artwork. • Use sketchbooks to help create facial expressions • use sketchbooks to experiment with different texture • use photographs to help create reflections • know how to show facial expressions and body language in sketches and paintings • know how to use marks and lines to show texture in art. • know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections • know how to print onto different materials using at least four colours. • know how to sculpt clay and other mouldable materials. • experiment with the styles used by other artists. • explain some of the features of art from historical periods. • know how different artists developed their specific techniques
Year 5	<ul style="list-style-type: none"> • experiment by using marks and lines to produce texture • experiment with shading to create mood and feeling • experiment with media to create emotion in art • know how to use images created, scanned and found; altering them where necessary to create art • know how to use shading to create mood and feeling • know how to organise line, tone, shape and colour to represent figures and forms in movement. • know how to express emotion in art • know how to create an accurate print design following given criteria. • research the work of an artist and use their work to replicate a style
Year 6	<ul style="list-style-type: none"> • explain why different tools have been used to create art • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • know how to use a range of e-resources to create art • know how to overprint to create different patterns • know which media to use to create maximum impact • use a full range of pencils, charcoal or pastels when creating a piece of observational art • explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve in any given situation • understand why art can be very abstract and what message the artist is trying to convey

