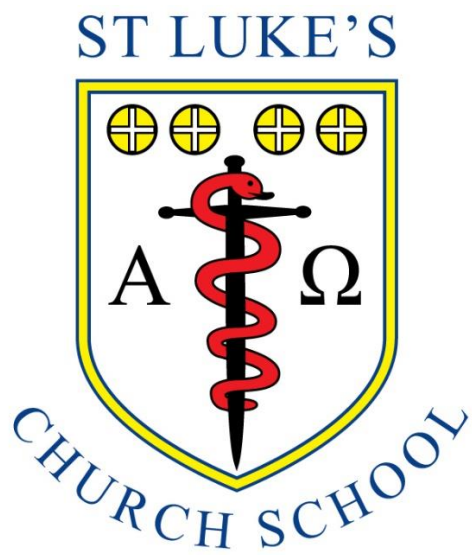




Art Curriculum

Year 1 to Year 6

Spring 1

Art Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Expressive Arts)	Collage with wax crayon rubbings	Finding Circles	Imaginary Landscapes	Creating a book world	Insect hotels	Repeat Pattern Printing Roller
	Explorer's books: collecting colour	Night Time Collage		Still Life Compositions	Fruit & Veg Heads	Dressing up as fossils
Year 1		Spirals		Printmaking	Playful Making Jeanne-Claude	
Year 2		Explore & Draw		Expressive Painting Charlie French	Be An Architect Hundertwasser	
Year 3	Gesturing Drawing with Charcoal		Shape & Colour Henri Matisse		Stories Through Drawing & Making Quentin Blake	
Year 4	Storytelling through Drawing		Exploring Pattern Andy Gilmore		The Art of Display Thomas J Price	
Year 5		Typography & Maps		Land & City Scapes Vanessa Gardiner		Set Design Rae Smith
Year 6		2D drawing to 3D making		Activism Shepard Fairey		Memory Boxes Louise Nevelson

Drawing & Sketchbook
Surface & Colour
3D Work

The Aims of the National Curriculum for Art and Design:

- 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.

Intent

At St. Luke's CE Primary School, we believe that art lessons will engage, inspire and challenge all children to think innovatively and develop creative understanding. Our intent is to create an Art and Design curriculum that is rich, diverse and will ignite passion for learning. Our aim is to allow children to express their individual interests, thoughts and ideas alongside building resilience, confidence and critical-thinking skills. The curriculum will be tailored to suit the needs of children to equip them with the knowledge and skills needed to experiment, invent and create their own works of art. They should also know that art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Our Art curriculum shows a progression of skills which ensures the learning that takes place each year is revisited, embedded and allows progression and challenge for all children.

Implementation

The Art and Design curriculum is taught through the progression of techniques using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given opportunities to explore and evaluate different creative ideas. The opportunities enable children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Learning is planned so the pupils have the opportunity to appreciate and discuss the work of iconic artists throughout history over time, learn from modern day, current artists, and use these as inspiration for their own creative development. Children are expected to be reflective and evaluate their work, thinking how they can make changes and keep improving. In order for our pupils to shine, they will be encouraged to take risks and experiment because 'creativity takes courage' – Henri Matisse.

All children from EYFS up to Year 6 will have ownership over a sketchbook that will be placed at the centre of their creativity. The sketchbooks will be used to gather, collect, experiment and reflect as well as develop personalities. However, sketchbooks will only be used when appropriate in an art lesson. Sometimes children will have the opportunities to sculpture, create 3D art work, use apps, on large paper or outdoors. Where practical art work is implemented, photographs will be used to evidence this learning.

Reception

For further information about the knowledge content taught in Reception please refer to the separate EYFS curriculum document.

Year 3 Term Spring 1	Focus of Study: Shape & Colour
NC Objectives	Key Knowledge Content
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.	<u>Context of Study</u> This unit complements the Italy topic that children are studying in Geography this half term. Children will use close looking and the “Show Me What You See” technique to explore paintings of Venice and the work of Henri Matisse. Children then explore how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse. Using first collage, then simple printmaking methods, pupils play with positive and negative shapes and spaces to create meaningful compositions in response to the original artworks they looked at.
	<u>Knowledge Content</u> To know that we can be inspired by key artworks and make our own work in creative response. - To know how to explore an artwork through looking, talking and drawing. - To know how to use the ‘Show me what you see’ technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. - To know how to cut shapes directly into paper, using scissors, inspired by the artwork. - To use collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. - To know how to add to my collage, using line, colour and shape made by stencils - To know how to explore negative and positive shapes - To know how to take photographs of my work. - To know how to share my work with my class. - To know how to reflect and share what I like, and what I would like to try again. - To know how to look at the work of m classmates and give useful feedback through discussion.

Show me what you see

Use the imagery below to enable children to explore paintings of Venice using vibrant shapes and colour. Try to create a sense of momentum – for example you might pause on an image and ask the pupils to make a 1 minute, 2 minute, 3 minute and 4 minute drawing at each pause.

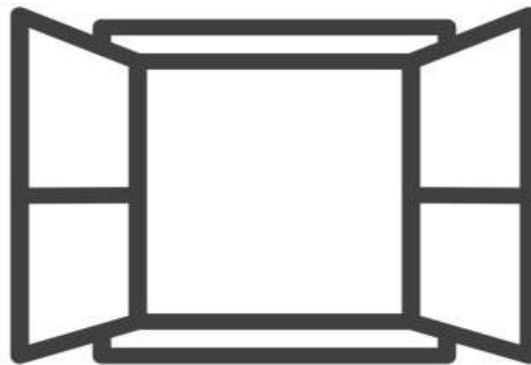


Encourage close and slow looking by talking as they draw – use your voice to attract their attention to qualities of the image. Watch the video of the ‘Show me what you see technique’ and read information on it ahead of lesson:

https://vimeo.com/708964526?embedded=true&source=vimeo_logo&owner=9888868

<https://www.accessart.org.uk/show-me-what-you-see-method/>

An effective strategy is using a window cut-out to help children focus on a certain area of the picture. Pupils keep it there and recreate what they see.



Try the same exercise using different materials, i.e. handwriting pen, ink and nib, pastel, watercolour...

By the end of the session sketchbooks should be full of pupil’s interpretations of different elements (shapes, lines etc) from the paintings.

Painting with Scissors

Visit the “Talking Points: Henry Matisse Cut Outs”

Ask the children if they think they can paint with scissors

Henri Matisse was a French artist, known as a visual artist. He created lots of artwork involving cut outs.

<https://www.accessart.org.uk/talking-points-matisse-cut-outs/>

If time allows, additionally look at the work of Romare Bearden who was an American artist who created African American art work such as bible stories. He was influenced by Henri Matisse.

<https://www.accessart.org.uk/talking-points-romare-bearden/>

Return to the painting of Venice. Model how to ‘paint with scissors’ perhaps under the visualiser.

Use 6 different coloured pieces of paper. With the paper you are going to try and cut out different shapes to recreate the painting of Venice.

With the original artwork on the white board and sketchbook work from Show Me What You See, provide pupils with coloured paper (sugar or coloured paper, or even old paintings which can be cut up) and invite them to start cutting out shapes made in response to the original artwork. You may want to refer back to “Drawing With Scissors” resource.



Drawing with scissors: <https://www.accessart.org.uk/screenprinting-inspired-by-matisse/>

You might like to split the class into groups – each taking a section of the original artwork, or you might like to give pupils more space to choose elements they particularly like.

Don't waste any paper – at the end of the session encourage pupils to keep the paper which has been cut away (you can sort it into sizes) as well as the positive “shapes”.

“Envelopes” can be made/stuck in sketchbooks to keep paper elements safe until next week.



Collaging with Cut Elements



Continue the process described in the “Drawing with Scissors” resource. Invite pupils to begin to lay down their cut elements to make collaged compositions, working on A3 or larger paper.

Encourage children to explore playfully before they decide where to stick shapes down on the page. Think about composition and meaning. Remember they are not trying to recreate the original artwork, instead they are making a creative response (which is personal) to the artwork.

Remind pupils they can use the pieces of paper which have had shapes cut out of them, and so introduce negative shapes into their work.

Finalise Collages



Continue the process described in the “Drawing with Scissors” resource.

Finalise first stage of collages ready for second part of the project. By this point all cut elements should be stuck down onto each pupil’s piece of paper.

Explore Stencils (option 2)

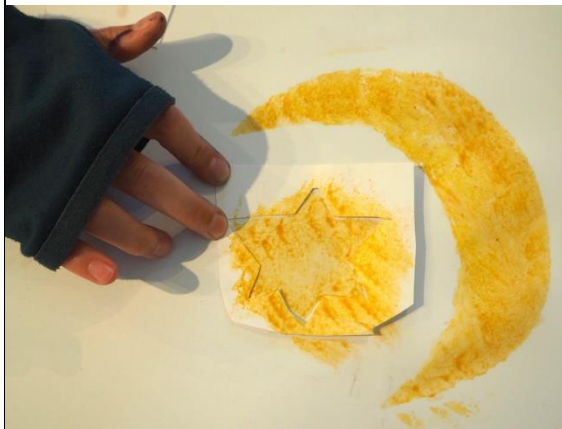


Continue the process described in the “Drawing with Scissors” resource. For this unit, the focus will be option 2: stencils.

The final stage of the project is to add further detail to the artwork by working over the collaged elements.

You can choose which method you want children to use from the 3 options below. Choose the option you think will best help pupils respond to the original artwork.

The aim of this final stage is to add further definition or clarity to the collaged composition, using a different medium to make the artwork feel more dimensional (collage can be quite a “flat” medium).



<https://www.accessart.org.uk/year-three-pupils-explore-stencils-composition-and-expressive-mark-making-with-oil-pastels/>

Use the “Explore Stencils, Composition and Expressive Mark Making with Oil Pastels” resource and invite children to create masks and stencils out of card, thinking about negative and positive shapes. Use the masks and stencils over the original collaged artwork, using oil pastel as a medium.

Encourage the children to use a range of mark making and experiment with colour blending so that they get an understanding of the qualities of oil pastels.

Share, Reflect, Discuss

<https://www.accessart.org.uk/crit/>

Time to see the work which has been made, talk about intention and outcome.

Art Self Evaluation Sheet

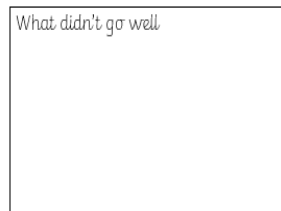
A sketch of my collage



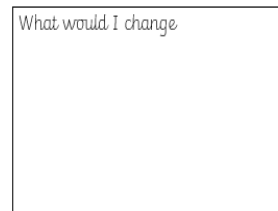
What went well



What didn't go well

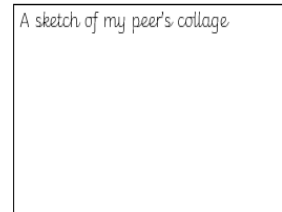


What would I change

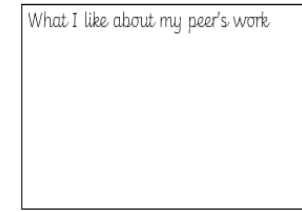


Art - Peer Evaluation Sheet

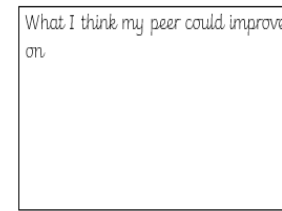
A sketch of my peer's collage



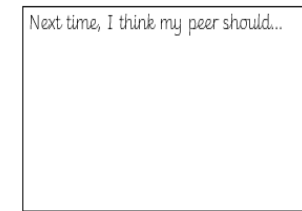
What I like about my peer's work



What I think my peer could improve on



Next time, I think my peer should...



Invite pupils to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hard work.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams.

Outcome: Collage

Artist Focus:

Main: Henri Matisse,

Optional if time allows: Romare Bearden

	<u>Medium:</u> Paper, Printmaking Ink, Stencils & Crayons. Soft B pencils, coloured pencils, oil/chalk/pastels, A3 or A2 sugar or cartridge paper, collage papers, PVA glue, scissors Option 2: Explore stencils – Card, oil pastels, scissors.
Approved Resources	Access Art

Year 4 Term Spring 1	Focus of Study: Exploring Pattern
NC Objectives	Key Knowledge Content
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	<u>Context of study</u> In this unit students will be exploring how we can use colour, line and shape to create patterns, including repeating patterns. children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. This sequence of learning also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people. The unit aims to enable a mindful approach to working with pattern. Pupils explore how artists and designers use pattern in their own work, and then go on to explore ways in which they can create pattern in a playful way.

- 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.

Knowledge Content

- To know how to relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome.
- To know the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter.
- To know how to complete work in my sketchbooks to explore how I can make drawings inspired by “rules.” To know how to generate lots of different types of patterns.
- To know how to make a tessellated design and think about colour and shape, exploring positive and negative shapes.
- To know how to present and share my work. I can reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work.
- To know how to take photographs of my work.

Sensory Drawing – Gillian Adair McFarland



https://www.accessart.org.uk/making_sensory_drawings/

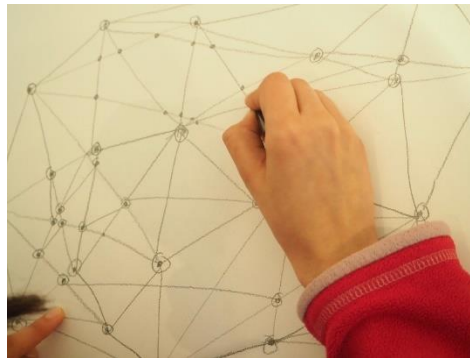
Use the “Making a Sensory Drawing” to enabling children to make sensory patterns without a theme or subject focus. The emphasis should be on the process not outcome.

The repetitive nature of the exercise will allow the children to not worry about outcome, but will encourage them to make decisions as they go along. Use needles and sharp pencils with a variation of width to create a rhythmic piece.

Work on thicker paper (cardstock or sugar paper is ideal). Work on sheets small enough to be stuck into sketchbooks at a later point.

Spend half an hour on this.

Rules and resolutions: <https://www.accessart.org.uk/rules-and-resolutions/>

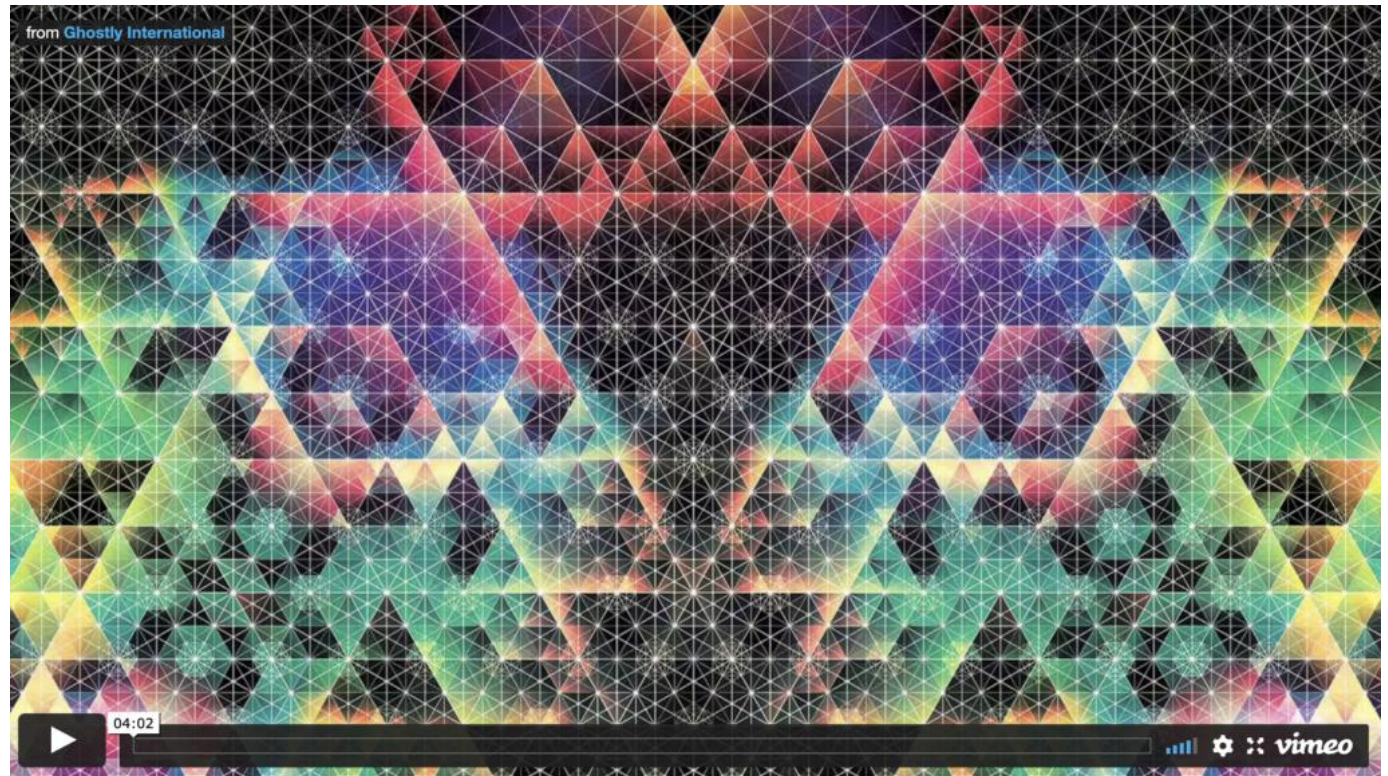


Use the “Rules and Resolutions” resource to enable children to explore the idea that they can devise their own process criteria to help them make drawings.

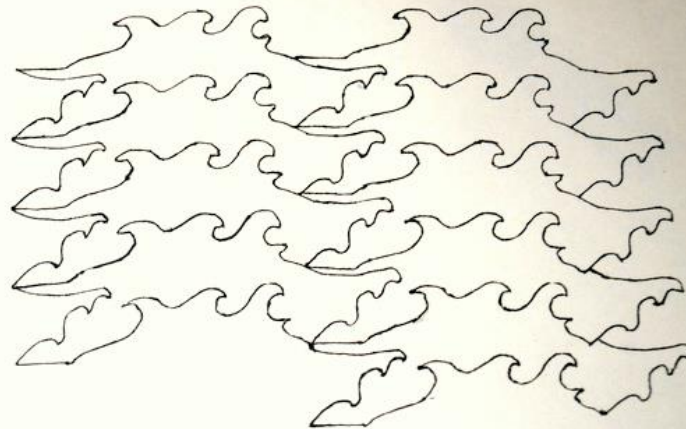
Work in sketchbooks and encourage children to collaborate and discuss aims and outcomes.

Explore Tessellations:

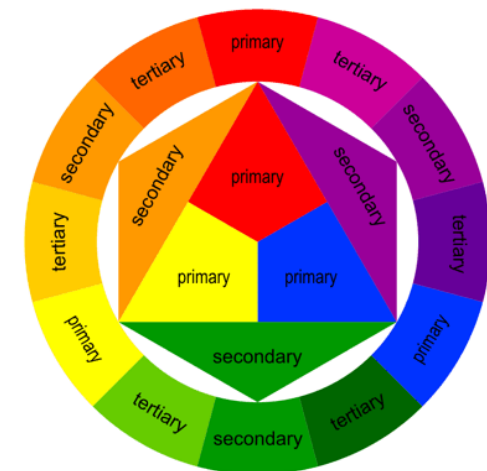
Step 1: Look at printed and physical shapes for tessellation. Look at the work of Andy Gilmore. Investigate pattern and colour (<https://www.accessart.org.uk/talking-points-andy-gilmore/>) . Provide pre-prepared examples.



Step 2: Make and design their own template for a tessellated shape.



Step 3: Once pupils have their tessellated shape, look at the colours. Complimentary and clashing colours using the colour wheel and a variety of mediums (felt, pencil crayons, wax, pastels, chalks) and put this into sketchbooks.



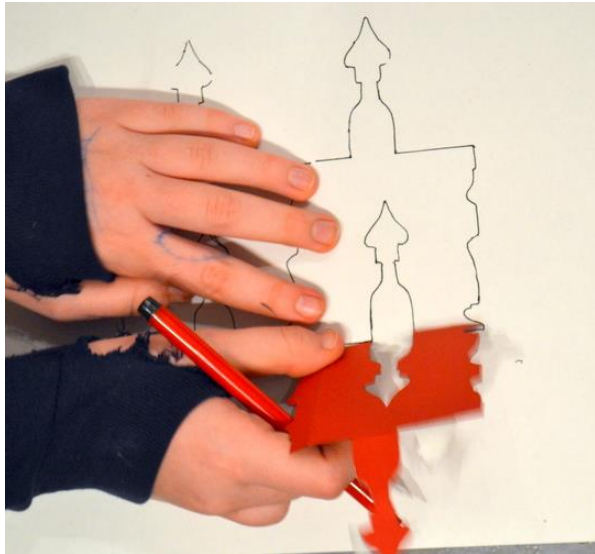
Step 4: Explore working in colour and making patterns which fit together over and over again by using the “Making Tessellated Designs” resource. <https://www.accessart.org.uk/make-tessellated-design/> This activity links really well with maths. Begin by asking them to invent a shape. Push them further by asking them to look at an object and try to create a shape inspired by it.

Use the project to explore colour. What happens when they make a tessellated design using complimentary colours? How many colours do they need? How does the design change if they use cold colours, or warm colours?

Use sketchbooks to test colours and refine tessellation design, and then make final outcomes on larger sheets of cartridge or sugar paper.

Explore Louise Despont

Step 3: Present, talk, share and celebrate.



<https://www.accessart.org.uk/crit/>

Time to see the work which has been made, talk about intention and outcome.

End the pathway by taking time to appreciate the developmental stages and the final outcomes in a clear space. Invite children to display the work in a way that best suits the project, have open sketchbooks. Use the “Crit in the Classroom” resource to help you.

Have children use tablets or cameras to take photographs of the work.

Encourage children to reflect upon all stages of the journey, and reference the artists studied.

	<u>Outcome</u> Tesselated artwork using a variety of mediums, complimentary and clashing, warm and cold colours.
	Artist Focus: Main: Andy Gilmore, Shaheen Ahmed, , Louise Despont
	<u>Medium:</u> Paper, pens & paint
Approved Resources	Access Art