



Intent:

Why our art curriculum looks like this:

At Kingsthorne Primary school, we believe that high-quality Art lessons will inspire children to think innovatively and develop their creativity.

Our Art curriculum provides children with the opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, sculpture and digital art and are given the opportunity, year on year, to explore and evaluate different creative ideas. Children are introduced to a range of works, which have been carefully planned to develop an understanding of style and art vocabulary. The skills they acquire are applied to their cross-curricular topics; allowing children to use their art skills to reflect on topics in greater depth e.g. printing in the style of the Mayan Codex. It is paramount that art is purposeful; be this as a means of expression or to explore the styles of artists that inspires their own work.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and improve.

As a school we have decided to introduce sketch books in Y1. We found that the book moving all the way through the school really captures the skills being taught, the thought process of the children and their creativity developing year on year. We also thought carefully when selecting the artists and topics to ensure that art from all cultures is studied such as Greek masks, Diva lamps, Chinese Art, Viking Art and African Art.

Implementation:

The skills and knowledge that children will develop throughout each art topic are mapped out across each year group and throughout the school to ensure coverage and progression. By teaching the knowledge, we can ensure that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. By teaching the skills, the children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art; drawing, painting, printing, textiles and sculpture. Co-ordinated, whole school art work, through our House Challenges, ensures that art is given high status in the curriculum.

After being awarded the Silver Arts Mark Award, Kingsthorne Strive to move forwards to Gold over the next two years. The school's high-quality art curriculum is supported through the availability of a wide range of resources, which have been specifically linked to the topics taught.

Impact:

Classroom and corridor displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school encourages art with House challenges being based on them, visiting artists teaching very specific art to the children and sculptures enhancing the outside and indoor environments. Art sketch books show a journey and encourage children to explore materials as well as produce finished pieces of work.

Year Group	<p style="text-align: center;">What we teach and why Highlight repeats / skills building up</p>			<p style="text-align: center;">Adaptations and experiences that are specifically chosen for our community and make links to the wider world. What do we hang the learning on to make it exciting? Include a variety of: charity work, cultural links, career opportunities, house competitions, trips, cross curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc..</p>
	Autumn	Spring	Summer	
Nursery	<p>Topic Title Aut 1: All About Me Aut 2: Nursery Rhymes and Celebrations</p> <p>Links to DM: Birth to Three Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feeling through making marks, and sometimes give a meaning to the marks they make.</p> <p>Three to Four Year Olds Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas such as movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p>	<p>Topic Title Spr 1 – People Who Help Us Spr 2 – Colours and Patterns</p> <p>Links to DM: Three to Four Year Olds Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas such as movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p> <p>Key Knowledge & Vocabulary Names of emergency services and others who help us in the community Colour Mixing</p> <p>Sequence of Lessons</p>	<p>Topic Title Sum 1 – Bears Sum 2 - Seaside</p> <p>Links to DM: Three to Four Year Olds Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas such as movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p> <p>Key Knowledge & Vocabulary Different types of Bear Habitats Hot/Cold Beach related vocabulary Weather vocabulary Describing textures</p> <p>Sequence of Lessons</p>	<p>Adaptations and Experiences The children have free access to a variety of materials in the painting, mark making and junk modelling areas.</p> <p>Threads Drawing Painting/printing Sculpture</p>

Key Knowledge & Vocabulary

Autumn
Colour names
Festivals and celebrations
Body parts and functions

Sequence of Lessons

Children will explore objects from nature and draw them.

Children will draw family pictures and talk about who is in their family.

They will also use them to create artwork using conkers and acorns to roll in paint across paper. They will use fir cones to make imprints in the playdoh.

They will create firework pictures using wax crayons on black paper and marble rolling with paints on paper.

They will make Diwali lamps, out of salt dough and make rangoli patterns.

They will create Christmas crafts using different materials.

The children will practise drawing pictures of themselves creating their faces on paper plates. They will learn about their bodies through rhymes and stories 'Wow Look what a body can do' and try drawing their own different body parts.

Children will create pictures of emergency vehicles using the easel and paints.

They will also create them using boxes and materials from the junk modelling.

Children will explore colours and patterns using the iPad and books to research.

They will look at art from around the world and make their own carnival masks, aboriginal paintings and mosaics.

They will use different coloured ice cubes to mix colours and make marks on paper.

Children will look at artists that involve patterns such as Hirst and Rothko.

They will experiment with 'Big Art' on the floor to explore making big marks and large pictures using a variety of materials.

Children will research bears from around the world using iPad and books. They will create their own pictures/patterns to represent the bears experimenting with colours.

They will listen to stories and nursery rhymes with bears such as 'We're Going on A Bear Hunt' and represent the bears using paints, crayons, pencils and different fabrics to explore textures.

Children will design and make their own beach scenes and objects you will find at the beach.

They will use the sand and water trays to role play their own experiences or their learning about the seaside. They will listen to stories about the Seaside: 'Goose at the Beach' and 'Sharing a Shell' and create their own pictures from them.

	<p>Children will look at different celebrations and read stories such as 'Ten Christmas Wishes'. They will create Christmas pictures and draw what they would like to give for Christmas.</p>			
<p>Reception</p>	<p>Topic Title Aut 1- Local Environment Aut 2- Up in the Air</p> <p>Links to DM Children in Reception</p> <ul style="list-style-type: none"> •Explore, use and refine a variety of artistic effects to express their ideas and feelings. •Create collaboratively, sharing ideas, resources and skills. <p>Key Knowledge & Vocabulary The children will learn how to create simple representations of objects. They will try out different techniques for making pictures. Vocab- Names of the colours, autumn, leaves, print, rub, explore.</p> <p>Sequence of Lessons When learning about Autumn the children will learn how to create different autumn pictures, from drawing/painting autumn trees, to leaf rubbing and leaf printing. During autumn 2 the children will explore making firework pictures using a variety of resources such as- chalk, paint, glitter. We will discuss how they can adapt their work, if necessary. The children make a 3D model of a home for a hedgehog when learning about animals in the environment.</p>	<p>Topic Title Spr 1- Changes Spr 2- Tea Party</p> <p>Links to DM Children in Reception</p> <ul style="list-style-type: none"> •Return to and build on their previous learning, refining ideas and developing their ability to represent them. •Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Key Knowledge & Vocabulary The children will learn how to make different colours. They will learn how to use a variety of media to create pictures. Vocab- Colour names, mix, change, effect, Monet._</p> <p>Sequence of Lessons The children will continue to explore colour mixing by coloured ice cube painting. Then they will use what they have learnt to mix colours to paint and create an Elmer picture. They will explore combining different media to create their pictures and sculptures. They will also begin to explore different textures. The children will then learn about the artist- Monet and create Monet style paintings, manipulating different materials to achieve their planned effect. Kandinsky- shape pictures.</p>	<p>Topic Title Sum 1- Water and Under the Sea Sum 2- Cooking and Growing</p> <p>Links to ELG</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. •Share their creations, explaining the process they have used. •Make use of props and materials when role playing characters in narratives and stories. <p>Key Knowledge & Vocabulary The children will be able to show what they have learnt of how to use media and material. They will be able to show their own ideas using a variety of techniques.</p> <p>Sequence of Lessons The children will begin by creating their own rainbow fish, using what they have learnt about media and materials. When learning about Tiddler they will create different textures for the different fish. They will work collaboratively to create a group under the sea box. During the topic Cooking and Growing they will explore the artist Arcimboldo and create their own face pictures using the fruits and</p>	<p>Adaptations and Experiences Throughout the year the children will, through child-led learning-</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. <p>The children have free access to a variety of materials in the painting, mark making and junk modelling areas.</p> <p>The children independently make 3D models, drawings and paintings using their imagination through child-led learning.</p> <p>Curriculum links through art- Remembrance Day poppy crafts Diwali pictures</p> <p>ART Curriculum Homework Links: 3D model of transport in Local Environment topic Up in the Air collage in Up in the air topic 3D model for Water and Under the Sea topic</p> <p>Threads Drawing Painting Sculpture</p>

	<p><u>How does this link build on previous learning?</u> Children will have been given access to paints and brushes. They will have seen 3D sculptures</p>	<p><u>How does this link build on previous learning?</u> The children will have been given the opportunity to mix colours together.</p>	<p>vegetables. They will then explore printing with the vegetables.</p> <p><u>How does this link build on previous learning?</u> The children will have been able to feel different textures</p>	
<p>Year 1</p>	<p><u>Topic Title</u> All About Me</p> <p><u>Links to NC</u> Name primary & secondary colours Create a repeating pattern in print Cut, roll and coil materials</p> <p><u>Key Knowledge & Vocabulary</u> primary colours, secondary colours, mixing, printing</p> <p><u>Sequence of Lessons</u> L.O. I am learning to recognise and name three primary colours. (painting/colour)</p> <p>L.O I am learning that mixing primary colours creates secondary colours. (painting/playdoh mix)</p> <p>L.O. I am learning to mix my own secondary colours. (painting/colour)</p> <p>L.O. I am learning to create a repeated pattern using secondary colours. (painting/print)</p>	<p><u>Topic Title</u> Animals</p> <p><u>Links to NC</u> Choose appropriate resources and tools Use own ideas to make something Make a model stronger</p> <p><u>Key Knowledge & Vocabulary</u> model, salt dough, 3D, 2D, collage, papier mache</p> <p><u>Sequence of Lessons</u> (animal artist day) L.O. I am learning to draw simple images using pictures and my imagination. L.O. I am learning to sculpture a 3D animal model using my design images. (collage/paper mâché) L.O. I can work with an adult to make my animal model stronger.</p> <p><u>Sequence of Lessons</u> L.O. I am learning to draw simple images using pictures and my imagination. L.O. I am learning to sculpture a 3D animal model using my design images. (salt dough)</p>	<p><u>Topic Title</u> Seaside & Holidays Plants</p> <p><u>Links to NC</u> Describe what is seen and give an opinion about the work of an artist Ask questions about a piece of art Create moods in artwork Name primary & secondary colours</p> <p><u>Key Knowledge & Vocabulary</u> mixing, brush strokes, colours, Van Gogh</p> <p><u>Sequence of Lessons (Kapow- landscapes lessons)</u> L.O. I am learning to use line to represent the horizon LO: I am learning to compose a beach scene using collage LO: I am learning to use paint to show the different colours in the sea LO: I am using the colours from a famous painting to recreate the colours in my collage</p> <p><u>How does this link build on previous learning?</u></p>	<p><u>Adaptations and Experiences</u> Curriculum House Challenge (Art)</p> <p>In 2019 we recreated pieces of from famous artists using different materials and stimulus. We do an Art challenge every year</p> <p>In Y1 we have a visiting artist who comes into school to teach the children all about 3D sculptures. The children learn that being an artist is a career too. A trip to the farm also helps children to visualise the animals in a 3D way.</p> <p><u>Curriculum Links through art:</u></p> <p><u>RE</u> – Diwali - water colour Diva Lamps - Harvest Festival – printing with vegetables, paper mâché vegetables to create a combine harvester as a collaborative class piece for display. - Remembrance Day – finger painting poppies to create poppy fields - Eid – creating Mehndi patterns using pencil</p> <p><u>Science</u> – observing the changes in the seasons, creating observational sketches of autumnal plants using pastels.</p> <p><u>ART Curriculum Homework Links:</u> <u>All About Me</u> Draw a self-portrait.</p>

	<p><u>How does this link build on previous learning?</u> In Reception the children explore paint in creative play, observing and naming the colours and using paint to create images during continuous provision. Children have access to paintbrushes and paint throughout the day. In Year 1 we build on these foundations by putting colours into the colour groups (primary/secondary) and mixing colours; creating paint patterns.</p>	<p>L.O. I can work with an adult to make my animal model stronger (so it can stand on its own). L.O. I am learning to mix paint to the colour I need for my animal model and hold my paintbrush correctly to paint it.</p> <p><u>Topic Title</u> Animals</p> <p><u>Links to NC</u> Use pencils to create lines of different thicknesses in drawings Describe what is seen and give an opinion about the work of an artist</p> <p><u>Key Knowledge & Vocabulary</u> shading, pencil control, cross hatch, thick, thin, Albert Durer</p> <p><u>Sequence of Lessons</u> L.O. I am learning to observe work from an artist (Albert Durer) and express my opinion L.O. I am learning to use pencil and chalk to create different lines of thickness. (see Kapow) L.O. I am learning to create different marks and waves L.O. I am learning to use pencil to create different marks. L.O. I am using my imagination to form simple images.</p>	<p>Continuing from Spring term – observing work from an artist but incorporating use of paint which was explored throughout Autumn term.</p>	<p><u>Animals</u> Draw an animal.</p> <p><u>Threads</u> Use imagination to form simple images from a given starting point, beginning to use a sketchbook (sketchbook)</p> <p>Begin to control lines to create simple drawings (drawing)</p> <p><u>Painting and printing</u> Hold a large paintbrush correctly and make different brush strokes. Recognise and name the primary colours and mix them to make secondary colours. Develop controlled printing with cut out shapes (colour, painting and printing)</p> <p>Understand the difference between 2D and 3D when looking at sculptures. Investigate with a range of materials and connect them to make simple structures (sculpture and collage)</p> <p>Describe the artwork of famous artists (artists)</p>
<p>Year 2</p>	<p><u>Topic Title</u> Transport (paint techniques and famous artists) <u>Links to NC</u> Name primary & secondary colours, use painting, drawing and sculpting to develop their ideas.</p>	<p><u>Topic Title</u> Around the World (press prints) <u>Links to NC</u> Drawing, Use a range of materials to create art including print</p>	<p><u>Topic Title</u> Houses and Homes (clay sculptures) <u>Links to NC</u> Develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space.</p>	<p><u>Adaptations and Experiences</u> In Y2 children are taken to Avoncroft Museum where they are exposed to art in different ways. They then use the buildings which they see to create art back at school.</p>

	<p><u>Key Knowledge & Vocabulary</u> Primary colours, secondary colours, sculpture, tints, shades, charcoal, paint, pastels, finger painting</p> <p><u>Sequence of Lessons</u> L.O. I am learning to add white to a colour to make it lighter- Tint (painting)</p> <p>L.O. I am learning to add black to a colour to make it darker- shade (painting)</p> <p>LO: I am learning to describe the work of Monet and compare it to Van Gough (artists)</p> <p>L.O. I am learning to experiment with tints and shades and brush strokes to create a piece of artwork in the style of Claude Monet.- waterlillies (painting)</p> <p>LO: I am learning to re-create brush strokes similar to Van Gough in The Starry Night (painting)</p> <p><u>How does this link build on previous learning?</u> Mixing primary colours to make secondary colours. Exploring different brush strokes which different artists use</p>	<p><u>Key Knowledge & Vocabulary</u> pencils. Press, print, rollers, inks.</p> <p><u>Sequence of Lessons</u> L.O. I am learning to use press printing to create a piece of artwork. (painting/print)</p> <ul style="list-style-type: none"> • Draw simply to create a design, no words. • Transfer this onto polystyrene tile, press to create the impression; • Print using printing inks and rollers • Create a repeated pattern using 2 colours. <p>L.O. I am learning to use a computer program to design my own piece of art based on the work of Mondrian.</p> <p><u>How does this link build on previous learning?</u> Previous experience of printing repeated patterns with objects in Y1</p>	<p>Begin to investigate sculptures</p> <p><u>Key Knowledge & Vocabulary</u> Sketch, shade, twist, pinch, roll, pattern, texture</p> <p><u>Sequence of Lessons</u> L.O. I am learning to sketch using a variety of graded pencils adding tone where needed - children sketch different style houses from different eras (drawing)</p> <p>LO: I am learning to use different sketching techniques including shading (drawing)</p> <p>LO: I am learning to consider which tools would be best to create texture and pattern in my clay (Sketchbook)</p> <p>L.O. I am learning to make patterns in clay and practise pinching, rolling, twisting and scratching (sculpture)</p> <p>L.O. I am learning to use a sketch to recreate pattern and texture in clay (sculpture)</p> <p><u>How does this link build on previous learning?</u> Children have been introduced to clay when creating a diva lamp in Y1 linked to RE. This will develop their skills with new techniques and having to create their own design in their tile</p>	<p>Children are shown videos from Youtube to show them what press-printing looks like at a large-scale production factory and think of the links to jobs</p> <p><u>Curriculum Links:</u> <u>Curriculum:</u> Transport – produce a piece of artwork based around a type of transport.</p> <p>Sculpt a diva – Rama and Sita – Diwali. (RE objective)</p> <p>Collage, painting and cutting to make a paper dragon for Chinese New Year (RE objective)</p> <p>Mondrian – using primary colours only, links to paint on the computer.</p> <p>Link to Merchant’s house from Avoncroft Museum.</p> <p><u>Threads</u> When creating art work, begin to think what materials best suit the task. Begin to develop art work in sketch books.</p> <p>Improve mastery of drawing by drawing on smaller and larger scales and beginning to experiment with different grades of pencil. Begin to add detail to line drawings</p> <p>Create and experiment with shades of colour recognising if colours are warm or cold. When printing, experiment with marbling, investigating how ink changes and moves in water. Begin to use computer art programs to create art</p>
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Year 3	<p>Topic Title Kandinsky</p> <p>Links to NC To improve their mastery of art and design techniques, including drawing and painting with a range of materials.</p> <p>Learn about great artists, architects and designers in history.</p> <p>Key Knowledge & Vocabulary Kandinsky, abstract, shape, colour, line, blending, imagination.</p> <p>Sequence of Lessons L.O. To explore how music can inspire shape and colour (SKETCHBOOK)</p> <p>L.O. I can draw lines and shapes in the style of Kandinsky (DRAWING)</p> <p>L.O. I understand how to blend complementary colours (PAINTING)</p> <p>L.O. I can generate ideas in the style of Kandinsky (SKETCHBOOK)</p> <p>L.O. I can demonstrate control in my painting when blocking and blending colour (PAINTING)</p>	<p>Topic Title Stone Age (See Kapow free lesson – prehistoric patterns also for ideas)</p> <p>Links to NC Record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing and painting, with a range of materials.</p> <p>Learn about artists, architects and designers in history.</p> <p>Key Knowledge & Vocabulary cave painting, Stone Age, animals, hunters, natural colours, charcoal, paint.</p> <p>Sequence of Lessons L.O. I am learning to develop sketches based on cave paintings</p> <p>L.O. I am learning about the 4 rules of shading (see Kapow to help)</p> <p>I am learning to use charcoal to create texture on my cave drawing</p> <p>L.O. I am learning to experiment with pigments in natural products to create a wash (Kapow)</p>	<p>Topic Title Pop Art</p> <p>Links to NC Record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials.</p> <p>Learn about great artists, architects and designers in history.</p> <p>Key Knowledge & Vocabulary Andy Warhol, colour, pencil control, portrait, repeating images, tracing.</p> <p>Sequence of Lessons L.O. I can compare the work of Andy Warhol to other artists I have studied</p> <p>L.O. I can use colour blocking to create art in the style of Andy Warhol</p> <p>L.O. I can show an awareness of third dimension when draw a self-portrait</p> <p>L.O. I can use a simple screen-printing technique to create a piece of art influenced by Andy Warhol</p>	<p>Adaptations and Experiences In Y3 children are introduced to lots of different artists from different backgrounds, countries, periods of time, cultures and religions. They are able to compare work of the artists and think about what inspired them.</p> <p>During INSPIRE workshops the children are asked to design a mosaic tile with their parents</p> <p>Curriculum Links:</p> <p>Curriculum: Stone Age: creating sketches of different meals and clothing.</p> <p>Science: Rocks and Soils: creating observational sketches of different rocks.</p> <p>Inspire: Italy and the Romans: create a mosaic using paper.</p> <p>Threads</p> <p><i>Use Sketchbooks to generate ideas and observations e.g. it may show different versions of an idea</i></p> <p><i>Improve mastery of drawing For instance, show an awareness of third dimension, develop blending to create areas of tone and create textures and patterns</i></p>

	<p>LO: I can describe the work of Kandinsky and compare it to my own (work of artists)</p> <p><u>How does this link build on previous learning?</u></p> <p>Y1: using pencil to create different lines of thickness, creating different marks by using different pencil pressures and using pencil to create different marks</p> <p>Y2: describe the work of Monet and compare it to Van Gough</p>	<p><u>How does this link build on previous learning?</u></p> <p>Y2: use different sketching techniques including shading and sketch using a variety of graded pencils adding details where needed</p>	<p><u>How does this link build on previous learning?</u></p> <p>Y1: create a repeated pattern</p> <p>Y2: use press printing to create a piece of artwork and describe the work of Monet and compare it to Van Gough</p> <p>Y3: describe the work of Kandinsky and compare it to my own</p>	<p><i>Improve mastery in painting by demonstrating increasing control of the types of marks made and experiment with different effects and textures such as blocking in colour, blending, washes, thickening paint. Also experiment and discuss pigments in natural products to make different coloured paints. Develop understanding of printing including simple screen print</i></p> <p><i>Develop the mastery of sculpture by combining materials to make patterns and textiles</i></p> <p><i>Know and describe the work of artists, architects and designers and express ideas and thoughts about their own and others art</i></p>
<p>Year 4</p>	<p><u>Topic Title</u> Rainforests</p> <p><u>Links to NC</u> 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] To create sketch books to record their observations and use them to review and revisit ideas About great artists, architects and designers in history. Print onto different materials using at least four colours Use a range of brushes to create different effects in painting Experiment with the styles used by other artists</p> <p><u>Key Knowledge &</u></p> <p><u>Vocabulary</u> Paint, colour mixing,</p>	<p><u>Topic Title</u> Ancient Greece</p> <p><u>Links to NC</u> 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] To create sketch books to record their observations and use them to review and revisit ideas Integrate their digital images into their art</p> <p><u>Key Knowledge &</u></p> <p><u>Vocabulary</u> Greek theatre mask, Greek vase, silhouette, scene, collage, design, create, evaluate, mod roc, acrylic paint</p>	<p><u>Topic Title</u> Birmingham Past and Present.</p> <p><u>Links to NC</u> To improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p><u>Key Knowledge &</u></p> <p><u>Vocabulary</u> Paint, colour mixing, three dimensional, perspective Oil pastels, shading, blending, crosshatching,</p>	<p><u>Adaptations and Experiences</u> In Year 4 a Greek Soldier visits the children and themes the day around Ancient Greece. Together they look at Ancient Greek Art.</p> <p>During the rainforest term an expert artist visits the year group who teaches print work and bases it all around rainforest art.</p> <p><u>Curriculum Links</u> <u>Autumn Term</u> RE Mehndi patterns Rangoli patterns for Diwali</p> <p><u>Spring Term</u> ENGLISH Draw own Mythical creature to use for own version of a Greek Myth</p> <p><u>Summer Term</u></p>

	<p>Oil pastels, shading, blending, crosshatching, collage, Rousseau, impressionism, print rollers,</p> <p><u>Sequence of Lessons</u></p> <p>LO I am learning to give my own thoughts on the work of Henry Rousseau/Nick Gustafson Cezanne (Artists)</p> <p>LO I am learning to sketch using shading and shadow (Drawing)</p> <p>LO I am learning to mix colours to use oil pastels to create bold colours</p> <p>LO I am learning to research Mayan codex and create my own ideas in the similar style(Artists)</p> <p>LO I am learning to use polystyrene and, rollers and acrylic paint create a print in the style of Mayan codex art (Painting/Printing)</p>	<p><u>Sequence of Lessons</u></p> <p>LO: I am learning to research the key ideas and techniques of famous designers such as Rio Kubaybah's animal faces, and Thalia and Melpomene (famous designers)</p> <p>LO I am learning to design a Greek theatre mask, considering carefully which resources I will need (Sketchbook)</p> <p>LO I am learning to use mod roc and manipulate it to create texture to create a mythical creature mask (sculpture)</p> <p>LO I am learning to independently mix colour tones in Acrylic paint to decorate my mask (painting)</p> <p>LO I am researching the work of Mark Todd, Sara Fanelli and Tony Meeuwissen and the techniques they use to create mythical creatures</p> <p>LO I am learning to use collage to create a mythical creature made from different animal parts inspired by Sara Fanelli, Mark Todd and Tony Meeuswissen</p> <p><u>Topic Title</u> Ancient Greek vase</p> <p><u>Links to NC</u> 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] To create sketch books to record their observations and use them to review and revisit ideas</p> <p><u>Key Knowledge & Vocabulary</u> Greek vase, silhouette, scene, design, create, evaluate, coil pot, colour mix, shade, tone</p> <p><u>Sequence of Lessons</u></p>	<p><u>Sequence of Lessons</u></p> <p>LO I am learning to improve mastery in drawing a 3D shape adding shadows and shading to add tone (Drawing)</p> <p>LO I am learning to use different media to create effects such as shading, shadows and cross hatching to add line, pattern and texture into three dimensional shapes (Drawing)</p> <p>LO I am learning to refine my ideas and skills of drawing a still life composition (Kapow)</p> <p>LO I am learning to make good choices of resources, to create a composition of images of famous Birmingham landmarks(sketchbook)</p>	<p>Visit to Birmingham Museum and Art Gallery and walking tour of Birmingham landmarks</p> <p><u>Threads</u> Use sketchbooks for planning and refining ideas. Making good choices of resources e.g. it shows a range of ideas for composition which help plan a piece of art work</p> <p>Improve mastery in drawing for example develop further drawings featuring the third dimension, adding shadows and develop an identified element of their work e.g. line, pattern, texture</p> <p>Develop the mastery of painting by showing an understanding of complimentary colours, using knowledge from Y2 by independently mixing colour tones by tinting and shading and creating more abstract colour pallets. Begin to manipulate colour and pattern to create prints including string roller prints</p> <p>Develop the mastery of sculpture and collage by experimenting with surface patterns and textures on sculptures. Introduce mod-roc</p> <p>Know and research key ideas and techniques of different artists, architects and designers and express original thoughts and ideas about the art of others and use other people's opinions of their work to identify how to improve it.</p>
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	<p><u>How does this link build on previous learning?</u> Y1,2, &3: Previous experience of researching artists and painting in their style from Y1,2, &3: Previous printing and colour mixing experience</p>	<p>LO I am learning to research the key ideas and techniques used to make ancient Greek vases LO I am learning to develop and use the technique of coiling to make a Greek vase and experiment with surface patterns LO I am learning to develop the mastery of painting by showing an understanding of independently mixing colour tones by tinting and shading to decorate a clay vase</p> <p><u>How does this link build on previous learning?</u> Y2: use press printing to create a piece of artwork and describe the work of Monet and compare it to Van Gough Y3: use a simple screen-printing technique to create a piece of art influenced by Andy Warhol</p>	<p><u>How does this link build on previous learning?</u> Y1: using pencil to create different lines of thickness, creating different marks by using different pencil pressures and using pencil to create different marks Y2: use different sketching techniques including shading and sketch using a variety of graded pencils adding details where needed Y3: use different grades of pencils and charcoal to create texture on my cave drawing</p>	
<p>Year 5</p>	<p><u>Topic Title</u> Space Art- pointillism and Perspective <u>Links to NC</u> Research the work of an artist and use their work to replicate a style</p> <p>Identify and draw objects and use marks and lines to produce texture</p> <p>Successfully use shading to create mood and feeling</p> <p><u>Key Knowledge &</u></p>	<p><u>Topic Title</u> Ancient Egypt- monoprint <u>Links to NC</u> Create an accurate print design following criteria</p> <p>Use images which they have created, scanned and found; altering them where necessary to create art</p> <p><u>Key Knowledge &</u></p>	<p><u>Topic Title</u> William Morris <u>Links to NC</u> Research the work of an artist and use their work to replicate a style</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Use images which they have created, scanned and found; altering them where necessary to create art</p> <p>Identify and draw objects and use marks and lines to produce texture</p> <p>Successfully use shading to create mood and feeling</p> <p>Express emotion in their art</p>	<p><u>Adaptations and Experiences</u> During the Summer term, when the children are taught about William Morris, they look at different wallpapers. Including those inspired by cultures, William Morris, events and on design at the time. This opens children’s eyes to the idea of interior design as a job and links to some of their cultures too.</p> <p>The children are taught about Egyptian art and its purpose was to serve as a home for a spirit or God. They link his to their understandings of different beliefs in RE and their own religions and cultures.</p> <p><u>Links to the curriculum</u> <i>Autumn</i> <i>Science - Link to scenes of the universe</i></p>

<p><u>Vocabulary</u> Shade, tone, distinct dots, perspective, horizon, focal / vanishing point, spheres, depth, illusion, pointillism, chalks, George Seurat, water based</p> <p><u>Sequence of Lessons</u> L.O. I am learning to identify the features of George Seurat's art. (artists)</p> <p>L.O. I am learning to practice pointillism technique. (Sketchbook)</p> <p>L.O. I am learning to use pointillism considering when to make dots closer or further apart to create perspective (colour)</p> <p>L.O. I am learning how artists use perspective in their drawings</p> <p>L.O. I am learning to use line to create perspective.</p> <p>L.O. I am learning to create 3D spheres using perspective and shading.</p> <p>L.O. I am learning to practice water-based backgrounds.</p> <p>L.O. I am learning to combine my skills to create a piece of art.</p> <p><u>How does this link build on previous learning?</u></p> <p>Y3 – tone, texture and pattern, 3D effect- Kandinsky, cave art and self-portraits. Experiment with marks, texture, background and effects created using paint, blending and washing.</p>	<p><u>Vocabulary</u> Printing, mark making, collage, tracing</p> <p><u>Sequence of Lessons</u> L.O. I am learning to practice mark making using carbon paper. (Sketchbook)</p> <p>L.O. I am learning to create an outline using mono-printing (see Kapow mono-printing)</p> <p>L.O. I am learning to use mono printing to create specific detail for an image.</p> <p>L.O. I am learning to collage details onto an outline to create art.</p> <p><u>How does this link build on previous learning?</u></p> <p>Y3- simple screen print – Andy Warhol art.</p> <p>Y4 – Mayan codex print. Shading and shadow, drawing in third dimension,</p>	<p><u>Key Knowledge & Vocabulary</u> William Morris, Nature, man-made patterns, spiky, watery, slimy, fluid, hard, jagged, soft, leafy, downy, soft, mirror, rotation, half-drop, repeat, brickwork</p> <p><u>Sequence of Lessons</u> L.O. I am learning research the work and ideas of William Morris</p> <p>L.O. I am learning to use my sketchbook to enhance my skills and techniques</p> <p>I am learning to make deliberate choices about the grade of pencil I use</p> <p>L.O. I am learning to use mirror, rotation, half-drop, repeat and brickwork patterns.</p> <p>L.O. I am learning to create leaf patterns.</p> <p>L.O. I am learning to create wall paper in the style of William Morris.</p> <p>L.O. I am learning to consider how thoughts feelings and emotions have influenced a piece of art. (look at Picasso Blue and Rose eras)</p> <p>L.O. I am learning to blend colours to demonstrate feelings and emotions and use these in a repeated pattern.</p> <p><u>How does this link build on previous learning?</u></p> <p>Y3 – tone, texture and pattern, 3D effect- Kandinsky, cave art and self-portraits. Experiment with marks, texture, background and effects created using paint, blending and washing.</p>	<p><u>Spring</u> <i>History- Links to hieroglyphs and images from Egyptian topic.</i></p> <p><u>Summer</u> <i>Science- Links to plants topic</i></p> <p><u>Threads</u> <i>Use sketchbooks to record observations, develop ideas using enhanced knowledge of skill and technique for example my sketch book shows how my work will be produced and examples of how the qualities of materials will be used.</i></p> <p><i>Improve mastery of drawing e.g. use line to create perspective, use tone and shading with increasing sophistication and make deliberate choices about the grade of the pencil being used.</i></p> <p><i>Develop mastery of painting by experimenting and developing their own style of painting and begin to select and mix colours to depict their own thoughts, feelings and intentions. Develop children's understanding and techniques when printing</i></p> <p><i>Develop the mastery of sculpture by incorporating form pattern and texture into my sculpture using technical vocabulary to explain my work</i></p> <p><i>Research and evaluate the work, ideas and ways of working of important artists, designers and architects developing own ideas from the work of the artist</i></p>
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	<p>Y4 - Shading and shadow, drawing in third dimension, blending of colours to create abstract pallet style, collage of mythical creature. Children have previously learnt about artists and their styles- beginning to evaluate it.</p>	<p>blending of colours to create abstract pallet style, collage of mythical creature.</p>	<p>Y4 - Shading and shadow, drawing in third dimension, blending of colours to create abstract pallet style, collage of mythical creature. Children have previously learnt about artists and their styles- beginning to evaluate it.</p>	
	<p>Topic Title Vikings vs Anglo Saxons Topic linked to current news- Banksy, BLM,</p> <p>Links to NC 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.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history – <u>The Bayeux Tapestry</u></p> <p>Key Knowledge &</p>	<p>Topic Title Extreme Earth (Including Mountains and UK Counties- link this to the free video on KApow for Impressionism)</p> <p>Links to NC 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]</p> <p>Key Knowledge & Vocabulary Colour, perspective, tone, prototype, realism, symbolism</p> <p>Sequence of Lessons (Kapow- based on impressionist painting Y6)</p> <p>I am learning to evaluate the work of different artists and give reasoned opinions</p>	<p>Topic Title What was Life like for Children in WW2?</p> <p>Links to NC 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.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including paintings with water colours.</p> <p>about great artists –</p> <p>Key Knowledge & Vocabulary Blitz, silhouette, light, dark, wash</p>	<p>Adaptations and Experiences In Y6 the children are asked to produce a piece of legacy art which is displayed in the school to show the year group that has moved onto_new schools. The children have created art such as a bench for the outside area, a collage of Birmingham, a tapestry and_most recently a ‘Covid-inspired’ piece of graffiti art.</p> <p>Threads <i>Use sketchbook to work independently, systematically and think critically to develop a range of ideas which show curiosity, imagination and originality. (For instance it shows how my work will be produced, why I chose certain materials and a process from research to final piece of art work)</i></p> <p><i>Improve the mastery of drawing by using line to create negative space, manipulate tone deliberately to portray emotions using chiaroscuro techniques and draw for a sustained period of time.</i></p> <p><i>Develop the mastery of painting by selecting colours to accurately reflect objects and tone using colour to convey subtle emotions e.g. hope, fear, suspicion</i></p> <p><i>Develop mastery of sculpture by researching, planning and using relevant processes effectively to create a successful sculpture</i></p>

	<p>Vocabulary splatter, wash, sponge, shade, perspective, tone, light, dark, shading, cross-hatching, lines.</p> <p>Sequence of Lessons (Kapow- still image)</p> <p>I am learning to compose a still image of Viking artifacts (or personal belongings)</p> <p>I am learning to sketch and adapt the composition as I do so</p> <p>I am learning to see light and shade in a new way using a negative medium</p> <p>I can use tints and hues to bring life to my still life (evidene in BB)</p> <p>How does this link build on previous learning?</p> <p>It follows on from the Year 5 objectives of blending colours to convey emotions, moods and movement.</p> <p>Children have previously evaluated the work of different artists and will be encouraged to do this in greater depth, articulating their thoughts and feelings on an artist's style or piece of art.</p>	<p>I am learning to develop a range of ideas considering how impressionist painters made different shades of colour</p> <p>I am leaning to mix colours to create accurate colours and annotate my pallet</p> <p>I am learning to create my own image using paint strokes</p> <p>How does this link build on previous learning? Children will use techniques developed in Viking lessons including shading and mixing colours to create different tones.</p> <p>It follows on from evaluating the work of different artists in earlier year groups.</p> <p>It also builds on the Year 5 work involving different grades of pencil.</p>	<p>Sequence of Lessons (Kapow)</p> <p>I am learning to consider my own personality when creating a graffiti tag</p> <p>I am learning to understand the emotive work of Kathe Kollwitz and create my own Graffiti tag</p> <p>I am learning to carefully select and mix colours to convey subtle emotions such as fear, hope and suspicion to my portrait</p> <p>I am learning about symbolism in painting (Picasso Guernica)</p> <p>I am learning to carefully use paint to recreate my own emotional piece of art based on Guernica</p> <p>How does this link build on previous learning? Children will use techniques developed in previous lessons including shading and mixing colours to create different tones. They also develop the skill of conveying emotion through art, as they have done in the Autumn and Spring terms.</p> <p>Children will use sketch books to make observational drawings to support finished pieces.</p>	<p><i>Analyse, interpret and evaluate the work of important artists, designers and architects and give reasoned evaluations of their own and others work.</i></p>
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Development since previous inspection:

<ul style="list-style-type: none">• Staff training• New resources• Changes• Art mark <input data-bbox="114 320 772 363" type="text"/>	

Thread Key:

Create sketch books to record their observations and use them to review and revisit ideas

Improve mastery of art and design: Drawing

Improve mastery of art and design: painting

Improve mastery of art and design: sculpture

Know about great artists, architects and designers in history and evaluate and analyse their own and others creative works