

How is the curriculum organised?

Art and Design underpins creativity and imagination. It provides a range of experiences and is a special way for children to understand and respond to the world. Children at Green Lane are encouraged to explore ideas, meanings and processes of art through the work of artists and designers. By exploring the roles and functions of art, children can explore the impact it has had on life, times and cultures. Our children are provided with opportunities in and out of the classroom.

Our school definition- Art is the expression of skill and imagination.

Key Concepts and approaches

These key concepts that are used throughout the curriculum to create a deeper, shared understanding.

- **Formal elements** - colour, shape, form, line, tone, texture, composition, pattern.
- **Sources** – someone who influences the pupil – an artist, designer, craftsperson, newspaper headline, photograph, poem or book.
- **Movements & Periods** – significant groups or periods in art that have significantly influenced visual culture.
- **Themes in Art** – a central topic, subject matter or message within art work.
- **Creativity, Ideas, Imagination & Intentions** – an idea is a thought or conception that is the product of mental activity. Imagination is seeing the impossible, the unreal or dreamlike. Creativity is using ideas and imagination to create new and valuable forms.
- **Reflection** – evaluating, critical thinking, metacognition, change and improve in light of opinion.
- **Cultural capital** – community, material culture, individual & group, language, traditions, customs, connections.
- **Inclusion & Diversity**
- **Design** – by type, cycle, process and purpose.
- **Observation** – for understanding, to analyse and inform.
- **Medium** – craft, fine art, ceramics, sculpture, performance, textiles, print making, drawing, design, architecture, 3D
- **Skills, Processes & Techniques** – learning from and through the material we are using

Approaches to the teaching and learning of Art.

- **Drawing**
- **Painting**
- **Printing**
- **Textiles/3d**
- **Collage**
- **Digital Art**
- **Use of sketchbooks KS2**

Year Group	Autumn Block 1	Spring Block 2	Summer Block 3
2YO	<p>In line with Development Matter and the Birth to 5 Document: Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give meanings to the marks they make.</p>		
Nursery	<ul style="list-style-type: none"> Makes simple marks. Sort and identify colours. Name colours when prompted. Paint with a brush to create lines and shapes 	<ul style="list-style-type: none"> Uses a variety of colours. Explores what happens when colours mix. Makes simple patterns. Joins construction pieces together to build and balance. Talks about different textures. Create closed shapes with continuous lines which represent objects that can be spoken about or identified. Draw lines and shapes. Explore paint in different forms and on different surfaces. Explore printmaking with objects (eg sponge shapes). Respond to an adult's suggestion of what to make. Draw lines and closed shapes giving meaning to marks. Paint lines and closed shapes giving meaning to marks. 	<ul style="list-style-type: none"> Explores different materials freely, using them with a purpose. Identify a wider range of colours. Paint with more than one colour. Experiments with colour mixing – no intention to make a certain colours. Describe sketches / paintings etc. Create a collage with prepared paper collage materials by gluing
Rec	<p>Autumn 1:</p> <ul style="list-style-type: none"> Gives meaning to the marks that are made. Sketch a self-portrait features appropriately placed. Make choices about the colours that they use. Begin to use a variety of tools. <p>Autumn 2:</p> <ul style="list-style-type: none"> Paint a self-portrait with the features appropriately place. 	<ul style="list-style-type: none"> Assemble transient art objects to create an image. Sketch a self-portrait with the features appropriately placed and detail added. Sketch things that they have observed, or images. Paint a self-portrait with the features appropriately placed and detail added. Paint things that they have observed, or images. Choose a particular colour for a purpose. Print with deliberate placement to create a pattern. Create a new colour by independent mixing. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explain the process they have used. Create and describe clay models- talk about the skills used on prompting. Assemble mixed collage materials including fabric to make own creations and describe.

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	<ul style="list-style-type: none"> Use large scale movements when painting. <p>Possible topics/artists: Jackson Pollock</p>	<ul style="list-style-type: none"> Explore watercolour paints and using one thickness of brush. <p>Possible topics/artists: Kandinsky</p>	<ul style="list-style-type: none"> Print with deliberate placement to create a pattern or image and describe the skills used using vocabulary (press, paint, paper, pattern). Explain what I am making and which materials I am using and why. Explain work as it progresses. Begin to discuss what has been made and with prompts I am beginning to identify good points and bad points. Sketch things that they have observed with increasing detail with consideration to shape, size, colour and detail. Paint things that they have observed with increasing detail with consideration to shape, size, colour and detail. Use watercolour paints and more than one thickness of brush. <p>Possible topics/artists: Pointillism</p>
<p>Year 1</p>	<p>End Points</p> <ul style="list-style-type: none"> To know the names of all the colours. To know that two primary colours can make a secondary colour. To communicate something about themselves in their drawings. To create moods in their drawings. To draw using pencils and crayons. To draw different shapes and thickness. <p>Possible topics/artists: Mondrian</p>	<p>End points</p> <ul style="list-style-type: none"> To know the names of the tools, techniques and the formal elements (colours, shapes, tones) that they use. To tear and cut up paper for their collages. To gather and sort materials they will use. To sort materials according to texture and colour. To ask sensible questions about a piece of art. To print with a variety of items. To design their own printing block. <p>Possible topics/artists: Eric Carle</p>	<p>End Points</p> <ul style="list-style-type: none"> To know how to recognise and describe simple characteristics of different kinds of art, craft and design. To create moods in their paintings. To paint a picture of something they can see. To communicate something through their painting. Choose to use thick and thin brushes where appropriate. To name the primary and secondary colours. To weave with paper, fabric and thread. To make a variety of shapes and structures. To experiment with constructing and joining recycled materials.

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			<ul style="list-style-type: none"> • To ask questions about a piece of art. • To say what they like and dislike about a piece of art. <p>Possible topics/artists: LS Lowry</p>
Year 2	<p>End points:</p> <ul style="list-style-type: none"> • To describe what they can see and like in the work of an artist. • To create a piece of work in response to another artists' work. • To create tones using light and dark. • To show pattern and texture in drawings. • To draw lines of different thickness using different grades of pencil. <p>Possible topics/artists: Ron Embleton</p>	<p>End points:</p> <ul style="list-style-type: none"> • To explore shades of colour – adding white paint for lighter shades and black paint for darker shades. • To use colours to express mood. • To mix paints to create all the secondary colours. • To mix and match colours and predict their outcomes. • Create a digital picture independently. • Use simple ICT mark-making tools e.g. brush and pen tools. • To edit their own digital work. • To talk about likes and dislikes in relation to their own work and others. • To link colours to natural and man-made objects. <p>Possible topics/artists: David Hockney</p>	<p>End points:</p> <ul style="list-style-type: none"> • To use print making as a means of drawing. • To create a print inspired by an artist. • To create repeating patterns/simple printing block. • To create order, symmetry and irregularity. • To explore types of printing using two contrasting colours. • To talk about materials, techniques and processes used, using appropriate vocabulary. • To use different kinds of materials on a collage and explain why they have been chosen. • To use repeating patterns in a collage. • To create individual and group collages. • To say how other artists/ craft makers/ designers have used colour, pattern and shape. <p>Possible topics/artists: Andy Warhol Ben Giles</p>

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<p>Year 3</p>	<p>End points:</p> <ul style="list-style-type: none"> To use different pencil grades of pencils and show tones and textures To add texture to a piece of work To identify patterns in the environment To show facial expressions in their drawings To cut very accurately To use montage (Make Hall display of faces?) To work with life size materials To overlap materials <p>Possible topics/artists: Lines – Vincent Van Gogh and Pablo Picasso Tone - Amadeo Modigliani and Edgar Degas Texture – Daniel Fooks</p> <p>Y3 Sketchbooks:</p> <ul style="list-style-type: none"> To use sketchbooks to express feelings about a subject and to describe their likes and dislikes. To make notes in sketchbooks about techniques used by an artist. To suggest improvements to their work by keeping notes in their sketchbooks. 	<p>End points:</p> <ul style="list-style-type: none"> To know where primary and secondary colour sit on the colour wheel To predict with accuracy the colour that they mix To produce a background wash To use a range of brushes to create different effects To experiment using different colours To join clay together using a range of techniques. To use papier mache to create a simple 3d object. Compare the work of different artists. Explore art work linked to a topic. <p>Possible topics/artists: JMW Turner Hokusai Barbara Hepworth</p>	<p>End points:</p> <ul style="list-style-type: none"> To design a print block and use it to create prints To make a 2 colour print To identify pattern in the environment To use mosaic To cut very accurately To overlap materials To experiment using different colours. <p>Possible topics/artists: Mosaics – Greek, Roman, Modern, Spanish, Islamic Neil Bousfield</p> <p>Possible visit: Atlas Primary – mosaics with Tim Curtis</p>
<p>Year 4</p>	<p>End points:</p> <ul style="list-style-type: none"> To begin to show facial expressions and body language in their sketches. To identify and draw simple objects, and use marks and lines to produce texture. To organise lines, tones, shapes and colours to represent figures and forms in movement. To show reflections. To explain why they have chosen specific materials to draw with. 	<p>End Points</p> <ul style="list-style-type: none"> To create all the colours they need. To create mood in their paintings. To successfully use shading to create mood and feeling. To use mosaic to produce a pattern. <p>Possible topics/artists: Munch Jean Metzinger</p>	<p>End points:</p> <ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 3D form. To begin to sculpt clay and other mouldable materials. To use early textile and sewing skills as part of a project. To experiment with paste resistance. To use papier mache to create a simple 3D object. To print using at least four colours. To create an accurate print design.

	<p>Possible topics/artists: Keith Haring Vincent Van Gogh</p> <p>Y4 Sketchbooks:</p> <ul style="list-style-type: none"> To use sketchbooks to express feelings about a subject and to describe their likes and dislikes. To use sketchbooks to adapt and improve their original ideas. To keep notes about the purpose of their work. 		<p>Possible topics/artists: Henry Moore</p> <p>Possible visit: Yorkshire Sculpture Park</p>
Year 5	<p>End points:</p> <ul style="list-style-type: none"> To use shading to create mood and feeling. To organise line, tone, shape and colour to represent figures. To draw with perspective. To use natural materials to make own pigments. <p>Possible topics/artists: Stephen Wiltshire</p> <p>Y5 Sketchbooks:</p> <ul style="list-style-type: none"> To keep notes in sketchbooks about how they might develop their work. To use sketchbooks to compare and discuss ideas with others. 	<p>End points:</p> <ul style="list-style-type: none"> To create art work with a range of moods and feelings. To explain why they have chosen specific materials to draw with. Create a range of moods in their paintings. Express their emotions accurately through their paintings and sketches. Print using a number of colours. Create an accurate print design that meets a given criteria. Learn about the work of others by looking at their work in books, internet, visit galleries etc. <p>Possible topics/artists: Jacques-Louis David Vincent Van Gogh Andy Warhol</p>	<p>End points:</p> <ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make a 3d form. Sculpt clay and other mouldable materials. Use textile and sewing skills as part of a project eg hanging/textile book. This can include running stitch, cross stitch and backstitch. To plan a sculpture through drawing and other preparatory work. To use textile and sewing skills as part of a project. <p>Possible topics/artists: Tom Hare Pablo Picasso - sculpture Alexander Calder</p>
Year 6	<p>End points:</p> <ul style="list-style-type: none"> To create models on a range of scales. Create work that is open to interpretation. To include both visual and tactile elements in their work. To plan a sculpture through drawing. 	<p>End points:</p> <ul style="list-style-type: none"> To explain why they have used certain tools. To explain why they have used certain painting techniques. To create art work with different perspectives. To communicate emotions. 	<p>End points:</p> <ul style="list-style-type: none"> To use colour to express mood and feelings. To look carefully at materials they use and make decisions on effectiveness. To overprint using different colours. Justify materials they have chosen.

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Possible topics/artists:

Clay poppies (like Tower of London)
Paul Cummings

Y6 Sketchbooks:

- To keep notes in sketchbooks about how they may develop their work.
- To compare their methods to others.
- To adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in sketchbooks.

- To combine visual and tactile qualities to express mood and emotion.

Possible topics/artists:

John Constable
Erin Hanson

- Combine pattern, tone and shape.
- Make a record about the styles and qualities of their work.
- Say what their work is influenced by.

Possible topics/artists:

Matt Moore
Pablo Picasso – cubism
Patrick Caulfield