


# Art – One Voice

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BY ISABELLA LOWREY





Art has the role in education of helping children become like themselves instead of more like everyone else.

Sydney Gurewitz Clemens

# Our school aims for art:

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- Nurture and harness creativity and acquire and develop a range of skills and techniques which the children can then apply.
- Develop children's capacity for imaginative and original thought, and to try out ideas without the fear of failing... there is no 'right' or 'wrong' in art!
- Enable children to develop their full potential confidently and independently.
- Enable children to become independent in the planning and reviewing of their work.

# How is learning across school sequenced?

EYFS is slightly different to the rest of the school as the ELG's associated with art are woven into their curriculum.

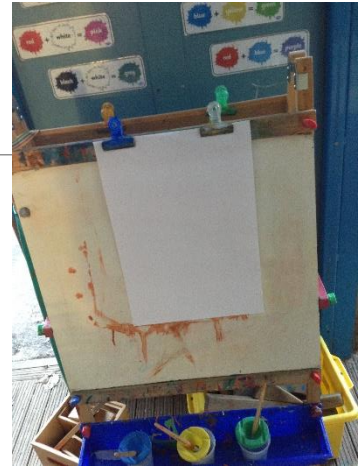
They still focus on key artists, skills and different media throughout the Year as shown on the curriculum map.

## Expressive Arts and Design

### Creating with Materials ELG

Children at the expected level of development will:

- 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.



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Ongoing activities throughout the year</b></p> <ul style="list-style-type: none"> <li>- 'Messy maker Area' with a range of paper, pencils, pencil crayons, crayons, felt tips for the children to access all the time.                             <ul style="list-style-type: none"> <li>- Outdoor easel with paint available for children to access all the time.</li> </ul> </li> <li>- Adult led activities using colour washes, simple colour mixing, paint, felt tips, pastels, chalk.</li> </ul>					
	- Self portraits [drawing]		- Winter colours and painting [painting]		- Observational drawings of flowers, looking briefly at Vincent Van Gogh's Sunflowers.	
Reception	Artists: Andy Goldsworthy and Van Gogh				Artist: Giuseppe Arcimboldo and Van Gogh	
	<ul style="list-style-type: none"> <li>- Self portraits</li> <li>- Paint colour mixing skills linked to the colour monster</li> <li>- Rubbings of leaves/ plants</li> <li>- Transient art based on autumn finds [linked to Andy Goldsworthy]</li> <li>- Recreate Van Gogh 'Starry Night'</li> </ul>		<ul style="list-style-type: none"> <li>- Colour wash polar skies using watercolours and brusho</li> <li>- Use oil pastels to create interpretations of penguins</li> <li>- Chick collage and mixed materials work</li> </ul>		<ul style="list-style-type: none"> <li>- Create faces out of real fruit- transient art based on the works of Giuseppe Arcimboldo</li> <li>- Observation drawing of fruits</li> <li>- Clay mini beasts</li> <li>- Recreate Van Gogh 'Sunflower'</li> </ul>	

<b>Year 1</b>	<b>Painting</b> - Using a repeated pattern	<b>Drawing</b> - using lines to draw a street scene	<b>Sculpture</b> - making a sculptural bird
	<b>Artist: Andy Warhol</b>	<b>Artist: LS Lowry</b>	<b>Artist: Anna-Wili Highfield</b>
	<b>Skills:</b> 1) Children experiment using primary colours and mixing them to make secondary colours. 2) Drawing a toy using different size of pencils – Copied to show how work can be duplicated to complete a repeated pattern.  3) Create a wash using brusho for the backgrounds.	<b>Skills:</b> 1) Drawing lines- rubbing, smudging. 2) Drawing using a variety of tools – pencils, charcoal & pastels. 3) Drawing on a larger scale.	<b>Skills:</b> 1) Rubbings of different natural objects. 2) Manipulating paper: Turning 2D into 3D. 3) Observational drawings of feathers.

Each Year, from Year 1, children complete 3 units of art based on the key disciplines of art: Drawing, Painting and Sculpture.

They learn new skills and use previous skills to create a 'final piece' showcasing these skills.

# How is learning across school sequenced?

<b>Year 4 7SW</b>	<b>Drawing</b> nature	<b>Watercolour Painting</b>	<b>Sculpture</b> work to create nests
	<b>Artist: Miranda Lloyd</b>	<b>Artist: Emma Burleigh</b>	<b>Artist: Andy Goldsworthy</b>
	Skills: 1) Experiment with different grades of pencil/ chalk/ charcoal to achieve variations in tone and to draw different shapes 2) Develop shadows. 3) Begin to Investigate proportion/ emotion/expression	Skills: 1) Mix and match colours, create palettes to match images. 2) Experiment with watercolour, exploring intensity of colour to develop shades. 3) Experiment with different effects and textures inc. blocking in colour, washes, layering, brush size, thickened paint to create textural effects	Skills: 1) Introduce mod roc. 2) Create surface patterns and textures in a malleable material 3) Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
<b>Year 5</b>	<b>Painting-</b> watercolour	<b>Drawing-</b> straight line drawing	<b>Sculpture-</b> balancing
	<b>Artist: Jane Betteridge</b>	<b>Artist: Lorna Rose</b>	<b>Artist: Salvador Dali</b>
	Skills: 1) Mix and match colours to create atmosphere and light effects 2) Develop watercolour techniques: scumbling, dry versus wet, light to dark, splatter, bleed colours, pull in colour, layering, lift the colour, negative painting, use salt to create texture, use tape to add clean edges. 3) Be able to identify primary secondary, complementary, warm and cold and contrasting colours	Skills: 1) Use different drawing techniques i.e. shading, cross hatching, pointillism and side strokes 2) Understand the idea of perspective in drawing. Look at some images that have a vanishing point. 3) Explore the idea of tonal contrast and how this can be shown using different colour mixing and lines.	Skills: 1) Design and create sculpture both small and large scale 2) Use wires to make malleable forms. 3) Experiment with using wire along with other materials

Clear curriculum map showing:  
The discipline of art, focused artist and key skills for each Year group, each term.

# Measuring Progress: Clear skills progression for our 3 disciplines of art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> <li>- Begin to show accuracy and care when drawing.</li> <li>- Begin to mark make.</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing basic lines and shapes</li> <li>- Starting to draw on a larger scale</li> <li>- Observational drawings of feathers.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with tone by using a range of pressures</li> <li>- Create a range of textures using a variety of line types (mark making)</li> <li>- Explore sketching skills</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with different grades of pencil/ chalk/ charcoal to achieve variations in tone and to draw different shapes (soft/hard/tip/side of pencil, 4H-6B pencils)</li> <li>- Begin to investigate shadows.</li> <li>- Use a range of media including; chalk pastel, oil pastel, pen and ink to draw a range of marks and lines.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with different grades of pencil/ chalk/ charcoal to achieve variations in tone and to draw different shapes Introducing specific key vocabulary- cross hatching/ stippling/ hatching)</li> <li>- Develop shadows.</li> <li>- Begin to Investigate proportion/ emotion/ expression</li> </ul>	<ul style="list-style-type: none"> <li>- Use different drawing techniques i.e. shading, cross hatching and introduce pointillism and side strokes</li> <li>- Understand the idea of perspective in drawing. Look at some images that have a vanishing point.</li> <li>- Explore the idea of tonal contrast and how this can be shown using different colour mixing and lines.</li> </ul>	<ul style="list-style-type: none"> <li>- Use both dry and wet media to make different marks, lines, patterns, textures and shapes within a drawing using all key vocabulary learnt previously</li> <li>- Further explore colour mixing, blending techniques and tonal contrast with a variety of media.</li> <li>- Use first-hand observations using different viewpoints, developing more abstract representations.</li> </ul>

Progression map ensures that you can clearly see which skills are revisited and built on and in which years and how previous skills are used.

# Measuring Progress: Clear skills progression for our 3 disciplines of art

Discipline of Art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	7SW
Painting	-To experiment with colour	<ul style="list-style-type: none"> <li>-Colour mixing for lighter and darker shades.</li> <li>-Children experiment using primary colours and mixing them to make secondary colours.</li> <li>-Create a wash using brusho for the backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with a range of brush strokes and sizes</li> <li>- Create a full tint and shade sample for a colour.</li> <li>- Identify warm and cool colours.</li> </ul>	<ul style="list-style-type: none"> <li>-Mix and match colours, create palettes</li> <li>-Start to experiment with different effects and textures Inc.</li> <li>-Use rollers and inks take prints from other objects to show texture e.g. leaves, fabric, corrugated card etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Mix and match colours, create palettes to match images.</li> <li>- Start to experiment with watercolour, exploring intensity of colour to develop shades.</li> <li>-Develop experimentation with different effects and textures Inc. blocking in colour, washes, layering, brush size, thickened paint to create textural effects.</li> </ul>	<ul style="list-style-type: none"> <li>-Mix and match colours to create atmosphere and light effects</li> <li>- Develop watercolour techniques: scumbling, dry versus wet, light to dark, splatter, bleed colours, pull in colour, layering, lift the colour, negative painting, use salt to create texture, use tape to add clean edges.</li> <li>-Be able to identify primary secondary, complementary, warm and cold and contrasting colours</li> </ul>	<ul style="list-style-type: none"> <li>- Mark make with paint e.g. dashes, blocks of colour, strokes and points.</li> <li>- Investigate working on canvas.</li> <li>- Introduce acrylic paint. Mix and match colours to create atmosphere and light effects e.g. flesh colour portraits.</li> <li>- Be able to identify primary secondary, complementary, warm and cold and contrasting colours and reflect on personal choices regarding colour within a final piece of original work.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and name primary and secondary colours. Mix primary colours to make secondary colours.</li> <li>- Create washes to form backgrounds using brusho.</li> <li>- Use painting to develop and share their ideas, experiences and imagination.</li> </ul>

# Measuring Progress: Clear skills progression for our 3 disciplines of art

Discipline of Art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture		<ul style="list-style-type: none"> <li>- Rubbings of different natural objects.</li> <li>-Manipulating paper: Turning 2D into 3D.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore malleable materials and start to manipulate them for a purpose by creating a clay bowl.</li> </ul>	<ul style="list-style-type: none"> <li>-Introducing the collage technique.</li> <li>- Make a simple papier mâché sculpture using pipe cleaners/wire.</li> <li>-Start to work on a larger scale as a group to create a sculpture</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce mod roc.</li> <li>-Create surface patterns and textures in a malleable material</li> <li>-Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</li> </ul>	<ul style="list-style-type: none"> <li>-Design and create sculpture both small and large scale</li> <li>-Use wires to make malleable forms.</li> <li>-Experiment with using wire along with other materials</li> </ul>	<ul style="list-style-type: none"> <li>-Create human forms showing movement.</li> <li>-Use wires to make malleable forms using balance</li> <li>- Build upon wire using a variety of other materials to create forms.</li> </ul>



# Elements of art- knowing more and remembering more



## Elements of Art

Icons to help children recognise, become familiar with the elements of art. Sheet stuck in the front of all art sketchbooks and can be referred back to each lesson.

<p>Line</p>	<p>A line is a path made by a moving point through space. It is one dimensional and can vary in width, direction and length.</p>
<p>Shape</p>	<p>Shapes are flat, enclosed areas that are two-dimensional.</p>
<p>Tone</p>	<p>Tone describes the lightness or darkness of something.</p>
<p>Texture</p>	<p>Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).</p>
<p>Colour</p>	<p>Colour is perceived by the way light reflects off a surface. There are three properties of colour: hue (colour name), intensity (strength) and value/ tone (lightness or darkness).</p>
<p>Form</p>	<p>Forms are three dimensional and can be viewed from many angles. Forms have volume and take up space.</p>
<p>Space</p>	<p>Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around or within objects.</p>

Elements of art	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Line</b></p> <p>A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction and length.</p>	Drawing basic lines	Using basic lines	Experiment with a range of brush strokes and sizes (mark making)	Use a range of media including chalk, pastel, oil pastel, pen and ink to draw a range of marks and lines		Explore the idea of tonal contrast and how this can be shown using different colour mixing and lines	Use both dry and wet media to make different marks, lines, patterns, textures and shapes within a drawing using all key vocabulary learnt previously.  Mark make with point eg. dashes, blocks of colour, strokes and points
<p><b>Shape</b></p> <p>Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.</p>	Drawing basic Shapes	Drawing basic Shapes	Drawing shapes to match images	Drawing shapes to match images			Use both dry and wet media to make different marks, lines, patterns, textures and shapes within a drawing using all key vocabulary learnt previously.
<p><b>Tone/ Value</b></p> <p>Value describes the lightness or darkness of a surface.</p>			Experiment with tone by using a range of pressures	Experiment with different grades of pencil to achieve variations in tone and to draw different shapes (soften the tip/side of pencil, LH-6B pencils)	Experiment with different grades of pencil/ chalk/ charcoal to achieve variations in tone and to draw different shapes (soften the tip/side of pencil, LH-6B pencils)	Explore the idea of tonal contrast and how this can be shown using different colour mixing and lines	Further exploration of tonal contrast with a variety of media
<p><b>Texture</b></p> <p>Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).</p>			Create a range of textures using a variety of line types (mark making)  Begin to add texture to malleable materials	-Use rollers and ink to take prints from other objects to show texture eg. leaves, fabric, corrugated card etc. - start to experiment with different effects and textures including brush size, thickness, layering, brush size, thickness, paint to create textural effects -Experiment with different patterns and colours (collage technique)	Introducing specific key vocabulary- cross hatching/ stippling/ hatching  -Develop experimentation with different effects and textures -Use blocking in colour washes, layering, brush size, thickness, paint to create textural effects  Create surface patterns and textures in a malleable material	Use different drawing techniques i.e. shading, cross hatching and introduce pointillism and side strokes  - Develop watercolour techniques including dry versus wet, light to dark, splatter, bleed colours, pull in colour, layering, lift the colour, negative painting, use salt to create texture, use tape to add clean edges	Use both dry and wet media to make different marks, lines, patterns, textures and shapes within a drawing using all key vocabulary learnt previously
<p><b>Colour</b></p> <p>Colour is perceived by the way light reflects off a surface. There are three properties of colour: hue (colour name), intensity (strength) and value (lightness or darkness).</p>	To experiment with colour	Colour mixing for lighter and darker shades  Children experiment using primary colours and mixing them to make secondary colours	Create a full tint and shade sample for a colour  - Identify warm and cool colours	Mix and match colours, create palettes  Experiment with different patterns and colours using paint	- Mix and match colours, create palettes to match images  Start to experiment with watercolour, exploring intensity of colour to develop shades	- Mix and match colours to create atmosphere and light effects  -Be able to identify primary secondary, complementary, warm and cold and contrasting colours	Further explore colour mixing, blending techniques and tonal contrast with a variety of media.  - Be able to identify primary secondary, complementary, warm and cold and contrasting colours and reflect on personal choices regarding colour within a final piece of original work
<p><b>Form</b></p> <p>Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.</p>	Use play-doh to create form	Begin to manipulate malleable materials	Explore malleable materials and start to manipulate them for a purpose- explore rolling, pinching, twisting, scratching, coiling, shaping and kneading	Makes a simple papier-mâché sculpture using pipe cleaners/wires	Begin to investigate proportion/ creation/ expression	Use wires to make malleable forms	Use wires to make malleable forms using balance  Create human forms showing movement  Build upon wire using a variety of other materials to create forms

Each of the skills the children learn in every unit throughout school link to one of the elements of art. This means that they are revisited constantly throughout their time in school helping them to know more and remember more.

# Knowledge organisers- linking learning



Year 3 Art 2022-23

Summer term knowledge organiser

## Our artist focus:

Usaka Koji

## Style:

Akae/Kakiemon

## Discipline of art:

Painting and ceramics

## Media:

Acrylic paint, rollers and inks, ceramics.



## Key vocabulary we are using:

Akae

Kakiemon

Colour palette

Textures

Ceramics

Blocking

Showcase key vocabulary for each unit.


Following pupil voice and staff feedback, from next year, each skill on the knowledge organisers will have the icon that links to the specific element of art the children are learning about. This is so that children are able to make more secure links between the two.




## Elements of Art

<p>Line</p>	<p>A line is a path made by a moving point through space. It is one dimensional and can vary in width, dimension and length.</p>
<p>Shape</p>	<p>Shapes are flat, enclosed areas that are two-dimensional.</p>
<p>Tone</p>	<p>Tone describes the lightness or darkness of something.</p>
<p>Texture</p>	<p>Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).</p>
<p>Colour</p>	<p>Colour is perceived by the way light reflects off a surface. There are three properties of colour: hue (colour name), intensity (strength) and value/ tone (lightness or darkness).</p>
<p>Form</p>	<p>Forms are three dimensional and can be viewed from many angles. Forms have volume and take up space.</p>

## Our skills:

**Skill 1:** To mix and match colours and create palettes to match images 

**Skill 2:** Start to experiment with different effects and textures including brush size and blocking in colour. 

**Skill 3:** Use rollers and inks take prints from other objects to show texture e.g. leaves, fabric, corrugated card etc. 

**Outcome:** Painting on ceramics.

**Last year:** Created a full tint and shade sample for a colour.

**Next year:** Continue to experiment with different effects and textures including washes, layering and thickened paint to create textural effects.

These remind the children of previous objectives and what they will be learning in the future that links with key skills.

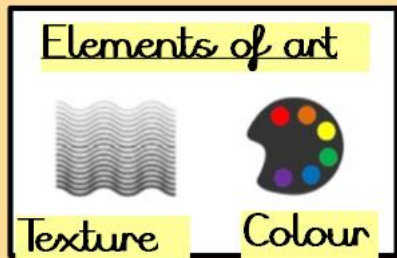
Class discussions at the start of units and when revisiting skills 'last year, you learnt...' and this year you'll...' This will help you next year when you ...

of depth within  
positive and  
within objects.

O: To explore patterns in the style of Will Kurtz



What is a pattern?  
A decorative design.



As well as the elements of art being added to the knowledge organiser, they have also been added to the teaching slides for each skill lesson. The teacher will guide the children to look at the sheet stuck into their sketchbooks to recap what the element is which again will create stronger links.

# How are knowledge and skills built upon through the school?

We have chosen to focus on Sculpture, drawing and painting in order for the children to know more and remember more. It ensures that they are consistently building on prior knowledge.

- Key concepts and disciplines of art explored every year from Year 1 to Year 6 and in 7SW.
- Sketchbooks in each Year group that will now follow the children up into the next year- this enables progression to be clearly seen and children can look back at what they have previously learnt.
- Clear skills progression document to show the progression of each of the 3 disciplines of art throughout school.
- Elements of art- clearly visible, used and referred to across the school.

# Art – Sequence of lessons and outcomes:

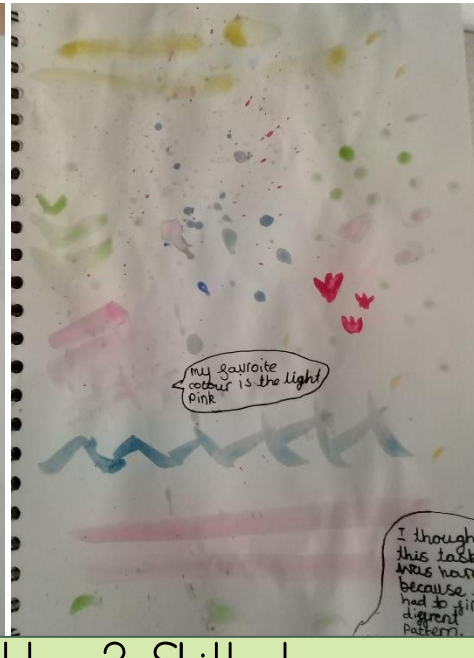
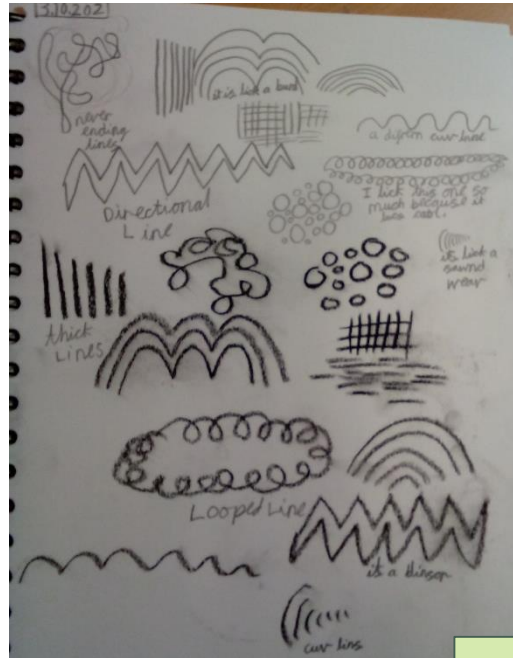
Clear lesson sequence and examples of outcomes provided. This will show a clear artistic journey for each unit.

Aim to make our sketchbooks feel more like sketchbooks and allow the children to experiment and explore their ideas.

1. Who? (1 lesson exploring our artist)
  2. How? (3 skills from curriculum map- 3 lessons)
  3. What? (1 to 2 lessons- final piece using new skills and using artistic autonomy)
- Evaluation in each lesson using sentence stems provided.



Who?  
Outcome



How? Skills lesson  
outcomes



# Vocabulary progression:

## Art Vocabulary Progression

	Drawing	Sculpture	Painting	Vocabulary used in each year group every year:
Year 3	<p><u>Media/ materials</u></p> <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Chalk</li> <li>• Charcoal</li> </ul> <p><u>Concepts/ Elements of art:</u></p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Shape</li> <li>• Line</li> <li>• Texture</li> <li>• Space</li> </ul> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Pencil grade</li> <li>• Mark-making</li> <li>• Composition</li> <li>• Detail</li> <li>• Shadow</li> </ul> <p><u>Style:</u></p> <ul style="list-style-type: none"> <li>• Hyper-realism</li> </ul> <p><u>Paradigm:</u></p> <ul style="list-style-type: none"> <li>• Contemporary</li> </ul>	<p><u>Media/ materials</u></p> <ul style="list-style-type: none"> <li>• Papier mâché</li> <li>• Newspaper</li> <li>• PVA glue</li> <li>• Masking tape</li> <li>• Pipe cleaners</li> </ul> <p><u>Concepts/ Elements of art:</u></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Colour</li> <li>• Form</li> </ul> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Pattern</li> <li>• Three-dimensional</li> <li>• Collage</li> <li>• Construct</li> </ul> <p><u>Style:</u></p> <ul style="list-style-type: none"> <li>• Figurative</li> </ul> <p><u>Paradigm:</u></p> <ul style="list-style-type: none"> <li>• Contemporary</li> </ul>	<p><u>Media/ materials</u></p> <ul style="list-style-type: none"> <li>• Roller and Ink</li> <li>• Paint</li> <li>• Paintbrush</li> <li>• Found objects</li> </ul> <p><u>Concepts/ Elements of art:</u></p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Shape</li> <li>• Texture</li> </ul> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> <li>• Colour palette</li> <li>• Ceramics</li> <li>• Printing</li> <li>• Blocking</li> </ul> <p><u>Style:</u></p> <ul style="list-style-type: none"> <li>• Akae</li> <li>• Kakiemon</li> </ul> <p><u>Paradigm:</u></p> <ul style="list-style-type: none"> <li>• Contemporary</li> </ul>	<ul style="list-style-type: none"> <li>• Elements</li> <li>• Paradigm</li> <li>• Discipline</li> <li>• Style</li> <li>• Artist</li> <li>• Sketchbook</li> <li>• Media</li> <li>• Sculpture</li> <li>• Painting</li> <li>• Drawing</li> </ul>

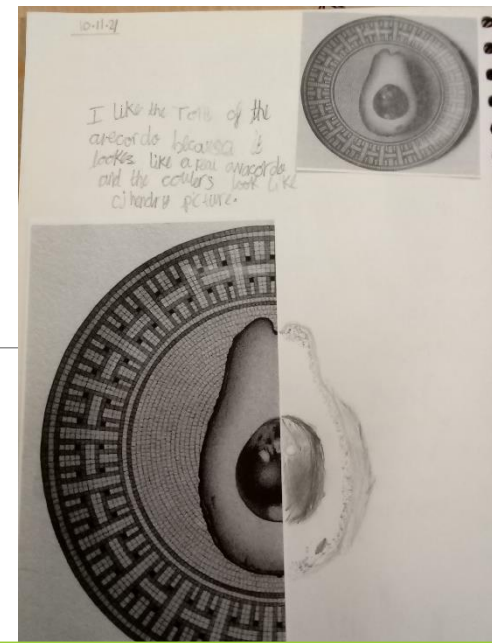
Vocabulary split into sections so that teachers can look back at previous years lessons in that particular discipline and link learning.

# Adaptive teaching:

- Having different types of media out (pencils, pen, chalk, charcoal, paint) to give children more choice and allow them to use what they feel more confident or comfortable with.
- Give artistic decisions to the children and allow them to use their own ideas and interpretations of the art work.
- Making sure that there is open and positive discussion throughout each lesson.

It is important to note that art and other creative lessons are where some SEN/EAL children really shine. It benefits the children to know that there is no *right or wrong* and that they are able to use the skills taught in any way they would like.

The purchasing of adaptive materials.



## Evaluation

- EAL/SEN children can verbalise their evaluations, thoughts and feelings about pieces of art work and key skills. Teachers can then write down these thoughts on a post-it note to stick in children's book.
- Sentence stems are given to the children in each lesson to express their feelings and evaluations and have been provided in the schools sketchbook proforma.