

St John the Baptist

Curriculum Vision

Subject: Art



Vision

Our aim is that children leave our school having respect through studies of art from different cultures, great artists and that of historical significance. We will have inspired our children, giving them the readiness to meet new challenges. Children will have had the opportunity to evaluate their own work and that of others, to enable them to build resilience to achieve their goals.

Context

Exposure to the arts is an important part of developing a rounded curriculum for our children. Children enter school needing to develop their fine and gross motor skills so our curriculum allows this to be developed over time, giving children access to different media and styles of art suitable to their ability. To instil a sense of pride in their local culture, we choose, when appropriate, local artists. Access to galleries is limited due to their location and proximity to school so we bring the experience to the children through taking them to a gallery or bringing the experience to them to celebrate them as artists.

Therefore, in EYFS...

Children will begin to use a variety of drawing tools, using drawings to communicate meaning. They will name primary colours and experiment with mixing. Children will be able to handle and manipulate materials to make simple collages, weaving, rubbings, constructions and models. They will print repeating patterns, irregular painting patterns and simple symmetry using fingers, hands, feet and variety of objects with block colours.

By the end of EYFS children will be able to draw or paint a place and different parts of the human body from observation, imagination or memory with attention to some detail. They will be able to create art in different ways on a theme, to express their ideas and feelings. They will be able to communicate their ideas as they are creating artwork. Children will be confident to share their creations with others, explaining their intentions and the techniques and tools they used. Children will be able to manipulate malleable materials into a variety of shapes and forms using their hands and simple tools. They will be confident to cut, tear, fold and stick a range of papers and fabrics. Children will be able to use primary and other coloured paint and a range of methods of application. They will be able to make simple prints using tools, including print blocks and rollers. They will be confident to use natural materials and loose parts to make 2-D and 3-D art. Discuss similarities and differences in their own and others' work, such as colour, scale, subject matter, composition and type. They will have had exposure to artwork by famous artists and talk about their likes and dislikes.

In KS1...

Each autumn term begins with the colour project Mix It. The teaching of this project enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours. They begin by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. Following this, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

By the end of KS1 children will be able to draw or paint features of landscape and the human form, including face and features, from observation, imagination or memory. They will also be able to draw, paint and sculpt natural forms and be confident to select the best materials and techniques for their work. Children will make simple sketches to explore and develop ideas. They will be confident to analyse and evaluate their own and others' work using artistic vocabulary. Children will be able to make textures, patterns and imprints by pressing objects into a malleable material. They will be able to create a range of textures using the properties of different types of paper. Children will be confident to name primary colours and mix secondary colours. They will use clay or polystyrene, to develop a block print. They will be able to use pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Children will be confident to describe similarities and differences between artwork on a common theme and explain why a painting, piece of artwork, body of work or artist is important.

In LKS2...

Each autumn term begins with the colour project Contrast and Complement. The teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory. Children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles. Children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.

By the end of LKS2 Children will be able to explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. They will have developed techniques taught in KS1 through experimentation to create different types of art. They create a series of sketches over time to develop ideas on a theme or mastery of a technique. Children will be confident to give constructive feedback to others. Children will have worked with clay to create a detailed or experimental 3-D form. They will use a range of stitches to add detail and texture to fabric or mixed-media collages. Children will identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. They will combine a variety of printmaking techniques and materials to create a print on a theme. Children will use pen, ink and charcoal to create a range of effects in drawing. They will be able to choose an interesting or unusual perspective or viewpoint for a landscape. Children will be confident to compare and contrast artwork from different times and cultures and explain the significance of art, architecture or design from history and create work inspired by it.

In UKS2...

Each autumn term begins with the colour project Tints, Tones and Shades. Teaching these projects enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts. Children will develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement. Children are encouraged to work more independently. They will consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art.

By the end of UKS2 children will use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. They will be able to create innovative art that has personal, historic or conceptual meaning. They will review and revisit ideas and sketches to improve and develop ideas. They will gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. Children will be able to adapt and refine artwork in light of constructive feedback and reflection. They will create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Building on prior knowledge, children will be able to combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Children will be able to use line, tone or shape to draw observational detail or perspective and create art inspired by or giving an environmental message. They will draw or paint detailed landscapes that include perspective. Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Children will be confident to explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.

Developing spirituality and British Values

We encourage the children to explore their own spirituality in Art, understanding that their creativity is unique to them as an individual. They gain a sense of enjoyment and fascination in learning about themselves, others and the world around them. Children can experience a sense of peace and comfort their art work. They are taught to embrace mistakes and understand that mistakes are part of the learning process. They give constructive criticism to their peers respectfully through constructive criticism of their own work. They experience awe and wonder at the achievements of great artists, which can help to motivate and stimulate them in their own work. Children develop an understanding of democracy and independence through choosing their own materials, techniques and tools and in collaborative pieces. They learn about different cultures throughout history. Children develop an understanding of individual liberty through self-expression. They learn that art is unique and that opinions are subjective. The Art and Design curriculum promotes respect for and tolerance of different faiths, traditions, families, communities and cultures through the study of art. Children know that the classroom is a safe place for making mistakes and pupils learn to give each other critique with respect.