

### Our Early Years Curriculum Aims:

- For children to sing songs make music and dance and experiment with ways of changing them
- To safely use and explore a variety of materials, tools and techniques, experimenting with colour design texture and form
- For children to use what they have learnt about media and materials in original ways, thinking about uses and purposes
- Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

### Our National Curriculum Aims:

- To produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



## ART 2019-2020

At Cranmere art is an important subject that aims to stimulate creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Art develops spiritual values and contributes a wider understanding of the experience of life. We seek to engage, inspire and challenge pupils equipping them with the knowledge and skills to experiment and create their own works of art using a variety of mediums.



### Extra-curricular activities

We recognise that extra-curricular activities make a vital contribution to children's Enjoyment and Achievement and are keen to provide additional opportunities in art to make it come alive.

These include:

- School visits
- Workshops and talks provided by professionals
- Visits from parents, governors and other contacts with expertise
- After school clubs



### Inclusion

We are committed to ensuring that the full art curriculum is accessible to pupils of both genders and different faiths and abilities, and that special arrangements will be made for children with specific individual needs wherever necessary.

	Autumn Term	Spring Term	Summer Term
Nursery	<p>Beginning to use representation to communicate e.g. drawing a line and saying "That's me". Experiments with blocks, colours and marks Distinguishes between the different marks they make</p> <p>Look at Artist Andy Goldsworthy</p>	<p>Explores colours and how colours can be changed Understands they can use lines to enclose a space, and then begin to use these shapes to represent objects Beginning to be interested in and describe the texture of things Realises tools can be used for a purpose Captures experiences and responses with a range of media, such as music dance paint and other materials or words Gives meaning to marks they make as they draw, write &amp; paint. Look at Artist Andy Goldsworthy</p>	<p>Create simple representations of events, people and objects. Chooses particular colours to use for a purpose</p> <p>Explores what happens when they mix colours Experiments to create different textures.</p> <p>Gives meaning to marks they make as they draw, write &amp; paint.</p> <p>Look at Artist Andy Goldsworthy, produce a large scale artwork project with Reception outside.</p>
Reception	<p>Uses simple tools to effect changes to materials. Shows a preference for a dominant hand. Create simple representations of events, people and objects.</p> <p>Shows a preference for a dominant hand. - Uses simple tools to effect changes to materials. Gives meaning to marks they make as they draw, write &amp; paint.</p> <p>Look at Artist Andy Goldsworthy</p>	<p>Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect Selects appropriate resources &amp; adapts work where necessary. They represent their own ideas, thoughts &amp; feelings through design &amp; technology &amp; art. They safely use &amp; explore a variety of materials, to ols &amp; techniques, experimenting with colour, Design, texture, form &amp; function. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Look at Artist Andy Goldsworthy</p>	<p>They represent their own ideas, thoughts &amp; feelings through role play &amp; stories. They represent their own ideas, thoughts &amp; feelings through music &amp; dance. They represent their own ideas, thoughts &amp; feelings through design &amp; technology &amp; art. Children use what they have learnt about media and materials in original ways, thinking about uses &amp; purposes. They safely use &amp; explore a variety of material tool s &amp; techniques, experimenting with colour, design, texture, form &amp; function.</p> <p>Look at Artist Andy Goldsworthy, produce a large scale artwork project with Reception outside.</p>
Year 1	<p><b><u>Self-portraits (create self-portraits using a range of media) Linked to Van Gough</u></b> Self-portraits- pencils, coloured pencils, paints, chalk, crayons, pastels, colour wheel. To use art work to record their ideas, observations and experiences</p>	<p><b><u>Seasons (Seasons display using natural objects)</u></b> To use art work to record their ideas, observations and experiences To experiment with different materials to design and make products in 2 and 3 dimensions.</p>	<p><b><u>Pointillism, Cubism, colour, shading (Linked to Animal topic) Artist-Pablo Picasso</u></b> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To know the name of tools, techniques and elements that they have used.</p>

	<p>To explain what he/she likes about the work of others.          To cut, glue and trim materials to create images.          To use a range of materials creatively to design and make products          To use a variety of tools including pencils          Explore mark making using a variety of tools</p>	<p>To make structures by joining simple objects together          To cut, glue and trim materials to create images.          To make marks in print using found objects and basic tools.</p> <p><b><u>Observational drawing (linked to transport - train)</u></b>          To use art work to record their ideas, observations and experiences          To experiment with different materials to design and make products in 2 and 3 dimensions.          To make structures by joining simple objects together          To use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.          Explore mark-making using a variety of tools          Explain what he/she likes about the work of others</p>	<p>Learn about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practises and disciplines, and making links to their own work.</p>
<p><b>Year 2</b></p>	<p><b>African art-Look at a range of cultural Artists</b>          I can try our making different tones using pencils, chalk or charcoal.          I can paint things I have seen, remembered or imagined.          I can develop techniques to join fabrics and apply decorations such as running or over stitch.          I can try out different activities and make sensible choices about what to do next.          I can choose the right materials to use for my artwork and use them well.          I can give reasons for my opinions when I look at art/craft or design work          I understand that different artistic works are made by craftspeople from different cultures and times.</p>	<p><b>Artist-Turner-tones and textures</b>          I can try our making different tones using pencils, chalk or charcoal.          I can paint things I have seen, remembered or imagined.          I can experiment with basic tools on rigid and flexible materials.          I can make collages by folding, crumpling and tearing materials.          I can try out different activities and make sensible choices about what to do next.          I can choose the right materials to use for my artwork and use them well.          I can give reasons for my opinions when I look at art/craft or design work          I understand that different artistic works are made by craftspeople from different cultures and times.</p>	<p><b>Printing- Titanic</b>          I can try our making different tones using pencils, chalk or charcoal.          I can paint things I have seen, remembered or imagined.          I can use different techniques like carbon printing, relief, press and fabric printing and rubbings.          I can try out different activities and make sensible choices about what to do next.          I can choose the right materials to use for my artwork and use them well.          I can give reasons for my opinions when I look at art/craft or design work          I understand that different artistic works are made by craftspeople from different cultures and times.</p>
<p><b>Year 3</b></p>	<p><b>Firebird</b>          Understand and identify key aspects such as complementary colours, colour tone, warm and cold colours.</p>	<p><b>Tudors-(Holbein)- Sketching/ printing</b>          Use sketchbooks for recording observations, for experimenting with techniques or planning out ideas.          To learn about great artists (Holbein).          Explore shading, using different media.</p>	<p><b>Plant Art- (Van Gough)</b>          Use sketchbooks for recording observations, for experimenting with techniques or planning out ideas.          Explore shading, using different media.</p>

	<p>He/she is able to create collage using overlapping and layering.</p> <p><b>Cave paintings</b> Use sketchbooks for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Compare and recreate form of natural and manmade objects. To learn about historical art. Explain what he/she likes or dislikes about their work.</p>	<p>Create printing blocks using relief or impressed techniques. Explain what he/she likes or dislikes about their work.</p>	<p>Compare and recreate form of natural and manmade objects. Explain what he/she likes or dislikes about their work. To learn about great artists (Van Gogh). Add detail to work using different types of stitch, including cross stitch.</p>
Year 4	<p><b>Drawing and painting portraits</b> <b>Quentin Blake</b> Start to use preparatory sketches for their artworks. • Use observational sketches of the features of the face, working towards a head and shoulders portrait. Use proportion and placement • Compare sketches with caricatures • Identify and draw the effect of light Use taught technical skills to adapt and improve his/her work. Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</p>	<p><b>Statues from around the world</b> <b>With a focus on the sculptor Antony Gormley</b> Clay relief work - practise skills to create artworks in this form. • Plan and develop work • Discuss own work and that of other artists Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught technical skills to adapt and improve his/her work. Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Draws familiar objects with correct proportions. Plan a sculpture through drawing and other preparatory work.</p>	<p><b>Blitz pictures and Henry Moore</b> Introduce a variety of drawing mediums - pencil, charcoal, chalks. • Make independent choices of what medium they want to use for different drawings. • Understand the effect of light on objects and people from different directions Draws familiar objects with correct proportions. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p>
Year 5	<p><b>Printing</b> To produce creative work, exploring their ideas and recording their experiences To become proficient in drawing, painting, sculpture and other art, craft and design techniques To <b>know</b> about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p><b>Dragon Eyes</b> To evaluate and analyse creative works using the language of art, craft and design 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><b>Artist Study- Georgia O Keeffe</b> To learn about great artists, architects and designers in history. Mix colours to express mood, divide foreground from background or demonstrate tones Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p>

	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Return to work over longer periods of time and use a wider range of materials</p> <p>Experiment with using layers and overlays to create new colours/textures</p> <p><b>Evaluate his/her work against their intended outcome</b></p> <p><b>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</b></p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Develop skills in using clay including slabs, coils and slips</p> <p>Return to work over longer periods of time and use a wider range of materials</p> <p><b>Evaluate his/her work against their intended outcome</b></p>	<p>Experiment with using layers and overlays to create new colours/textures</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p>Evaluate his/her work against their intended outcome</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</p>
Year 6	<p>Carnival masks</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Refine his/her use of learnt techniques</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p>	<p>Ancient Greek vases</p> <p>Refine his/her use of learnt techniques</p> <p>To produce intricate patterns in a malleable media.</p> <p>To use different techniques, colours and textures in my artwork and explain the choices I have made.</p> <p>To create intricate patterns by simplifying and modifying sketchbook designs.</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs</p> <p>Follow a design brief to achieve an effect for a particular function</p>	<p>Art study-display of different artists</p> <p>Rousseau</p> <p>Refine his/her use of learnt techniques</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <ul style="list-style-type: none"> <li>• Explain and justify preferences towards different styles and artists</li> <li>• Begin to develop an awareness of composition, scale and proportion in their work</li> <li>• Use simple perspective in their work using a single focal point and horizon</li> <li>• Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</li> </ul>