

Our Early Years Curriculum Aims:

- To develop children's artistic and cultural awareness and support their imagination and creativity.
- Children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
- To provide quality and variety of what children see, hear and participate in order to develop their understanding, self-expression, vocabulary and ability to communicate through the arts.
- To ensure frequency, repetition and depth of experiences.
- To develop children's appreciation of what they hear, respond to and observe.

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 2021-2022

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.

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment

	Autumn Term	Spring Term	Summer Term
Nursery Art	<p>How can I use different media to make simple representations and patterns?</p> <p>Early Years Curriculum Coverage</p> <ul style="list-style-type: none"> • Start to make marks intentionally • Explore paint using fingers and other parts of their bodies as well as brushes and other tools • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Express ideas and feelings through making marks and sometimes giving meaning to marks <p>Self-portraits: Elmer art: Firework & Christmas art</p> <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • Use pencil to draw ourselves • Use paint to create self-portraits • Experiment to create a variety of patterns • Use paint to represent animals • Experiment with a variety of painting techniques such as bubble painting, marble painting and printing • Create Christmas cards using the 2 Simple program 	<p>How can I use a variety of media to create an effect?</p> <p>Early Years Curriculum Coverage</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Make imaginative small worlds with blocks and construction kits such as a city with different buildings and a park • Draw with increasing complexity and detail such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises <p>Jack Frost art: Matisse & Andy Goldsworthy</p> <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • Experiment with colour mixing • Experiment with a variety of textures • Experiment with a variety of malleable materials such as playdough and clay • Use natural objects to create transient art • Use line and shape to make representations • Experiment with a variety of construction and small-world characters 	<p>How can I use a variety of media and colour to create representations of people and objects?</p> <p>Early Years Curriculum Coverage</p> <ul style="list-style-type: none"> • Explore colour and colour mixing • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Respond to what they have heard, expressing their thoughts and feelings <p>Animal art: Lighthouses: Andy Goldsworthy</p> <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • To use a variety of media such as pastels, chalk, pencil and paint to represent people and objects • To choose colour for a purpose • Experiment with colour mixing • Use a variety of textures to create collage • Use natural objects to create transient art • Use a variety of tools to create an effect

Reception
Art

How can I use different media to make simple representations, pictures, patterns and models?

EYFS Curriculum Coverage

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills
- Self-portraits, collage, Firework & Christmas art

Enhanced and continuous provision will provide opportunities to:

- Mix colours and explore the use of paint and mirrors to create true representations of ourselves, people, objects and experiences..
- Experiment with colour and texture using a range of media and materials.
- Create Christmas cards using collage, paint and mixed media.

- Express ourselves through drawing, painting and modelling based on our own interests.
- Use Collage – to make Paper dolls linked to this half term's key text.

- Self -Selection of materials and media for creating Christmas cards.

How can I use simple tools such as pencils, chalks, pastel crayons and brushes to draw lines and create shapes that look like things from my experience?

EYFS Curriculum Coverage

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

- Create collaboratively, sharing ideas, resources and skills

- **Arctic Animals: Dance -focussing on responses to different climates and their inhabitants:**

Enhanced and continuous provision will provide opportunities to:

- Explore the mixing of different mediums.
- Study of line and texture: Creating Polar bear faces.
- Developing drawing skills - looking closely and drawing appropriate shapes and adding detail and features.
- Responding to experiences through movement to music.

How can I combine media and materials to create something that has a purpose?

EYFS Curriculum Coverage

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Box Modelling : Large and small scale Transient art based on the Artist Andy Goldsworthy:

Enhanced and continuous provision will provide opportunities to:

- Design and create Minibeast habitats.
- Self -Select materials for modelling.
- Create Relief sculptures and natural collage.
- Explore art outdoors through large scale collaborative collage.

- Express ourselves through drawing, painting and modelling based on our own interests.

<p>Year 1 Art</p>	<p>Artist Study: Pablo Picasso Self-portraits</p> <p><u>How can the medium of art be used to explore similarities and differences between facial features?</u></p> <p>National curriculum coverage To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas and experiences. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To evaluate and analyse creative works using the language of art (<i>self-portrait, painting, drawing, pencil, background, realistic, detailed, features, warm/cool colours</i>) To know about great artists (<i>Kahlo, Renoir, Van Gogh</i>) and making links to their own work.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • To know what a self-portrait is • To use artwork to record observations • Use pencil to represent objects in lines • To explain what they like about the works of others • To know about great artists (Kahlo, Van Gogh, Renoir) • To closely observe the shape of their face and facial features <p>Sketching toys <u>How can different tools be used to represent different toys?</u></p> <p>National curriculum coverage To use drawing and painting to develop and share their ideas. To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space. To know about great artists (Paul Cezanne, Maya Kopitseva and Clara Peeters), describing</p>	<p>Seasons (a tree in the four seasons)</p> <p><u>How can the medium of art be used to represent a tree in the four seasons?</u></p> <p>National Curriculum coverage To use drawing and painting and to develop and share their ideas and experiences. To develop a wide range of art and design techniques in using colour, pattern, texture, line and shape.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Cut, glue and trim materials to create images from a variety of media. (Autumn tree collage) • Use artwork to record observations • Explore mark-making using a variety of tools (paint, pencil, pastels) • Use a variety of tools to represent objects in lines • To know the names of tools, techniques and elements that they use • make marks in print using found objects and basic tools and use these to create repeating pattern <p>Train art</p> <p>National Curriculum coverage To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, line and shape.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Use artwork to represent observations • Use a variety of tools (pencil and felt tips) • Know the names of tools, techniques and elements that they use 	<p>Representing animals using pointillism, cubism, pastels and shading</p> <p><u>How can we use different art techniques to represent an animal?</u></p> <p>National Curriculum coverage To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists (Picasso), describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>The sequence of lessons will focus on?</p> <ul style="list-style-type: none"> • Use artwork to record ideas. • Explain what they like about other's work. • Know the names of tools, techniques and elements that they use. • Use a variety of tools (felt tip, paint, pastels, pencil) • To know about great artists (Picasso) <p>Sketching plants <u>How can I use pencil to sketch my observations of plants?</u></p> <p>National Curriculum coverage To use drawing to develop and share their ideas, experiences. To develop a wide range of art and design techniques in using, pattern, texture, line, shape, form and space.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Use artwork to record observations • Use pencil to represent objects in lines • Know the names of tools, techniques and elements that they use.
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	<p>the differences and similarities between different practices, and making links to their own work.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • To know the names of tools, techniques and elements that they use • Use artwork to represent ideas and observations • Explore mark-marking using a variety of different tools (pencil, paint and pastels) • To know what the three primary colours are and how to mix them to create other colours 		
<p>Year 2 Art</p>	<p>Artist Study - William Turner <u>How did William Turner use colour in his paintings?</u> National curriculum coverage Know that different artistic works are made by craftspeople from different cultures and times (William Turner). Experiment with tones using pencils, chalk or charcoal. Give reasons for his/her preferences when looking at art/craft or design work Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • talking about the work of William Turner, sharing their opinions, likes and dislikes about how his work, giving reasons for these. • to develop an understanding of how to create different tones and shades of a colour, using different media (pencils, chalk, watercolours) • to create their own pieces of artwork, combining and using different media. 	<p>African Art - including sewing <u>How is Adinkra cloth made?</u> National curriculum coverage Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings Know that different artistic works are made by craftspeople from different cultures and times. Try out different activities and make sensible choices about what to do next.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • looking at examples of Adinkra cloth, considering the colours used. • how pattern is used to create Adinkra cloth. • developing printing techniques to create patterns. • developing sewing skills to join pieces of material. <p>African Art - Maasai necklaces <u>How are Maasai necklaces made?</u> National curriculum coverage Develop techniques to join fabrics and apply decorations such as a running or over stitch Represent things observed, remembered or imagined using colour/tools in two and three dimensions Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p>	<p>Collage/Sketching <u>How can we add texture to a collage?</u> National curriculum coverage Able to make textured collages from a variety of media and by folding, crumpling, and tearing materials. Try out different activities and make sensible choices about what to do next. Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing different techniques to create texture and shape when using different materials to create a collage. • using different materials to create different textures. • working collaboratively to create a collage using different materials and techniques. <p>Artist Study LS Lowry <u>Can we create a scene by mixing Lowry colours?</u> National curriculum coverage Know that different artistic works are made by craftspeople from different cultures and times. Experiment with tones using pencils, chalk or charcoal. Give reasons for his/her preferences when looking at art/craft or design work</p>

		<p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • looking at different examples of Maasai necklaces, considering the use of colour and materials. • designing their own maasai necklace. • making their own maasai necklace 	<p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • finding out about Lowry and the techniques he used in his work. • creating different colours and tones using different media. • developing techniques to recreate the style of Lowry. • creating their own artwork in the style of Lowry (Scutari hospital scene)
<p>Year 3 Art</p>	<p>Cave paintings – ‘The First Drawing’ by Mordicai Gerstein</p> <p><u>How did Stone Age people create Art work?</u></p> <p>National curriculum coverage Improve mastery of art and design techniques in drawing (using charcoal & chalk) and painting, focussing on lines, colours and shades. To create sketch books to record their observations and use them to review and revisit ideas. Learn about great artists in history. Create sculptures using clay.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Explain what Stone Age artwork tells us about this period in history. • Use different materials to create simple sketches. • Experiment creating different gradients of tone. • Use their Sketchbooks effectively to record observations, experiment and plan their ideas. • Use a range of effects and techniques when working with clay. 	<p>Iron Man Art</p> <p><u>How can we create different colours and textures when collaging?</u></p> <p>National curriculum coverage Improve mastery of art and design techniques in collage focusing on colours and textures.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Learn about great artists in history. • Use sketch books for recording observations. • Develop techniques in using colour and texture. • Create collage using overlapping and layering. <p>Plant Art (Artist study - Vincent Van Gogh)</p> <p><u>How did Vincent Van Gough use tints, shades and tones in his artwork?</u></p> <p>National curriculum coverage Appreciate and learn about the work of Vincent Van Gough. Develop observational skills. Create tints, shades and tones of colours. Create depth in an artwork. Plan and create a piece of artwork.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Appreciate the work of Van Gogh. 	<p>Tudor Portraits/ Printing Tudor Tiles (Artist study: Hans Holbein)</p> <p><u>What techniques did Hans Holbein use when painting portraits?</u></p> <p>National curriculum coverage Learn about great artists in history (Hans Holbein). To improve mastery of art and design techniques in sketching and printing focusing on lines, colours and patterns. (Printing a Tudor tile using impressed or relief techniques).</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Find out about Hans Holbein and the techniques he used. • Explore shading using different media (use lines to create depth. texture, shade and tint). • Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. • Experiment with different materials to create a range of effects. • Discover what coats of arms are and why they were used. • Explore patterns and artists who used patterns. • Create patterns using rotation, symmetry and reflection. • To create patterns using stencils. • To use printing to create a pattern. • To design a pattern for a particular purpose (coat of arms).

		<ul style="list-style-type: none"> • Explore shading using different media (use lines to create depth, texture, shade and tint). • Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. • Use lines to create movement. • Develop sketching and painting techniques. • Use lines and colours to create portraits in the style of Van Gogh. 	<ul style="list-style-type: none"> • Create printing blocks using relief or impressed techniques.
Year 4 Art	<p><u>Why did the Romans like their portraits and sculptures to be realistic?</u></p> <p>National curriculum coverage To produce creative work, exploring their ideas and recording their experiences To become proficient in drawing and sculpture. Evaluate and analyse creative works using the language of art. Understand the historical and cultural development of art forms (3D portraiture); Understand how art reflects history.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Use observational sketches of the features of the face, working towards a head and shoulders portrait. • 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. • Plan a sculpture through drawing and other preparatory work. • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. 	<p><u>How did Henry Moore capture the horror of war for Londoners during the Blitz?</u></p> <p>National curriculum coverage to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art techniques, including drawing, with a range of materials [for example, pencil and charcoal]. To learn about great artists - Henry Moore.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • To introduce a variety of drawing mediums – pencil, charcoal, chalks. • Understand the effect of light on objects and people from different directions. • Draw 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><u>How does Quentin Blake create humour and movement in his illustrations?</u></p> <p>National curriculum coverage To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, for example, pencil, and paint. To learn about great artists, - Quentin Blake</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • 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. • 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. • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.

			<ul style="list-style-type: none"> • Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.
Year 5 Art	<p><u>How can I use different methods to create Egyptian printing?</u></p> <p><u>National Curriculum coverage</u> 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. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas</p> <p><u>Sequence of lessons</u></p> <ul style="list-style-type: none"> • Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • To use Hieroglyphics using the principles of printmaking. • Create intricate printing patterns by simplifying and modifying sketchbook designs • Follow a design brief to achieve an effect for a particular function 	<p><u>How can we use different medias to create Dragon Eyes</u></p> <p><u>National Curriculum coverage</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>Sequence of lessons</u></p> <ul style="list-style-type: none"> • Use line tone and shading to represent things seen, remembered or imagined in three dimensions. • Refine his/her use of learnt techniques • To produce intricate patterns in a malleable media. • To use different techniques, colours and textures in my artwork and explain the choices I have made. • To create intricate patterns by simplifying and modifying sketchbook designs. • Produce intricate patterns and textures in a malleable media • Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • Create intricate printing patterns by simplifying and modifying sketchbook designs • Follow a design brief to achieve an effect for a particular function • Develop skills in using clay including slabs, coils and slips. 	<p><u>Who was Georgia O’keefe Artist Study</u></p> <p><u>National Curriculum coverage</u> Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history</p> <p><u>Sequence of lessons</u></p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and collage. • Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts • Add collage to a painted drawn or painted background using a range of media. • Experiment with layers and overlays to create new colours and textures. • Return to work over longer periods of time and use a wider range of materials

<p>Year 6 Art</p>	<p><u>Art study-display of different artists- Who was Rousseau?</u></p> <p><u>National Curriculum Coverage</u></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 drawing, painting with a range of materials</p> <p>about great artists, architects and designers in history</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> ● Refine his/her use of learnt techniques ● Describe the work and ideas of various artists (Rousseau) using appropriate vocabulary and referring to historical and cultural contexts ● Explain and justify preferences towards different Rousseau and his styles ● Begin to develop an awareness of composition, scale and proportion in their work ● Use simple perspective in their work using a single focal point and horizon ● Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, watercolour bleeds to show clouds 	<p><u>Ancient Greek vases - How can I use a malleable medium to recreate a piece of Greek pottery?</u></p> <p><u>National Curriculum Coverage</u></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 sculpture with a range of materials</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> ● Select ideas based on first hand observations, experience or imagination and develop these through open ended research ● Refine his/her use of learnt techniques ● To produce intricate patterns in a malleable media. ● To create intricate patterns by simplifying and modifying sketchbook designs. ● Create intricate printing patterns by simplifying and modifying sketchbook designs ● Follow a design brief to achieve an effect for a particular function 	<p><u>Who was William Morris and what impact did he have on the world of art and printing?</u></p> <p><u>National Curriculum Coverage</u></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 drawing, painting with a range of materials</p> <p>about great artists, architects and designers in history</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> ● Describe the work and ideas of various artists (William Morris) using appropriate vocabulary and referring to historical and cultural contexts ● Refine his/her use of learnt techniques ● Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices ● Create intricate printing patterns by simplifying and modifying sketchbook designs ● Follow a design brief to achieve an effect for a particular function ● Adapt his/her own final work following feedback or discussion based on their preparatory ideas
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