

Art Curriculum at Launde



Intent



Through art and design we want our children to have their creativity and imagination stimulated. We want to provide visual, tactile and sensory experiences that enable the children to foster an understanding of the world around them and enable them to respond to it. To encourage an environment which enables the children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. We want the children to take ownership of shaping their environments through art and design activities. To have the freedom to learn how to make informed judgements, aesthetic and practical decisions. Whilst exploring ideas and meanings through the work of artists, designers and craftspeople. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. To have an appreciation and enjoyment of the visual arts and how this enriches all our lives. Our curriculum is designed to cover the national curriculum expectations and beyond.

Aims:

- To enable children to record from first-hand experience and imagination, and to select their own ideas to use in their work.
- To develop creativity and imagination through a series of complex activities.
- To improve the children's ability to control materials tools and techniques.
- To increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- To develop increasing confidence in the use of visual and tactile elements and materials.
- To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.



Implementation

Art lessons at Launde follow a structure that allows children to:

- develop their knowledge of important artists
- respond to artwork of others
- be expressive and creative
- build knowledge of technical skills and apply these to create their own work
- reflect constructively on their artwork

Children learn art using the following process:

Interpret and
Analyse

Practise

Create

Evaluate



Interpret and Analyse – Teacher introduces the children to an artist and piece of their artwork. Children are exposed to different cultures and styles of art. Children are also introduced to art within their environment and use this to inspire their own artistic thinking.

Practise – Teacher demonstrates the skill of the artist. A specific skill is focussed on and practised. The children are given opportunities to try this and reflect on the skill. Sketch books are used by the children to plan, practise and develop their ideas and skills. They use this opportunity to explore composition, size and colour and the effects this has.

Create – Children create their own piece of art work inspired by an artist. Learnt skills are applied and children are encouraged to use their own creativity to produce unique artwork.

Evaluate – Children have the opportunity to complete self and peer assessment of their work. Appraisal skills are developed whilst reflecting on the artist and the peer artists.

We use a range of artists and artwork to study from different countries and gender that expose children to a range of styles and techniques.

Impact

When children leave Launde they will have:

- Learned to express their creativity
- Gained knowledge of a diverse range of art
- Developed a variety of technical skills
- Understand how art can improve well-being
- Exhibited their art work to an audience



- Reached age related expectations
- An understanding of a range of artists from different backgrounds and eras.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour and value	Disciplinary Skills	Practise with the use of colour and value using variety of materials including – acrylic, ready mixed paint, water colours, inks, marbling, tempura paint, paint and oil/washing up liquid/soap/salt/corn flour, resist using crayon, oil pastels, gutta and wax, chalks, charcoals, crayons, felt tips and oil pastels. Understand how to use value by making light and dark and tones of colours.						
		Identify colours and use readymade paint. Use variety of tools.	Identify light and dark shades of colours. Name and mix primary colours to create secondary.	Mix colours with black and white Use what they know to name colours e.g.: sunshine yellow Darken colours without adding black	Create tones of reds and greens. Create families of colours – full colour wheel. Identify and create hot and cold colours Experiment with paint and pastels.	Make diverse colours – try to make commercial paint pallet strips Try to create colours from the environment – sky colours/ leaves. - using colours and shapes to make geometric patterns	Use colour to demonstrate atmosphere. Use complementary and contrasting colours	Mix colours to show value – light and to match colours – e.g.: ½ pictures Create contrasting pictures using soft pastels and vibrant colours
	Substantive knowledge	Red, blue and yellow are primary colours. If you mix 2 colours a different colour is created.	Identify that there are different colour shades e.g. dark green, light green Name of colours Red and blue make purple Yellow and blue make green Yellow and red make orange	Describe colours Make as many tints as possible using white poster paint Darken colours using black poster paint to create shades. Collect, sort and match colours to create an image Other ways to darken colours e.g. other dark colours	Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints (white added). Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels.	Different colours can be mixed to match tints, tones and shades in existing works or in the world around them.	Complementary and contrasting colours create atmosphere Different tools create different textures.	Colour and value portray size and space Identify how colour can portray emotion and use this in their own artwork
Art inspiration/end product		Piet Mondrian	Paul Klee	Claude Monet	Self-portraits	Clarice Cliffe	Haunted house silhouettes Darren Mundy	Faces

Mark making – drawing/ line/ pattern / printing	Disciplinary Skills	Use variety of “tools” to create marks and patterns including: paint brushes, fingers, feet, hands, wax crayons, oil pastels, pencils, felt tips, chalks and charcoal, pencil crayons, bottles, sponges, things like straws to blow, splatter, drip and dip, vegetables, wood, string, lino, clay, polystyrene and bubble wrap, sticks and stamps.						
		Children make marks using variety of materials and tools. Children experiment with differing effects created.	Children use tools accurately crayon, chalk, pencil, poster paint. Observe/ copy patterns made in natural and man-made world.	Draw lines from observations. Draw the gaps (draw shapes in between objects). Study and create patterns from natural world eg: leaves. Use correctly sized tool. Print using natural materials and create symmetry. Wax crayon and watercolour resist	Experiment with different grades of pencil, cross hatching, blending Create patterns from world around us. i.e. leaves, string Experiment with Mono printing. Make own polystyrene prints Children choose appropriate tool for job. Mix colours by overlapping printing.	Use marks to make patterns e.g.: dots Scraping of black resist to create picture	Use different media to make marks and lines in dry media – digital mark making, pencil, charcoal, oil pastels Explore colour mixing and blending with coloured pencils	Create texture using marks – skin/fur etc. Resist – use gutter and glass paints Brusho and oil pastels Use oil pastels to create texture for eyes Use different thickness of lines to create flow. Use glue or resin to create value. Children chose own mediums
	Substantive knowledge	A variety of tools make different marks – pencils, paint, sticks, chalk, water. Different tools create different effects when used in sand, liquids, onto the ground	Light and dark lines can be created using crayon, chalk, pencil, poster paint. Different patterns are created using different tools	Objects can be drawn that are further away. Patterns found in the natural world can be recreated Symmetry in art Water resists where wax has been placed on the paper.	Mono printing. Colour mix by overlapping colour prints Polystyrene prints are created using different appropriate tools Patterns are created using different items from the world	How to create black resist Using marks to make patterns e.g. dots	Different media effects make different lines, marks. Using tone to create skin effect on dragon eyes.	Texture for skin/fur is created using different techniques Oil pastel texture for eyes. Glue/resin creates value. Lines and thickness of lines

		using liquids and tools. Sponges, food items, manmade materials and fingers make patterns or pictures.	Repeating patterns (link to maths) Patterns are in the environment. There is a difference between impressed and relief printing. Describe wax crayon resist.		around us such as leaves, string.			create texture and flow
Art inspiration/end product		Harvest	Yayoi Kusuma	Botanical gardens	Andy Warhol	Seurat Elspeth McClean Wax resist- Anglo-Saxon	Portraits- Clarence Holbrook Carter Dragon eyes Mexican owls Reading collage	Animal - sketches and Multi media Orca, tiger
Form	Disciplinary Skills	3d sculpture using plaster of Paris, clay, papier mâché, wire and mod rock, junk, plasticine, play dough, salt dough, natural objects, man-made objects. Includes: models, mobiles, totem poles, figures from pipe cleaners/wire, bowls, pots, masks, 2d pictures made 3d, ornaments, tiles						
		Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials Create junk models		Use tools to shape and make purposeful marks Replicate patterns and create texture Make something that looks like something. Make 2d /3d picture	Observe shape and form to make models. Join using clear techniques – slip in clay Create clay plate (linked to Celts) Use skill of mark making to create pattern. Focus on sculptures that represent a form (body) or object.	Create a pot using clay coils		Shape, form, model and join using malleable and rigid materials 3D papier mâché Designing and creating a simple relief picture with strong and foil. Create a double thumb pot rainforest creature

	Substantive knowledge	Plasticine and play dough can be altered into different shapes Models can be created by attaching objects together.		Different tools shape and make marks 3D and 2D design	Slip in clay Clay models are formed from rolling using tools and hands. Clay plates are created using rolling pin and cutting tool. Making marks personalises an object.	Materials can be changed/moved to make a model. Create a 3D sculpture.		3D models of Emotional facial representations using papier mâché skill Relief pattern Double thumb pot
Art inspiration/end product		Rockets 3D models		Collage -birds Jackson Pollock-tool selection	Antony Gormley Clay plates linked to The Celts	Recreate pot in the style of Clarice Cliffe		3D papier mâché faces Relief picture with string and foil (Christmas theme) Rainforest creature Double thumb pots
Texture	Disciplinary Skills	Understand collage, weaving, using threads/fibres and joining fabrics						
		Handle variety of different textured materials such as wool, thread and fabric. Use ribbons and string to thread and make patterns. Stick things with variety of textures to match colour or shape. Use fabrics for role play	Use paper or material strips to weave using a card loom. Use manmade and natural materials. i.e. grass through twigs, plastic through fence, wool around lolly sticks etc Paint colour strips and paper weave. Different textiles have different	Overlapping and underlaying in collage Running stitch to sew simple shape or letter using large needles. Attach material shapes to fabric e.g.: eye. Learn simple applique Knot, fray, fringe, twist or plait threads/fabrics.	Collage – Overlapping and underlaying with foreground, mid ground and background layering.	Colour weaving – seascapes (tones of blue/grey) Collage used variety of materials	Collage used variety of materials Recreate designs from other times and cultures using a variety of materials. Identify how artists use textiles. Create work using textiles, and various stitching techniques and	Add collage to a printed or painted background.

and value		Children draw signs and symbols and representations of shapes	Observe anatomy and try to be accurate (2 arms, 2 legs etc) Objects observed and drawn to rough size and shape.	Look at how shadows are made and develop skills from y1 focusing on making things look like they are. Observe and draw shapes.	Observe shapes and draw accurately. Develop understanding of positive and negative shapes (outline and inside). Faces and bodies drawn more accurately using shapes. Shading using a variety of pencils.	Introduce scale and proportion. More accurate drawing of people proportions and facial proportions. Shading to create depth to features.	Light from different directions. Begin to use perspective in work using a single focus point and horizon, using the disappearing line in landscapes and buildings.	Develop understanding of light and shadow (lightning or darkening tones or rubbing out) Accurate facial/body features using shapes. Scale drawing, Accurate use of shading to develop depth Creating art collaboratively, 3 x bigger scale, using measuring and times tables knowledge
	Substantive knowledge	Signs and symbols are used that are known by others.	Drawings of people should have 2 arms and 2 legs, a body, a head.	Drawing of objects have shadow	Body proportions Faces have eyes that are half way. Positive and negative shapes.	Facial proportions. Shading creates depth. Different grades of pencil create different tones to drawings	How to use tools to create the effect of light Perspective is created using a foci point.	Light and shadow is created using rubbing out, the gap Scale drawing Perspective Proportion Colour creates different moods Collaborative art – part of a whole, use of grids
Art inspiration/end product		Ted Harrison	Portraits	Portraits	Portraits Antony Gormley	½ pencil shaded faces	Darren Mundy	Birds and dogs Watercolour winter scene