



Art Curriculum



Intent

At Maple Primary School, we value Art as an important part of the children's entitlement to a broad and balanced curriculum. Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



Implementation

The teaching and implementation of the Art curriculum at Maple Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. (See scheme of work for detail)

The national curriculum for art and design aims to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The children are taught Art as part of their termly topic work. Areas covered include sculpture mosaics, printing based on topic work, such as the Tudor houses, nature, Aboriginal art, WW2 propaganda posters, painting, pointillism, Pop Art and the works of the Impressionist artists. The work of famous local, national and international artists are explored to enhance the children's learning. This is further enhanced with whole school 'Art' days, Special Events week, visitors, visits etc. when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Early Years Foundation Stage pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- Use different media and materials to express their own ideas
- Explore colour and use for a particular purpose

- Develop skills to use simple tools and techniques competently and appropriately
- Select appropriate media and techniques and adapt their work where necessary

Children in Foundation Stage are assessed within the Creativity thread of the Early Learning Goals and their progress is tracked termly using the school data system. Age related expectation levels are reported to parents at the end of the Reception year.

Key stage 1 pupils are taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture 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
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 pupils are 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. They are 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 [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Displays around the school and in the classrooms reflect the impact of Art in the curriculum at Maple Primary School.



Impact

Our Art Curriculum equips our children to be risk takers, evaluators and reflective and engaged learners. Our children are able to celebrate multiple perspectives (there are many ways to see and interpret the world) and our curriculum gives children the skills and confidence to make good judgements. They will have knowledge of art and culture, will have developed preferences and made choices which will have a positive life-long impact.



Art

Curriculum Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn All Year Groups : Self Portrait (choice of media)	Colour mixing Pointilism - Seurat Self-portrait Outside art - Forest schools Experiment with different materials to create own pictures Seasonal art Christmas crafts Repeating patterns <u>40-60 months (EMM)</u> -Explores what happens when they mix colours. -Experiments to create different textures. -Uses simple tools and techniques competently and appropriately.	Vincent Van Gogh - Starry Night (fireworks) Self-portrait Seasonal/ Outdoor Art <u>Key Skills</u> applying colour with a range of tools Create patterns Observe patterns observe anatomy (faces, limbs) Extend the variety of drawings tools Extend the variety of drawings tools	Collage - Matisse (Focal artist) The Snail and La Gerbe <u>Key Skills</u> Cut and tear paper and card for collages. Gather and sort materials. Recognise that materials look and feel different, choosing the most suitable material for effect? (focussing on paper) Observational Drawing <u>Key Skills</u> Create different tones using light and dark? Show patterns and texture in drawings? Use a view finder to focus on a specific part of an artefact before drawing it. Plan ideas, using 'annotation'. Evaluate and note	Line shape and form - Kandinsky Chalk, Charcoal and pastels Colour mixing - 'eyes' <u>Key Skills</u> Learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green, brown). Learn to apply paints with control and using correct equipment. Think about the composition of their work. Weaving - linked to story 'one plastic bag' Links to Ancient Greeks <u>Skills</u>	Roman Mosaics <u>Key Skills</u> Pattern: To produce complementary print blocks to create repeating or layered design. Use colour to enhance final designs. 3D Art - Clay (Clarice Cliff plates) <u>Key Skills</u> Form: Explore how to layer materials and to create different effects. Outdoor Art (Nature weaving/ Observational drawings) <u>Key Skills</u> Pattern: Practise weaving techniques. Use a simple colour palette to create different effects.	Georgia O'keefe Observation drawing using viewing frame <u>Key Skills</u> Give opportunities for close observation of subjects. Look at and discuss works of art for inspiration. To be able to demonstrate the illusion of depth using different tones, white and black with charcoal, pastel. The ability to see that an illusion of depth can be created in a drawing by the use of tone and line. To introduce the idea of hatching. To use viewing frames to focus on detail and to have a basic understanding of	Colour, shape line and form, pattern across 3 terms. Artists linked to Britain since 1930. Banksey -large scale work Picasso-clay,paint Lowry- pastels Manga Drawing <u>Key Skills</u> Develop the illusion of depth Use a range of media Explore the use of viewing frames Colour mix with control Develop collage techniques Evaluate own and others' work

		<p><u>ELG</u> (EMM) They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>(BI) They represent their own ideas, thoughts and feelings through art.</p>		<p>how work has changed.</p>	<p>To be able to use simple cross stitch on binca to create a pattern. To weave a simple loom with wool. To know what warp and weft are</p>	<p>Line, Shape and Form: Create a wide range of tones using graded drawing pencils. Know that things further away are lighter and greyer. Explore light and dark through use of charcoal and pastel.</p>	<p>perspective e.g. the relative size of objects in pictures.</p> <p>Georgia O'Keefe and Tudor Rose (link with History)inspired</p> <p><u>Key Skills</u> To use precise skills of cutting, layering etc. to create collages using a range of fabrics and materials. To select and apply collage techniques appropriately to satisfy artistic expression. Create collages using paper, fabrics. Consider ideas of composition, colour, texture and shape.</p> <p>. To start to evaluate their own work and others</p>	
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	<p style="text-align: center;">Spring All Year Groups : My Home (choice of media)</p>	<p>3D models - transport topic</p> <p>Seasonal art</p> <p>Outside art - Forest schools</p> <p><u>40-60 months (EMM)</u></p> <p>-Manipulates materials to achieve a planned effect. -Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately. -Selects appropriate resources and adapts work where necessary. -Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><u>ELG (EMM)</u></p> <p>They safely use and explore a variety of materials, tools and</p>	<p>Illustrating book characters</p> <p>3d air dough animals</p> <p>Silhouette painting African animals</p> <p><u>Key Skills</u> Construct – Use materials to make known objects for a purpose – Pinch and roll coils and slabs using a modelling media.</p>	<p>Painting Watercolour - Turner Seascapes</p> <p><u>Key Skills</u> Create moods in your paintings? Mix paints from primary colours to create all the secondary colours. Show control in the use of colour? Make tints by adding white. Make tones by adding black. Mix and match colours, predicting outcomes. Understand that paint is used in different ways for different effects. Mix and match colours to match those in a given artwork.</p> <p>Charcoal animals</p> <p><u>Key Skills:</u> Create different tones using shading. Show patterns and texture in drawings. Focus on a specific part of an artefact before drawing it.</p>	<p>Making sculptures - linked to St Albans.</p> <p>Pottery - linked to Ancient Greeks</p> <p>SEW Art work</p> <p><u>Key Skills</u> To understand that a sculpture can be created by the removal of material as well as the adding of material.</p>	<p>Art based topic work (Rainforests and link to Class Artist- Henri Rousseau)</p> <p><u>Key Skills</u> Colour: Mix graduations of one colour, e.g. dark green to light green by adding white and yellower greens by adding yellow.</p> <p>Apply paint with increasing control. Choose and use the correct size of brush.</p> <p>Use different types of paint for different effects.</p> <p>SEW Art Work</p>	<p>Mix tones to create foregrounds, backgrounds and mid ground in landscapes and seascapes -link with Geography.</p> <p><u>Key Skills</u> To learn how to apply paint with increasing control. To choose and use the correct size brush. To use different types of paint for different effects. Use knowledge of secondary, complementary, to mix tones used to create foregrounds, backgrounds and mid grounds in landscapes and seascapes. Look at works of art and identify the fore, mid and background colours. Reproduce tones and shades to reproduce the objects in 2D. Look at use of colour in perspective. To use black and white to make different tones of one colour.</p>	<p>Buddhas -clay Window views- scenes Arcimbolo - collage vegetable heads Colour mixing - glass windows Bottle characters</p>
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		<p>techniques, experimenting with colour, design, texture, form and function. (BI) They represent their own ideas, thoughts and feelings through art.</p>		<p>Consider perspective.</p>			<p>To be able to mix 3 different colours to make a colour e.g. green tones . To start to evaluate their own work and others</p>	
<p>Summer All Year Groups : Favourite Animal(choice of media)</p>	<p>Minibeasts - collage - Matisse Minibeast clay models Symmetry - butterflies and outdoor symmetrical pictures Observational drawing Seasonal art Printing using fruits and vegetables Outside art - Forest schools <u>40-60 months (EMM)</u> -Manipulates materials to achieve a planned effect.</p>	<p>DT link- 3d model making of playgrounds <u>Key Skills:</u> <u>Construct</u> – Use materials to make known objects for a purpose – Make simple joins</p>	<p>Printmaking Caribbean prints <u>Key Skills:</u> Choose the appropriate materials on which to print to suit the purpose. Print using a number of colours. Create an accurate print design. Overprint using different colours. Evaluate the effectiveness of printing methods.</p>	<p>Perspective <u>Key Skills:</u> Use viewing frames to focus on detail. Know that things further away in a composition are smaller. Build up paintings using lighter tones first. <u>Key Skills:</u> To look closely during observational drawing. To appreciate that 'tones' can provide depth in drawings. To draw using a range of media. To look closely during observational drawing.</p>	<p>Egyptian Art Egyptian Masks <u>Key Skills</u> Form: Create papier-mâché sculptures. Embellish with paint and paper. Explore how to layer materials and to create different effect. Create tone by layering and cut with more accuracy. Joseph and the Technicoloured Dreamcoat <u>Key Skills</u> Pattern: (Link with D&T skills) Sew a simple product using blanket stitch.</p>	<p>Artists ,architects and designers in history -linked with local <i>History study</i>-Cafe Rouge - Orangery/ Tudor Housing <u>Key Skills</u> Give opportunities for close observation of subjects. Look at and discuss works of art for inspiration. To create wire sculptures and embellish to create different effects To use different materials to create different effects, including the use of fabric. To have increasing control of cutting techniques. Look at</p>	<p>African art - canvas paintings in silhouette Scenery for production Advertising posters</p>	

		<p>-Uses simple tools and techniques competently and appropriately</p> <p>-Uses a variety of drawing tools</p> <p><u>40-60 months (BI)</u></p> <p>-Create simple representations of events, people and objects.</p> <p>- Chooses particular colours to use for a purpose.</p> <p><u>ELG</u> <u>(EMM)</u></p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>(BI)</u></p> <p>They represent their own ideas, thoughts and feelings through art.</p>			<p>Links to stone Age</p>	<p>Measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>a range of sculptures from different countries and cultures</p> <p>. To start to evaluate their own work and others</p> <p>Tudor portraits/ Tudor lettering</p> <p><u>Key Skills</u> Give opportunities for close observation of subjects. Look at and discuss works of art for inspiration. To use a combination of all printing Look at printing in art work. Use as inspiration to make print block (relief). Learn how to use the lino printing tools and design and make a lino print block. Use to create print patterns. Use art work from other times, countries and cultures to inspire the production of relief print block using techniques already learned.</p>	
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							<p>Make repeat and other patterns. Consider colour, composition and pattern.</p> <p>DT structures unit</p> <p>Demonstrate experience in combining techniques to produce an end piece e.g. embroidery over tie dye.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. To start to evaluate their own work and others</p>	
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Art books run through the school

Autumn – Self portrait

Spring – My home

Summer – Favourite animal