

Art and Design at Kirkby Stephen Primary School



Enthuse. Explore. Enrich.



Our vision for Art

Intent

At Kirkby Stephen Primary School it is our belief that all children should access Art to foster a lifelong love and appreciation of the subject. We strive to present a range of experiences, so that the children are immersed in art from different cultures and periods of historical significance. The children will gain confidence in a number of techniques including drawing, painting, 3D art, collage and printing. We want all children to produce creative, imaginative work after being given the opportunity to explore their own and others work including global and local artists, designers and craft makers. The progression of skills, knowledge and appreciation supports children to develop their emotional expression through art to further enhance their personal, social and emotional development.



Implementation

Our curriculum aims to build upon knowledge throughout the school in order to promote progression in all areas of art and design. The sequence in which different techniques are taught is individual to the year group's topic and have strong connections to the classes' overall learning, this can be seen in our curriculum booklets. Children are supported to challenge themselves and create artwork through stages and influence from others. Skills that are learnt within explicit art lessons are also used across other subjects to aid learning.



Impact

Children will be excited and passionate about art, keen to participate and speak enthusiastically about their learning. The children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding. School will celebrate children's achievements in art and it will be shared widely around the school on displays, in turn increasing the children's enthusiasm for the subject. Learning is evidenced in a range of ways, including pupil voice, final pieces and sketchbooks. Teacher judgment is made against the achieved planned outcomes.

Expectations at the end of EYFS

Art can help support achieving several ELG at the end of EYFS.

Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

National Curriculum

KS1 National Curriculum Expectations

Pupils should be 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.

KS2 National Curriculum Expectations

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;
- 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

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

Art in Autumn Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Body	Look At Me Now! <u>Creating Self-portraits</u>	Volcanoes and Romans	World War II	Grand Designs	The Human Machine
<p><u>Focus Artist:</u> Andy Warhol</p> <p>Discuss and look at the work of Andy Warhol's Pop-Art, thinking about which colours communicate different moods.</p> <p><u>Drawing</u> -Draw self portraits putting features in the correct places. -Explore line using a variety of tools including pencils, rubbers, pens and chalk.</p> <p><u>Printing</u> ICT print – Use programmes such as 'Pop Collage' to create repeated pictures and patterns. -Look at ways to make a print with paint.</p> <p><u>3D Art</u> Use clay to make a face/self portrait.</p> <p><u>Key Vocabulary</u> self portrait, line drawing, Pop-Art, repeated pattern, unrealistic, mood, warm colours, cool colours.</p>	<p><u>Focus Artist:</u> Pablo Picasso</p> <p><u>Drawing</u> -To draw objects from observation and use their imagination. -Use different materials to draw with such as: pencils, felt tips, crayons and pastels.</p> <p><u>Painting</u> -Experiment with Picasso's approach. -Make paintings and draw on top to add detail (mixed media). -Mix tints, shades (adding black and white) and secondary colours. -Experiment with different brushes (including brushstrokes) and other painting tools.</p> <p><u>Key Vocabulary</u> Picasso, self-portrait, drawing, pencils, crayons, felt tips, lines, primary colours, secondary colours, tints, shades, brushstrokes</p>	<p>Roman Mosaics</p> <p><u>Collage</u> -Children are able to cut accurately. -Begin to overlap materials to experiment with different final looks. -Experiment using different colours. -Begin to use mosaic and montage.</p> <p><u>Printing</u> -Once design is chosen the children will create a Styrofoam tray print to use as stimulus for their mosaic. -Make and print card blocks in 4 colours -Create texture blocks and print (sponge rollers) Print onto paper.</p> <p><u>Key Vocabulary</u> pattern, colour, shape, Roman, mosaic</p>	<p><u>Focus Artist:</u> Henry Moore - Making People Sculptures</p> <p><u>Drawing</u> -Experiment with showing line, tone and texture with different hardness of pencils. -Use shading to show light and shadow effects. -Begin to show facial expression and body language in drawings.</p> <p><u>3D Art</u> -Research the work of different sculptors. -Make a sculpture from a range of materials combining shapes. -Add materials to the sculpture to create detail.</p> <p><u>Work of other Artists</u> -Use inspiration from famous artists to replicate a piece of work. -Reflect upon their work inspired by a famous notable artist and the development of their art skills -Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p><u>Key Vocabulary</u> line, pattern, form, light, dark, tone, shadow, shape, sculpture, 3D.</p>	<p>One point perspective of cities</p> <p><u>Drawing</u> -One/two point perspective of initials, streets and a city looking up at the stars. -Using a ruler to create a 3D effect and tone to aid this.</p> <p><u>Key Vocabulary</u> straight, broken, point, angular fine, sharp, thick, broad, short, bold, jagged.</p>	<p>In My Head self-portrait sketch/collage</p> <p><u>Exploring and Developing Ideas</u> -Use digital technology as source for ideas. -Use sketchbook to record, experiment with, develop, present and evaluate ideas. -Write a description of the piece for display.</p> <p><u>Drawing</u> -Select from a range of drawing tools (pencil and ink pen) and use with increased control to create a specific effect. -Develop sketching techniques to add effects (shadow, hatching, cross-hatching) and use appropriately in their work.</p> <p><u>Collage</u> Plan and design a collage to express personality and add it to a self-portrait. Use a range of mixed media.</p> <p><u>Work of other Artists</u> Learn about the life and work of Leonardo Da Vinci. Give detailed observations about his Profile of a Man and create a self-portrait in response</p>

Art in Autumn Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our Furry Friends	Construction Fun and Railways	Volcanoes and Romans	World War II	Railway Navvies	Evolution
<p><u>Focus Artist: Paul Klee- Cat</u> Read "The Cat and the Bird" by Géraldine Elschner</p> <p><u>Drawing</u> Experiment with lines and shapes to draw a cat inspired by the work of Paul Klee.</p> <p><u>Paint</u> Choose colours inspired from the story and from the work of Paul Klee</p> <p><u>Collage</u> Gather and sort materials to add to their painting to add depth and texture.</p> <p><u>Key Vocabulary</u> line, surrealism, straight, vertical, horizontal, diagonal, curved, collage, bright.</p>	<p><u>Focus Artist: Steven Wiltshire.</u></p> <p>opportunities through out the half term to draw and paint using different paints and drawing materials.</p>	<p>Art topic continued from the previous half term.</p>	<p>Art topic continued from the previous half term.</p>	<p>Opportunities to study different architects and designers to allow practicing of different drawing techniques including sketching and diagrams.</p>	<p><u>Stone Age cave art</u></p> <p><u>Exploring and Developing Ideas</u> Use sketchbook to record, experiment with, develop, present and evaluate ideas.</p> <p><u>Drawing</u> -Select from a range of charcoal and chalk drawing tools and use with control to create a specific effect, to reproduce Neolithic cave art depictions of animals. -Use techniques such as smudging and blending for effect.</p> <p><u>Work of other Artists</u> -Learn from the works of Banksy and explore his impact. -Understand how art can be used to comment on current issues.</p>

Art in Spring Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Once Upon A Time	Read Around the World	Metals and Magnets	Extinction	Earth and Space	Floodland/ Mountains
<p>Research Portraiture through time, looking at how artists have painted Kings and Queens. Look at the art work used on stamps.</p> <p><u>Drawing</u> Design and draw own pictures of castles, monarchs, favourite story characters.</p> <p><u>Painting</u> With support, mix different primary and secondary colours and develop a vocabulary to describe these colours.</p> <p><u>Collage</u> Cut, tear and layer different materials to create texture and depth.</p> <p>Use all of the above techniques to create our own final piece "Portrait of a Monarch".</p> <p><u>Key Vocabulary</u> design, secondary colours, tints, warm colours, cool colours, cut, arrange, design.</p>	<p><u>Focus artist</u> : Turner</p> <p>Creating tie dye and then a drawing in response to The Great Fire of London</p> <p><u>Textiles</u> -Use a dyeing technique to alter textiles, colours and patterns. -Colour fabric using natural dyes such as beetroot, berries etc. -Join fabric using glue.</p> <p><u>Drawing</u> -Draw with wax crayon using different pressures. -Draw with charcoal and pastel, blending and smudging.</p> <p><u>Key Vocabulary</u> tints, shades, shapes, dye, textiles, fabric, decorative, blending, smudging, pastel.</p>	<p><u>Scrap Metal Sculptures</u></p> <p><u>Large Scale Group Sculpture</u></p> <p>Children to be inspired by The Iron Man and a range of metal sculptures to create and influence their own.</p> <p><u>3D Art</u></p> <ul style="list-style-type: none"> - Use a range of artists and crafter as inspiration. - Join, bend, tie and glue materials together. <p><u>Key Vocabulary</u> Large scale, collaborative, malleable.</p>	<p><u>Animal Printing</u></p> <p><u>Exploring and Developing Ideas</u> -Use sketchbooks to record ideas. -Explore ideas from firsthand observations. -Adapt and refine ideas.</p> <p><u>Printing</u> -Can print using 4 colours. -Can create accurate print designs. -Can print onto different materials. -Use more than one colour to layer in a print. -Can replicate patterns from observations and make repeated patterns with precision. -Can make printing blocks.</p> <p><u>Key Vocabulary</u> line, pattern, texture, colour, shape, block printing, ink, repeat, nature, relief.</p>	<p><u>Focus Artist:</u> Jackson Pollock</p> <p><u>Painting</u> -Using acrylic paints, use a layering technique of a skyline at night including stars and galaxies.</p> <p><u>Work of Famous Artist</u> Jackson Pollock, how his abstract paintings can hold lots of meaning when meaning isn't obvious.</p> <p><u>Key Vocabulary</u> primary, secondary, complimentary, intricate</p>	<p><u>Focus Artist:</u> Hokusai</p> <p><u>Tsunami impasto painting/ collage</u></p> <p><u>Exploring and Developing Ideas</u> Use sketchbook to record, experiment with, develop, present and evaluate ideas. Use sketchbook to develop impasto technique to use in their work. Write a description of the piece for display.</p> <p><u>Painting</u> Experiment with building up layers, colours and textures: add texture to acrylic paint by adding PVA, sawdust, sand etc to create impasto effect; explore a variety of different brushes to create an effect of movement; create a colour palette, demonstrating mixing techniques.</p> <p><u>Collage</u> Experiment with mixing textures and arranging materials with purpose to create effect of a surging wave. Add collage to a painted background. Create and arrange accurate patterns. Justify the materials they have chosen.</p> <p><u>Work of other Artists</u> Learn about Hokusai and comment on his Great Wave, observing how the artist has created a sense of movement.</p>

Art in Spring Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pirates Life For Me</p> <p><u>Drawing</u> As a group, contribute to a large drawing to show the life of a pirate including landscapes, boats, pirates and flags.</p> <p><u>Painting</u> Experiment with different applicators to create different textures such as waves, wood and skin. The children will mix colours such as brown and skin tones.</p> <p><u>Key Vocabulary</u> sweep, landscape, group art, dab, materials, textures, model, 3D.</p>	<p>Animals around the world</p> <p><u>Focus Artists:</u> Jill Townsley and Michelle Reader</p> <p><u>Design and sculpt an animal</u></p> <p><u>3D Art</u> -Talk about sculpture, what it is made of, what it is for etc. -Use a variety of natural materials to create an animal -Use a variety of techniques, e.g. weaving, gluing, tying.</p> <p><u>Key Vocabulary</u> sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Light</p> <p><u>Focus Artists: Impressionism Artwork.</u></p> <p><u>Exploring and Developing Ideas</u> -Continue exploring variety of different brushes and use the language of colour accurately when mixing, e.g. shade, primary and tint. -Begin to experiment with colour for effect and mood. -Continue to study the works of famous artists. -Opportunity to offer opinion and to compare and contrast artists. -Exposure to a range of different artists through history, studying their techniques and processes.</p> <p><u>Drawing</u> Use different pressures to create hard and soft lines.</p> <p><u>Painting</u> -Select an appropriate brush type, size and style depending on the task. -Mix colours with accuracy. -Know where the colours are on the colour wheel (primary and secondary). -Create a background using a wash. -Explore links between colours and feelings creating a discussion.</p> <p><u>Key Vocabulary</u> abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, watery, intense, strong, opaque, translucent, wash, tint, background</p>	<p>Extinction</p> <p>Children continue the focus on animal print including creating a textile piece with their print.</p>	<p>Ancient Greeks</p> <p><u>Athenian pottery inspired artwork</u></p> <p><u>Drawing</u> - Using observational skills to study Greek pottery depicting different Greek events. - Taking influence from the greek pottery to create their own vase design.</p> <p>Use wax crayons to create the pattern and wash with watercolours.</p>	<p>Floodland/ Mountains</p> <p><u>Watercolour painting: Nine Standards Rigg</u></p> <p><u>Exploring and Developing Ideas</u> -Use sketchbook to record, experiment with, develop, present and evaluate ideas. -Use sketchbook to show research on Paul Cézanne and how this impacts on their own work.</p> <p><u>Drawing</u> -Select appropriate pencil hardness for sketching. -Use sketching techniques to add effects (perspective, shadow, hatching, crosshatching).</p> <p><u>Painting</u> -Use inspiration from natural and non-natural works to create a colour palette. -Use colour to express a mood and use the language of colour accurately.</p> <p><u>Work of other Artists</u> -Learn about Paul Cézanne in the context of the Impressionist movement. -Study his various depictions of Mont Sainte-Victoire, focussing on his use of colour and tone to express different moods.</p>

Art in Summer Term (1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Green Fingred Fun</p> <p><u>Focus Artists:</u> William Morris, Monet</p> <p><u>Drawing</u> Draw their own flower design in the style of William Morris. Whole class Monet Display.</p> <p><u>Textiles</u> Use fabric paints and crayons to add detail using paint and printing techniques.</p> <p><u>Printing</u> Use their designs to create a repeated pattern and print onto textiles. Different techniques will be used including rolling, pressing and stamping.</p> <p><u>3D Art</u> Use wire and tissue to sculpt a flower.</p> <p><u>Key Vocabulary</u> line drawing, size, line, textiles, fabric, decoration, apply, colour, block, objects.</p>	<p>How Does My Garden Grow?/ It's a bug's life</p> <p><u>Focus Artist:</u> Andy Goldsworthy</p> <p><u>Create artwork in the natural environment. Closely observe a plant to draw and then print</u></p> <p><u>Drawing</u> -Draw objects from observation, memory and imagination. -Make drawings that focus on pattern or texture. -Make drawings that show how something changes over time.</p> <p><u>Printing</u> -Begin to create screen prints. -Continue to develop mono printing by mixing colours. -Create prints by pressing, rolling, rubbing and stamping.</p> <p><u>Key Vocabulary</u> colour, shape, printing, printmaking, woodcut, relief printing, objects, detail, line drawing, sculpture, model, sculptor.</p>	<p>Food and Farming</p> <p><u>Focus Artists</u> Beatrix Potter – plants, animals, landscapes. William Wordsworth (poems as stimuli for art – daffodils)</p> <p><u>3D Art</u> -Experiment with joining and construction. -Begin to understand more about decorating sculptures and adding expression through texture. -Use a variety of tools to support the learning of techniques and to add detail. -Opportunity to offer opinion and to compare and contrast artists. -3D farm animal sculpture from clay. -Look at the changes in clay as it dries and is fired. -Look at the work of other artists to generate ideas.</p> <p><u>Key Vocabulary</u> detail, decoration, natural, form, two-dimensional, three-dimensional, clay, pinch, squeeze, manipulate, create</p>	<p>Vikings and Anglo-Saxons</p> <p><u>Dragon Eyes</u> Inspired by the book How to Train your Dragon</p>	<p>The Amazon Rainforest</p> <p><u>Rainforest artwork- Large Scale</u></p> <p><u>Collage</u> -Using ripping from magazines, newspapers and posters, can we create a rainforest scene, trying to represent layers of the rainforest.</p> <p><u>Painting</u> -Using a contrast of 'What a Rainforest should look like' and 'What a rainforest actually looks like'. -Dividing pieces of rainforest into sections, some of each type. -How can colour and detail add to the negativity of deforestation parts.</p> <p><u>Work of a Famous Artist</u> Hannah Hoch and Kurt Schwitters, two famous textile artists who use ripping's from magazines and newspapers.</p>	<p>India/ Ghana</p> <p><u>Focus Artist:</u> David Oliveira</p> <p><u>Wire sculpture</u> <u>Exploring and Developing Ideas -</u> Use sketchbook to record, experiment with, develop, present and evaluate ideas. Use sketchbook to show research on and how to use abstraction in their own work.</p> <p><u>Drawing</u> Use drawing as a starting point that may be taken forward into the sculpture. Begin with a one-line drawing and use this to influence using one piece of wire to create a bike. Write a description of the piece for display.</p> <p><u>3D Art</u> Plan and design a bicycle sculpture. Experiment with cutting, joining and shaping wire to create a 3D sculpture.</p> <p><u>Work of other Artists</u> Learn about and be inspired by David Oliveira.</p>

Art in Summer Term (2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Green Fingered Fun/ Creepy Crawlies	How Does My Garden Grow?/ It's a bug's life	Food and Farming	The Eden Valley	Ancient Egypt	India/ Ghana
<p><u>Drawing</u> Add to their textile work from the previous half term and draw pictures of bugs and other animals to help them design applique.</p> <p><u>Textiles</u> Adding to their previous work, make simple applique to add detail using a simple stitch and glue.</p> <p><u>Key Vocabulary</u> line drawing, size, line, placement, over, under, decoration, apply, set</p>	<p><u>Focus Artist: Jackson Pollock</u></p> <p><u>Closely observe a mini-beast and create abstract art Focus</u></p> <p><u>Drawing</u> -Use dots and lines to demonstrate pattern and texture. -Draw with wax crayon using different pressures. -Draw with charcoal and pastel, blending and smudging. -Use a ball point pen to make fine marks.</p> <p><u>Painting</u> -Experiment with different brushes (including brushstrokes) and other painting tools. -Make paintings and draw on top to add detail (mixed media). -Mix tints, shades (adding black and white) and secondary colours.</p> <p><u>Key Vocabulary</u> tints, shades, warm, cold, sweep, dab, bold, acrylic paint, detail, size, shape.</p>	<p><u>Exploration</u></p> <p>Children to be given opportunities to explore and build their confidence and experiences with different mediums including the opportunity to work outside.</p>	<p><u>Local Artist Focus: John Alexander</u></p> <p><u>Landscape Painting</u></p> <p>Exploring and Developing Ideas -Use sketchbooks to record ideas. -Adapt and refine ideas. -Explore ideas from first hand observations.</p> <p><u>Drawing</u> -Use mirrors, viewfinders, magnifying glasses etc to aid observation. -Show reflections.</p> <p><u>Painting</u> -Mix different thicknesses of paint. -Use varied brush techniques to create shapes, textures, patterns and lines. -Create different textures and effects with paint.</p> <p><u>Work of other Artists</u> Frank Auerbach, Michael Brennand-Wood, Gunta Stolzl -Express an opinion on the work of famous, notable artists and refer to techniques and effect.</p> <p><u>Key Vocabulary</u> colour, foreground, background, middle ground, warm, blend, thread, needle, textiles, texture, pattern.</p>	<p><u>3D Art</u> -Studying Egyptian sculptures to create a burial mask / cartouche. -Papier mache and clay used to create shapes.</p> <p><u>Planning</u> Investigating styles and traditions. Planning artwork through drawing designs in sketchbooks.</p> <p><u>Key Vocabulary</u> frame, structure, integrity, size, mass, dense, bulky, rigid</p>	<p><u>Printed T-shirt</u></p> <p><u>Exploring and Developing Ideas</u> -Use sketchbook to record, experiment with, develop, present and evaluate ideas. -Exploring history and style of Indian art with a focus on repeating patterns. -Learn about Mandalas, Mehndi, Rangoli. -Organise work in terms of pattern, repetition, symmetry.</p> <p><u>Printing</u> -Design and create an accurate repeating print pattern for a Tshirt. -Create printing blocks using block and relief techniques (including cut potato, polystyrene, block and string). -Over print to create different patterns. -Textiles Experiment with a range of media to create layering, texture, effect and colour: sew sequins, beads, buttons on to printed T-shirt design.</p> <p><u>Work of other Artists</u> Study the life and work of the Singh twins. Explore how both British pop culture and traditional Indian pattern is incorporated into their work.</p>

Art - SEND

All children are given the opportunity to access Art through a number of strategies and resources.

Pre-learning

Visual aids

Teacher support

Scaffolded worksheets