

Summerfields Primary School

Our Ultimate End Goal:

By the end of their time Summerfields Primary School, our Year 6 artists and designers will engage confidently in the production of creative work. They will have explored a wide variety of art, craft and design techniques and they will have had opportunities to develop their skills and master a range of materials and processes. They will understand the importance of experimenting and feel confident to take risks and make mistakes, secure in the understanding that, when making art, the process is more important than the final product. They will feel confident in expressing their individuality through art and understand that creativity will look different in each person. They will be familiar with the work of some influential artists and designers.

Curriculum Coverage (NC)						
What are the most basic requirements from the National Curriculum?						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Physical Development: Fine Motor Skills</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Use a range of small tools including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing <p><u>Expressive Art & Design: Creating with Materials</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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 	<p><u>Key stage 1</u> Pupils should be taught:</p> <ul style="list-style-type: none"> 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. 	<p><u>Key stage 2</u> Pupils should be taught:</p> <ul style="list-style-type: none"> 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 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. 				

Procedural Knowledge – What skills do we want our pupils to have to support drawing and sketching which underpins other artwork?

How will these skills build on what went before and help prepare our children for what is coming next?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media. Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an</p>	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Continue to explore the work of a range of artists, craft</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further.</p>

	<p>expanding range of patterns and textures.</p> <p>Explore 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.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used</p>	<p>Explore 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.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>	<p>pencil and other implements to achieve variations in tone.</p> <p>Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>	<p>their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and</p>	<p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>
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					designers in history.	
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Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

PAINTING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore using paint in a range of ways using different tools in response to their interests. Possible artist's include: Kandinsky, Monet, Eric Carle,</p>	<p><u>Seasonal Paintings (links to geography)</u> Children will paint a series of pictures to represent the seasons</p> <p>Know how to use poster or block paint</p> <p>Know how to hold a paint brush</p> <p>Knowing how to clean a brush using water</p> <p>Knowing that as well as using different size brushes, a brush can be used to make thick or thin brush strokes depending on pressure applied</p> <p>Knowing that colour can replicate a feeling eg. blue → cold, yellow → warm</p> <p>Knowing that if you mix two colours you</p>	<p><u>Buildings Silhouettes (links to history)</u> Children will paint a representation of the great fire of London</p> <p>Use poster or block paint confidently</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues</p> <p>Knowing mixing two specific colours will give you another colour eg. red + yellow = orange</p> <p>Painting on a large scale to fill a whole</p>	<p><u>Stone Age (links to history and science - rocks & soils)</u> Children will paint using alternative tools and materials. For example, including hands, twigs, mud, ground chalk, charcoal</p> <p>Children will look at cave art and annotate/discuss what they can see and how they think the painting were made before making</p> <p>Understand that we can create imagery using natural pigments</p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the</p>	<p><u>Georgia O’Keeffe Flower paintings (links to science)</u> Children will sketch and paint flowers from observations and from looking at Georgia O’Keeffe’s work.</p> <p>Children will look at O’Keeffe’s work annotate/discuss what they observe</p> <p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements.</p> <p>Children will experiment with using different mediums such as pencil, oil pastels and watercolours</p> <p>Understand watercolour is a media which uses water and pigment.</p>	<p><u>David Hockney Abstract Landscapes (links to geography - rivers)</u> Children will look at Hockney’s landscapes and annotate/discuss what they observe prior to exploring their own ideas based on observations</p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how</p>	<p><u>Figurative Art (links to history)</u> Children will paint their own figurative Mayan art pictures</p> <p>Children look at the human form and different representations of the human body e.g. Frida Kahlo Paul Klee figures, Keith Haring and the Mayans</p> <p>Knowing how to draw the proportions of the human body in different</p> <p>Before painting children will look at Mayan figurative work and annotate/discuss what observe – colour, tone, form</p> <p>Explore how we can use layers (physical or digital) to explore and build images</p>

	will get a different colour	<p>sheet of paper</p> <p>Revisit the knowledge that, as well as using different size brushes, a brush can be used to make thick or thin brush strokes depending on pressure applied</p> <p>Understanding how to layer paint and knowing that the first layer will need to dry</p> <p>Possible extension – invert the perspective</p>	<p>environment the materials were found in.</p> <p>Explore using different implements to apply paint</p> <p>Paint at different scales</p>	<p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Knowing that adding more or less water can change the value of the watercolour</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions.</p> <p>Revisiting that, as well as using different size brushes, how a brush can be used to make thick or thin brush strokes depending on pressure applied</p> <p>Understanding how to layer paint and knowing that the first layer will need to dry</p>	<p>the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy</p> <p>Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink.</p> <p>Understand that primary colours can be mixed together to make secondary and tertiary colours of different hues</p>	<p>Children will experiment and plan their own paintings using all the knowledge they have learned previously</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore</p>
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3D SCULPTURE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p><u>Andy Goldsworthy</u> <u>Transient Art</u> Create a sculpture using two or more natural objects Understand that sculpture is the name sometimes given for artwork which exists in three dimensions</p> <p>Understand the meaning of “Design through Making”</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief</p>	<p><u>Eddie Martinez</u> <u>3D Junk Modelling</u> Use found materials to create an abstract sculpture Understand when we make sculpture by adding materials it is called Construction</p> <p>construct with a variety of materials to create a sculpture considering shape, form, colour, and perspective.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape form, texture, colour and structure</p>	<p><u>Shaun Tan</u> <u>Clay Sculpture</u> Use stories to inspire clay models To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</p> <p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p>Use air dry clay to</p>	<p><u>Roman Mosaics</u> Construct a plinth and join tiles to make a mosaic which represents an idea of our own Understand that a plinth is a device for establishing the importance or context of a sculptural object</p> <p>Design a simple pattern or picture and translate it in to pixel art</p> <p>Roll and make tiles</p> <p>Understand how to join the tiles to the plinth using slip</p>	<p><u>Alberto Giacometti</u> <u>Sculpture</u> Children look at figurative sculptures and create their own work choosing which material to work in Understand that a plinth is a device for establishing the importance or context of a sculptural object</p> <p>Understand that different materials can be used to create an artistic effect</p> <p>Consider the proportions of the body and the range of movement it is capable of</p> <p>Build an armature to support the sculpture</p> <p>Understand how to strengthen the sculpture using a range of materials</p>	<p><u>Coil pot building</u> Design and construct a coiled pot using design ideas from the Ancient Greeks Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p>Design and build pots using the coil technique: create a slab base create coils score and slip to join the coils to the base blend the first coil to the base to secure it score and slip subsequent coils possibly smooth the inside or outside of the pot decorate the pot</p>
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			<p>model characters inspired by literature. Consider form, texture, character, structure.</p> <p>Understand how to join clay using score and slip techniques</p>			
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MIXED MEDIA - PRINTING AND COLLAGE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Simple Printing Understand prints are made by transferring an image from one surface to another.</p> <p>Know how to use hands and feet to make simple prints, using primary colours.</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</p>	<p>Yayoi Kusama Considering the work of the above artist, children will respond and make their own artwork combining printing and collage</p> <p>Understand prints are made by transferring an image from one surface to another.</p> <p>Understand collage is the art of using elements of paper to make images.</p> <p>Understand we can create our own papers with which to collage</p> <p>Explore concepts like “repeat” “pattern” “sequencing” using a</p>	<p>Rousseau Links to Biomes Collage/Printing Using the artists jungle pictures as a starting point, children will create monoprints using gel plates and layer images of plants</p> <p>Use mono print and collage to make a creative response to an original artwork. Consider use of layers to develop meaning.</p>	<p>William Morris Children look at the flora and fauna designs of William Morris before designing their own, transferring their design on to foam board and printing on to fabric.</p> <p>Understand how to transfer a design to a foam block to create a printing block</p> <p>Use pattern, design and colour to print on fabric – considering the effect of their design choices</p>	<p>Joseph Cornell – Mixed media (Linked to geography) Children create mixed media artwork using print and collage to create a work with 3D elements</p> <p>Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork</p>	<p>Escher – mixed media Children create artwork in response to Escher’s work: this could include drawn tessellation, digital printing, printing, photography Children may choose to use a 3D element</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist</p> <p>Use a range of printing and collage techniques to create their own artwork</p>

		<p>range of circular items to print with</p> <p>Collage with painted papers exploring colour, shape and composition</p> <p>Understand how to adhere one surface to another</p>				
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PURPOSE/VISUAL LITERACY/ARTICULATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children may reflect and share verbally about their work or that of others</p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work range of artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of a artists and makers who take inspiration from literature and nature</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of</p>	<p>Look at the work of artists from different genres. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of</p>	<p>Look at the work of artists from different genres.</p> <p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	<p>Look at the work of artists from different genres.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>

	<p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Some children may feel able to share their response about classmates work.</p>	<p>our thoughts and the things we make. That we may share similarities. Understand all responses are valid Reflect upon the artists’ work, and share your response verbally (“I liked...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective</p>	<p>our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>	<p>our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p> <p>response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of</p>	<p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by</p>
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			Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.	Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.	the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?	making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective
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What key vocabulary will our (designers/sportsmen/ need? <i>Vocabulary is important because it embodies and communicates concepts.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The names of individual colours and shapes.	illustration illustrator artist sculpture print construction portrait self portrait	primary colour secondary colour sculpture artist designer collage pattern repeat shape form structure composition layers background portrait self portrait	shade tint tone secondary colour foreground middle ground background pigment complementary perspective palette monoprint collage portrait self portrait	still-life impressionism complementary watercolour perspective proportion palette value tone hue portrait self portrait	illustration illustrator artist designer primary colour sculpture shade, tint , tone secondary colour still-life tertiary colour landscape foreground middle ground background impressionism perspective mixed media portrait self portrait	illustration illustrator artist designer sculpture shade tint tone secondary colour still-life tertiary colour landscape foreground middle ground background impressionism complementary abstract figurative modern portrait self portrait

What experience do we want our students to have had?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout their time at Summerfields, children will have had the opportunity to work artistically in a range of mediums to develop their creative skills. They will have encountered a range of artists from different historical eras and different genres. All children will have the opportunity to work with a professional artist or to visit an art gallery.						