



## Art Curriculum

<b>Curriculum Intent</b>	<p><u>Intent:</u></p> <p>Our Art curriculum at Field not only aims to meet statutory requirements but also proposes to engage, inspire and challenge all pupils. Our sequence of teaching allows children to experience a broad and balanced programme of study, which gives them the opportunity to encompass the arts and gain an insight into specific artists and the discipline that they represent.</p> <p>Our intention is also to promote progression of knowledge and skills in each year by revisiting, evaluating, repeating and building on previously taught skills, without limiting exploration, creativity and freedom of imagination.</p> <p>Our children will be given opportunities to work with a range of media, such as clay and textiles, which will enable them to create visual and tactile work.</p> <p>Additionally, children will use a variety of tools and gain an understanding of technical terminology and the effect each has on their piece of work.</p> <p>Furthermore, children will be encouraged to develop their observational skills in each year group and implement these in their own drawings, as well as appreciating the works of established artists from a range of cultures, time periods and genders. Children can express their feelings and opinions freely through the ‘take one picture’ programme run by the National Gallery and through our half termly Cultural Development assemblies linked to our school’s community.</p> <p><u>Equal Opportunities</u></p> <p>All children regardless of age, gender, disability, race or religion should have access to high quality Art provision.</p>			
	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Elements</b>	<p><b>Observational drawing- chosen item to reflect themselves</b></p> <p><b>Jackson Pollock inspired abstract piece</b></p> <p><b>Samira Mian inspired Islamic Art</b></p> <p><b>Clay Greek vases</b></p>	<p><b>Observational drawing- chosen item to reflect themselves</b></p> <p><b>Monet inspired collage piece</b></p> <p><b>Banksy inspired perspectives</b></p>	<p><b>Observational drawing- chosen item to reflect themselves</b></p> <p><b>Gaudi/Beatriz Milhazes inspired piece matching colour palettes</b></p> <p><b>Amazonian tribal clay masks</b></p>	<p><b>Observational drawing- eye</b></p> <p><b>William Morris/Georgia O’Keeffe inspired printing design – fabric</b></p> <p><b>Stephen Wiltshire inspired landscape/perspective</b></p>



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<p><b>Drawing</b></p>	<ul style="list-style-type: none"> <li>To experiment with mark making and line using pencil (contour lines, smudging, pressure, length and shape)</li> <li>To explore tone using different pencils</li> <li>To show an awareness of space when drawing (fore/middle/back ground, negative space)</li> </ul>	<ul style="list-style-type: none"> <li>To use shading and tone with pencil, charcoal and chalk to create form and show light and shadow effects (hatching, cross-hatching, contour hatching, stippling)</li> <li>To create a simple perspective drawing (Banksy)</li> </ul>	<ul style="list-style-type: none"> <li>To use tone and shade with colour pencils and pastels</li> <li>To use appropriate and varied colour to achieve a desired effect</li> <li>To create a detailed pencil drawing using line, tone and shade</li> </ul>	<ul style="list-style-type: none"> <li>To choose appropriate tools and media to produce line, tone and shade to represent things seen, remembered or imagined (eye)</li> <li>To use perspective to draw landscapes</li> </ul>
<p><b>Painting</b></p>	<ul style="list-style-type: none"> <li>To use varied brush techniques to create shapes, patterns and lines using acrylic paint</li> <li>To mix colours effectively using the correct language (primary and secondary) using acrylic paint</li> <li>To use colour and mark making to express mood/emotion</li> </ul>	<ul style="list-style-type: none"> <li>To create different textures and effects with paint (glue, sand, sawdust)</li> <li>To mix colours effectively using shades and tints</li> </ul>	<ul style="list-style-type: none"> <li>To match an artist's palette using careful colour mixing (Pupil choice Gaudi or Milhazes)</li> <li>To explore a range of paints to create a visually interesting piece using powder paints and water colours</li> </ul>	<ul style="list-style-type: none"> <li>To use and select paints effectively to represent things seen, remembered or imagined</li> </ul>
<p><b>Clay/ 3D Modelling/ Sculpture</b></p>	<ul style="list-style-type: none"> <li>To create a thumb or coil pot from clay</li> <li>To practise joining techniques using clay</li> <li>To make basic patterns using a single tool</li> <li>To use a glaze and kiln</li> </ul>		<ul style="list-style-type: none"> <li>To cut, make and combine shapes to create recognisable forms</li> <li>To develop joining and cutting techniques</li> <li>To use tools to carve, add shape, add texture and pattern to a sculpture</li> <li>To paint and use either a PVA wash or clear varnish for a finish</li> </ul>	



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<b>Textiles/ Collage/ Printing</b>		<ul style="list-style-type: none"> <li>• To plan and design a collage</li> <li>• To develop skills of overlapping, overlaying and tessellating</li> <li>• To select colours and materials to create effect within a collage, giving reasons for choices</li> </ul>		<ul style="list-style-type: none"> <li>• To create and arrange accurate patterns</li> <li>• To design prints for fabrics</li> <li>• To develop techniques in printing</li> <li>• To use more than one colour when printing designs (practise)</li> </ul>
<b>Evaluate artists/ architects and designers and analyse their creative works</b>	<ul style="list-style-type: none"> <li>• To create a simple biography/fact file of an artist</li> <li>• To understand the historical and cultural development of their art form</li> <li>• To use works from famous artists to inspire a piece of work</li> <li>• To express an opinion on the work of famous, notable artists</li> </ul>	<ul style="list-style-type: none"> <li>• To create a simple biography/fact file of an artist</li> <li>• To understand the historical and cultural development of their art form</li> <li>• To use works from famous artists to inspire a piece of work</li> <li>• To express an opinion on the work of famous, notable artists and refer to techniques and effect</li> </ul>	<ul style="list-style-type: none"> <li>• To create a simple biography/fact file of an artist</li> <li>• To understand the historical and cultural development of their art form</li> <li>• To use works from famous artists to inspire a piece of work</li> <li>• To give detailed observations about the works of famous and notable artists</li> </ul>	<ul style="list-style-type: none"> <li>• To create a simple biography/fact file of an artist</li> <li>• To understand the historical and cultural development of their art form</li> <li>• To use works from famous artists to inspire a piece of work</li> <li>• To give detailed observations about the works of famous and notable artists</li> </ul>
<b>Review and Revisit</b>	<ul style="list-style-type: none"> <li>• Evaluate a final piece (suggest improvements, effectiveness, media used)</li> <li>• Revisit initial ideas to develop a final piece</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate a final piece (suggest improvements, effectiveness, media used)</li> <li>• Revisit initial ideas to develop a final piece</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate a final piece (suggest improvements, effectiveness, media used)</li> <li>• Revisit initial ideas to develop a final piece</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate a final piece (suggest improvements, effectiveness, media used)</li> <li>• Revisit initial ideas to develop a final piece</li> </ul>