



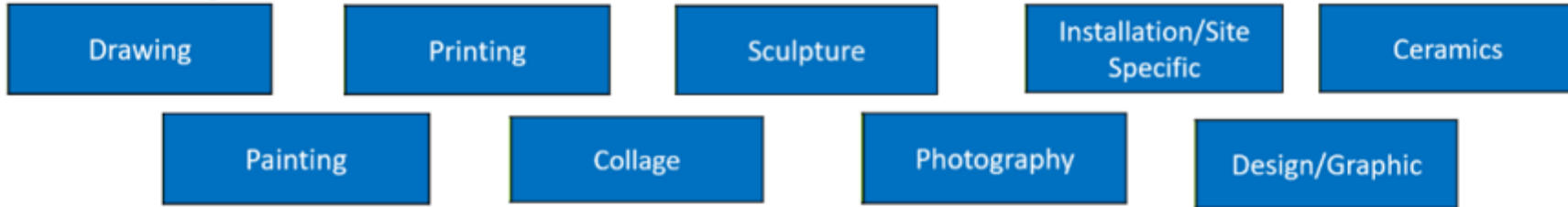
ART AT TICKHILL ST. MARY'S
Helen Kabesh

WHY TEACH ART?

Art, craft and design embody some of the highest forms of human creativity. Art supports children's personal development through creativity and self-expression, alongside developing resilience, confidence and critical thinking skills. We aim to engage learners in the creative process, encouraging them to express their individuality, whilst building skills in problem solving, decision making about their own work and that of others – learning to reflect and evaluate as work progresses. We promote the enjoyment of Art for itself, the development of skills with increasing mastery as they progress and in their engagement in Art, Craft and Design. Art Craft and Design in their many forms can then be taken forward either into exams, or for itself and have a lifelong impact with a love of art and artwork.

IMPLEMENTATION

Practical Knowledge - Media and Materials



Practical Knowledge - Formal Elements of Art

Line
The path left by a moving point e.g. a pencil or brush dipped in paint. A line can take many forms e.g. horizontal, diagonal or curved.

Colour
A reflection of light, seen by the eyes.

Mood
Art can evoke certain feelings in the viewer or create a particular atmosphere.

Space
The distance and area around, above, between or below objects.

Shape
A shape is an area enclosed by a line/edge (shaded in or just an outline).

Composition
The placement or arrangements of visual elements or ingredients in a work of art.

Pattern
A design that is created by repeating lines, shapes, tones or colours. Can be manmade, like a design on a fabric, or natural, such as the markings on animal fur.

Texture
The surface quality of something, the way it feels or looks like it feels.
Actual Texture – really exists and can be felt or touched
Visual Texture – created using different marks to represent actual texture

Form
Form is a 3 dimensional shape such as a sphere, cube or a cone. Sculpture and 3D design are about creating forms.

Tonal Value
Degrees of lightness or darkness. The difference between values is called value contrast.

IMPLEMENTATION

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1	Artist: Paul Klee Media: Drawing FEA: Line	Artist: William Morris Media: Print/pattern FEA: Shape/Pattern	Artist: Banksy Media: Pencil/Charcol FEA: Line/tone	Artist: Gustav Klimt Media: Collage/textiles FEA: Pattern/Texture	Artist: Edgar Degas Media: Ink/charcoal FEA: Line/form	
A2	Artist: Andy Warholl Media: Paint FEA: Colour	Artist: Van Gogh Media: Paint/pastel FEA: Colour		Artist: LS Lowry Media: Pencil/Ink FEA: Tone/Space		
Sp1	Artist: Barbara Hepworth Media: Sculpture (Clay) FEA: Texture/form	Artist: Andy Goldsworthy Media: Sculpture (Clay) FEA: Form/texture	Artist: Monet Media: Paint FEA: Colour/space		Artist: Frida Kahlo Media: Paint FEA: Colour/tone	Artist: Michelangelo Media: pencil/charcoal FEA: Line/tone
Sp2						
S1			Artist: Alberto Giacometti Media: Paint FEA: Colour/space	Artist: Anthony Gormley Media: Sculpture FEA: Form	Artist: Niki de Saint Phalle Media: Material FEA: Form/texture	Artist: Georgina O'Keeffe Media: Paint FEA: Colour/composition
S2						Artist: Own choice Media: Own choice FEA: Own choice

Formal Element Progression

Element	EYFS	KS1	LKS2	UKS2
Line	Exploring Marks	Controlled Lines	Expressive and varied	Refined & Intentional
Colour	Naming colour	Mixing primaries	Mood & harmony	Symbolic & personal
Shape	Basic shapes	Pattern & Repetition	Composition	Abstract & Purposeful
Texture	Sensory	Created textures	Combined textures	Evaluated surface
Form	Simple models	Joined forms	Structured sculpture	Complex structures
Tone	-	Light/Dark	Tonal range	Accurate Expressive
Space	-	Foreground/background	Depth & Perspective	Viewpoint & composition

Progression

Skills

	EYFS	Y1-2	Y3-4	Y5-5
Drawing	Makes marks to represent ideas	Controlled line and shape	Tone, shading, proportion	Accuracy, expression, refinement
Painting	Colour exploration	Colour mixing, brush control	Layering, composition	Mood, personal style
Sculpture	Manipulating materials	Joining and texturing	Structure and stability	Planning and refinement


Knowledge

Stage	Knowledge Expectation
EYFS	Talk about colours and materials
Y1-2	Identify artists and describe work
Y3-4	Explain techniques and ideas
Y5-6	Analyse influence and apply style

Art & Design – Painting

Prior learning	Art learning intentions during this topic:
<ul style="list-style-type: none"> Chn have previously looked at Andy Warhol's Pop Art where they have used paint for various colour mixing 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones Experiment with tools and techniques, inc. layering, mixing media, scraping through etc Name different types of paint and their properties Work on a range of scales e.g. large brush on large paper etc.

Images to help your learning



Linked Learning	Key Facts
<ul style="list-style-type: none"> Geography focus <i>What's the Weather Like Today?</i> Class text <i>The Owl Who was Afraid of the Dark</i> 	<ul style="list-style-type: none"> Cold colours are: Green, blue, indigo and violet Warm colours are: red, yellow and orange

Key Vocabulary	
Primary colours	Basic colours that can be mixed together to produce other colours
Secondary colours	Colour combinations created by mixing together two primary colours

Art & Design – Claywork

Prior learning	Art learning intentions during this topic:
<ul style="list-style-type: none"> Early Years – malleable materials 	<ul style="list-style-type: none"> Use my sketch book to record observations and use them to review my ideas Improve my mastery of art and design techniques including sculpture using clay Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in malleable material Learn about great artists and designers in history.

Images to help your learning




Linked Learning	Key Facts
<ul style="list-style-type: none"> Anglo Saxons history Vikings history 	<p>Thor was the Norse god of thunder. His hammer was used as a weapon but also provided blessings and was an amulet.</p> <p>Clay is a natural material composed of tiny particles of rocks.</p>

Key Vocabulary	
Amulet	An ornament or piece of jewellery thought to give protection against evil
pinching	Technique of shaping a ball of clay and then force thumb into the centre, gradually pinching out the walls to form a shape
malleable	The material can be moulded
sculpt	Creating 3 dimensional objects by modifying clay




Art & Design – Making Greek Pottery

Prior learning	Art learning intentions during this topic:
<ul style="list-style-type: none"> V4: Create Viking runes 	<ul style="list-style-type: none"> I can work in a safe, organised way, caring for equipment and secure work to continue at a later date. I can model and develop work in clay through a combination of pinch, slab, and coil. I can produce intricate patterns and textures in a malleable media. I can demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. I can plan and design a sculpture through drawing and other preparatory work in my sketchbook and execute it. I can discuss and review my own and other's work, expressing thoughts and feelings, and identify modifications. I can shape, form, model and construct from observation or imagination.

Images to help your learning



Linked Learning	Key Facts
<ul style="list-style-type: none"> Guided Reading History English 	<ul style="list-style-type: none"> The Greeks believed that the goddess Athena invented the potter's wheel. Pottery was usually painted with designs related to how the pot was used.

Key Vocabulary		
 coil	 ball	 pinch pot

KNOWLEDGE ORGANIZERS

MONITORING AS ART LEADER

- Book looks
- Progression of skills over time
- Pupil voice interviews
- Discussions with staff
- Class visits
- Staff meetings
- Liaising with Art Governor