

Art and Design

Intent

At Thameside 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, thoughts and ideas.

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

EYFS Framework 2021	Programmes of Study KS1	Programmes of Study KS2
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe	<p>Pupils should be taught to:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>	<p>Pupils should be taught to:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>About great artists, architects and designers in history.</p>

Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	All about Me	Light/ Festivals	Journeys	Amazing Animals	The World Around Me Andy Goldsworthy 'Fall Leaves'	Water
Year 1	<p>Observational Drawings Dennis Creffield – line art/observational</p> <p>Hockney-line Hokusai</p> <p>Alan Bray – observational nature scapes</p>	<p>Textiles- Weaving Alexandra Kehayoglou - textile art - lanscapes</p> <p>Terri Friedman May Morris Beatriz Milhazes</p>		Clay		Painting

<p>Year 2</p>	<p>Observational Drawings Dennis Creffield – line art/observational city scapes</p> <p>Warhol /illustrative work Turner</p> <p>Alan Bray – observational nature scapes</p> <p>Joakim Allgulander-observational city and landscapes / graphic abstraction</p>	<p>Tapestries Alexandra Kehayoglou - textile art - landscapes</p> <p>Faig Ahmed Terri Friedman Julia Bland Gabriel Dawe Erin M. Riley May Morris Beatriz Milhazes</p>		<p>Clay</p>		<p>Painting</p>
<p>Year 3</p>	<p>Rivers Observational Drawings David Hockey Artists inspired by water – Turner, Monet, Hokusai, Julie Shackson(look at textiles esp.), Samantha French, Maggi Hambling</p>	<p>Photography- KS2 theme <u>Movement-</u> Cartier-Bresson Sandra Bartocha</p> <p><u>Pattern</u> Alexander Jacques</p>		<p>Cave Paintings (Stone Age Artists)</p>		<p>Clay -Ancient Egyptian Craft Workers</p>
<p>Year 4/5</p>	<p>UK/Spain Observational Drawings - Portraits</p> <p>Dali Miguel Barceló Luis Gordillo</p> <p><u>Female</u> Maruja Mallo Remedios Varo Maria Blanchard - cubism</p>	<p>Photography- Montage, surrealism</p> <p><u>Movement-</u> Cartier-Bresson Sandra Bartocha</p> <p><u>Abstraction-</u> Ola Kolehmainen Andrew S. Gray Mathiew Venot Frances Seward</p> <p><u>Spanish</u> Joan Fontcuberta Sebastian Liste</p>		<p>Printing</p>		<p>Clay Ancient Greece</p>
<p>Year 5/6</p>	<p>UK/Mexico Painting- Portraits</p> <p>Frida Kahlo</p> <p>Erika Harrsch Hilda Palafox Minerva Cuevas</p> <p>Fernando Romero</p>	<p>Photography Movement, shadow, reflection – playing with light</p> <p><u>Movement-</u> Cartier-Bresson Sandra Bartocha</p> <p><u>Abstraction-</u> Ola Kolehmainen Andrew S. Gray Mathiew Venot Frances Seward</p> <p><u>Mexican photographers</u></p>		<p>Printing</p>		<p>Ceramics Early Islamic Civilisations</p>

		Manuel Alvarez Bravo Graciela Iturbide Francisco Mata Rosas Lola Alvarez Bravo Flor Garduño Mariana Yampolsky				
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Skills and Knowledge Progression

Development Matters 2021- Expressive Arts Nursery	Development Matters 2021-Expressive Arts Reception
<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists and Responding to Artwork					
<p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can ask questions about a piece of art.</p>	<p>I can suggest how artists have used colour, pattern and shape.</p> <p>I can create a piece of art in response to</p>	<p>I can identify the techniques used by different artists.</p> <p>I can compare the work of different artists.</p> <p>I recognise when art is</p>	<p>I can experiment with the styles used by other artists.</p> <p>I can explain some of the features of art historical periods.</p>	<p>I can research the work of an artist and use their work to replicate a style.</p>	<p>I can explain why I have chosen specific techniques to create my art.</p> <p>I can explain the style of my work and how it has been influenced</p>

	the work of another artist.	from different cultures. I recognise when art is from different historical periods.			by a famous artist. Frida Kahlo
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Drawing

<p>Know that you can show how people feel in paintings and drawings. Know that you can use pencils to create lines of different thickness in drawings. Know about the work of an Artist and be able to give an opinion of their work. I can use pencils to create lines of different thickness in drawings. I can show how people feel in drawings. I can create moods in art work.</p>	<p>Know that different grades of pencil can be used in different ways. Know how to use charcoal, pencil and pastel to create art. Know how to use a viewfinder to focus on a specific part of an artefact before drawing it. I can choose and use three different grades of pencil when drawing. I can use charcoal, pencil and pastel to create art. I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>Know how to that you can show facial expressions in art. Know that you can use different grades of pencil to shade and to show different textures and tones. I can show facial expressions in my art. I can use sketches to produce a final piece of art. I can use different grades of pencil to shade and to show different tones and textures.</p>	<p>Know how to show facial expressions and body language in sketches and paintings. Know how to use marks and lines to show texture in art. Know how to use line, tone, shade and colour to represent figures and forms in movement and know how to show reflections. I can show facial expressions and body language in sketches. I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms in movement.</p>	<p>Know how to use shading to create mood and feeling. Know how to organise line, tone, shade and colour to represent figures and forms in movement. Know how to express emotion in art. I can identify and draw objects and use marks and lines to produce texture. I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement. I use proportions effectively in my work. I can use shading to create mood and feeling. I can express emotion in my art.</p>	<p>Know which media to use to create maximum impact. Know that you can use a range of pencils, charcoal or pastels when creating a piece of observational art. I can explain why I have used different tools to create art. I can use depth of field in my work.</p>
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Painting

<p>Know that you can create moods in art work. Know the names of the primary and secondary colours. I can show how people feel in paintings. I can create moods in art work. I can name the primary and secondary colours. I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art.</p>	<p>Know how to mix paint to create all the secondary colours. Know how to create brown with paint. Know how to create tints with paint by adding white. Know how to create tones with paint by adding black. I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints with paint by adding white. I can create tones with paint by adding black.</p>	<p>Know that different size brushes can be used to create different effects. Know how to create a background using a wash. I can create a background using a wash. I can use a range of brushes to create different effects in painting.</p>	<p>Know how to show facial expressions and body language in sketches and paintings. Know how to use line, tone, shape and colour to represent figures and forms in movement. Know how to show reflections. I can show facial expressions and body language in paintings. I can show reflections in my art.</p>	<p>Know how to organise line, tone, shape and colour to represent figures and forms in movement. Know how to express emotion in art. I can organise line, tone, shape and colour to represent figures and forms in movement. I use proportions effectively in my work. I can express emotion in my art.</p>	<p>Know how to use depth of field in my work. I can use depth of field in my work. I can explain why I have used different tools to create art.</p>
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Printing

<p>Know how to create a repeating pattern in print. I can create a repeating pattern in print.</p>	<p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p>		<p>Know how to print onto different materials using at least four colours. I can print onto different materials using at least four colours. I can print onto different materials.</p>	<p>Know how to create an accurate print design following given criteria. I can create an accurate print design following criteria. I can use mono, block and relief printing. I can reflect on my work and implement changes.</p>	<p>Know how to overprint to create different patterns. I can over print to create different patterns. I can use feedback to make amendments and improvements to my art.</p>
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Clay

<p>Know how to cut, roll and coil materials. I can cut, roll and coil materials.</p>	<p>Know how to make a clay pot. Know how to join two clay finger pots together,</p>	<p>Know how to roll, cut and pinch clay. Know how to make different textural marks in clay.</p>	<p>Know how to sculpt clay and other modulable materials. I can sculpt clay and other</p>	<p>Know how to make slab and coil pots. Know how to use a range of tools to create different effects,</p>	<p>Know a full range of tools to create an piece of art in clay. I can explain why I have used</p>
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	I can make a clay pot. I can join two clay finger pots together.	I can roll, cut and pinch clay. I can experiment with textural mark-making.	modulable materials.	I can make slab and coil pots. I can use tools to carve, add shape, texture and pattern.	different tools to create art.
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Digital Art

Know how to use IT to create a picture. I can use IT to create a picture.	Know how to use different effects within an IT paint package, I can use different effects within an IT pain package.	Know how to use digital images and combine with other media. Know how to use IT to create art which includes their own and that of others. I can use digital images and combine with other media in my art. I can use IT to create art which includes my own work and that of others.	Know how to integrate digital images into artwork. I can integrate my digital images into my art.	Know how to use images created, scanned and found. Know how to alter images. I can use images which I have created, scanned and found; altering them where necessary to create art.	Know how to use a range of e-resources to create art. I can use a range of e-resources to create art.
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Photography

Know how to use a camera to capture images with clear intention. I can hold and use a camera to select and capture with clear intention. I can choose photos for a theme, creative purpose or to provide ideas for my own work. I can talk about the photos I have taken.	Know how to select and compose photographs. Know about one famous photographer. I can select photographs (including those taken by themselves) for a theme, creative purpose or to provide ideas for my own work. I can explain why I have chosen these images I can use control focus,	Know how to plan using a camera to take specific photos. Know how to use zoom function to best frame an image. I can plan the use of a camera to take a specific photo or set of photos I can use zoom to best frame an image and photograph from dynamic viewpoints.	Know how to modify an image on a computer. Know how to change camera settings as needed. Know that photos can capture a range of emotions and moods. I can modify an image on a computer to achieve the best quality print. I can change the camera settings such as flash, to best capture an image in low light conditions.	Know how to plan and take photos for a creative purpose that has been set. I can plan, take and digitally process photographs for a creative purpose, working as part of a group. I can take and assemble a sequence of photos to make a flick book and give impressions of movement.	Know how to plan and take photos for a creative purpose. Know how to use techniques used by a famous photographer. Natumi Hayashi (Japanese – perspective photography) I can plan, take and digitally process photographs for a creative purpose, working as part
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	or zoom settings or move closer to compose my photograph.		I can show an awareness of mood, emotions and feelings when evaluating the photography of others		of a group or individually. I can plan and take photographs to provide content to be cut and pasted / superimposed. I can use techniques adopted by a famous photographer to create my own piece of art.
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