

# Art

Subject	Quote to lead subject	Intent	Implementation	Impact
ART	Art is a place for children to learn to trust their ideas, themselves and to explore what is possible. - Maryann F Kohl.	To develop a high quality art curriculum where inspiration, imagination, risk taking and exploration are at the heart of the learning. It will enable children to become curious learners as well as fostering an environment where they can learn to trust their own ideas and develop their confidence through constructive feedback.	Our art curriculum is designed around a yearly cycle of art topics which allow for progressive and cumulative development of knowledge and skills ensuring that by the end of each key stage all topics will have been covered. There is a strong ethos across the Trust of 'trying' and not being afraid to make 'mistakes', as well as classroom communities where learning together and the encouragement of the exploration of ideas is imperative.	Children will be confident in expressing their thoughts, feelings, emotions and ideas through a range of artistic media, building and developing their ideas on feedback.

Art	Autumn	Spring	Summer
<b>Year 1</b>	Spirals (Drawing) <b>ARTIST FOCUS: LS Lowry</b>	Playful making (Sculpture)	Inspired by flora and fauna (Collage)
<b>Year 2</b>	Explore and draw (Drawing)	Expressive painting (Painting)	Mono printing (Printing) <b>ARTIST FOCUS: Barbara Hepworth</b>

<b>Year 3</b>	Charcoal (Drawing)	Working with shapes and colour (Collage) <b>ARTIST FOCUS: Caravaggio</b>	Telling stories through drawing and making (Sculpture)
<b>Year 4</b>	Storytelling through drawings (Beowulf) (Drawing)	Sculpture, structure, inventiveness and determination (Sculpture and painting) <b>ARTIST FOCUS: Michelle Reader</b>	The art of display (Stick people-Greek gods) (sculpture)
<b>Year 5</b>	Mixed media land and cityscapes (painting) <b>ARTIST FOCUS: Cheri Samba</b>	Making Monotypes (printing)	Topography and maps (drawing)
<b>Year 6</b>	Print and activism (print, collage, drawing)	Exploring Identity (collage, drawing) <b>ARTIST FOCUS: Henry Moore</b>	2D drawing to 3D making (WW2 food) and packaging (drawing, sculpture)

<b>Art</b>	Spirals (Drawing) <b>ARTIST</b> <b>FOCUS: LS</b> <b>Lowry</b>	<p>1.1 draw from my fingertips, my wrist, my elbow, my shoulder, my body</p> <p><i>1.3 make a drawing using a continuous line for a minute or two.</i></p> <p><i>1.5 draw from observation for a few minutes at a time.</i></p> <p>1.2 make different marks with different drawing tools.</p> <p>1.4 make marks with a soft pencil, a graphite stick and a handwriting pen.</p> <p><i>1.8 explore how water affects the graphite and pen, and explore how I can use a brush to make new marks.</i></p> <p><i>1.6 make choices about which colours I'd like to use in my drawing.</i></p> <p><i>1.98 analyse the work of an artist and including how the artist made the work. I have been able to share how I feel about the work</i></p> <p>1.7I am able talk about what I like in my drawings, and what I'd like to try again.</p>	Autumn
<b>Art</b>	<i>Playful making</i> (Sculpture)	<p><i>1.9 explore what we mean by "sculpture", and I think about what I like about different pieces of sculpture.</i></p> <p><i>1.91 use my sketchbook to make visual notes about artwork that I see.</i></p> <p><i>1.92 use my hands to make small sculptures out of lots of different materials using bending, twisting, folding, cutting and fastening.</i></p> <p>1.93 use my hands to make sculptures without designing first.</p>	Spring
<b>Art</b>	Inspired by flora and fauna (Collage)	<p><i>1.94 make drawings using pen to describe what I see.</i></p> <p><i>1.95 experiment using different drawing tools.</i></p> <p><i>1.96 cut out shapes in different colours, and use these shapes to make a recognisable life form.</i></p> <p><i>1.97 evaluate my own work</i></p>	Summer
<b>Art</b>	Explore and draw ( Drawing)	<p><i>2.96 see how some artists explore the world around them to help them find inspiration.</i></p> <p><i>2.91 explore composition by arranging materials I have chosen.</i></p> <p>2.92 talk about why I have chosen the materials that I have chosen.</p>	Autumn

		<p><i>2.7 use careful looking to practice observational drawing.</i></p> <p><i>2.2 hold an object and I can make a drawing thinking about the way the object feels.</i></p> <p><i>2.3 combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. 2.1</i></p> <p><i>2.5 work small in my sketchbook and on large sheets of paper.</i></p> <p><i>2.4 explore how I can use line, shape and colour in my work. 2.2 2.3</i></p> <p><i>2.992 cut out and collage to explore composition.</i></p>	
<b>Art</b>	Expressive painting (Painting)	<p><i>2.1 recognise primary colours and mix secondary colours. 1.5</i></p> <p><i>2.6 experiment with hues by changing the amount of primary colours I add. 1.6/1.7</i></p> <p><i>2.9 make a loose drawing from a still life.</i></p> <p><i>2.93 use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.</i></p>	Spring
<b>Art</b>	Mono printing (Printing) <b>ARTIST FOCUS:</b> <b>Barbara Hepworth</b>	<p><i>2.8 look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size.</i></p> <p><i>2.992 listen to others talking about their work, and sometimes I can add my thoughts.</i></p> <p><i>2.99 explore what a mono print is and have explored the work of an artist who uses mono print.</i></p> <p><i>2.94 use carbon paper to make mono prints.</i></p> <p><i>2.95 experiment with the kinds of marks I make, and think about how they help make my drawings interesting.</i></p> <p><i>2.97 explore a theme and make mono prints using my imagination to make my drawings personal.</i></p> <p><i>2.98 understand that through art, I can invent and discover.</i></p>	Summer
<b>Art</b>	Charcoal (Drawing)	<p><i>3.2 experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</i></p> <p><i>3.5 understand what Chiaroscuro is and how I can use it in my work.</i></p> <p><i>3.3 use light and dark tonal values in my work, to create a sense of drama.</i></p> <p><i>3.4 use my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</i></p>	Autumn

<b>Art</b>	Working with shapes and colour (Collage) <b>ARTIST FOCUS:</b> <b>Caravaggio</b>	<p><i>3.1 explore an artwork through looking, talking and drawing.</i></p> <p><i>3.6 use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.</i></p> <p><i>3.7 cut shapes directly into paper, using scissors, inspired by the artwork.</i></p> <p><i>3.8 collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.</i></p> <p><i>3.9 add to my collage, using line, colour and shape made by stencils.</i></p> <p><i>3.92 explore negative and positive shapes.</i></p>	Spring
<b>Art</b>	Telling stories through drawing and making (Sculpture)	<p><i>3.94 see how artists are inspired by other artists often working in other art forms.</i></p> <p><i>3.91 use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</i></p> <p>3.93 make a sculpture using materials to model or construct <b>3.8 3.6</b></p>	Summer
<b>Art</b>	Storytelling through drawings (Beowulf) (Drawing)	<p><i>4.92 explored the work of artists who tell stories through imagery.</i></p> <p><i>4.4 work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.</i></p> <p><i>4.1 use line, shape, and colour using a variety of materials to test my ideas. 4.1 4.2 4.5</i></p> <p><i>4.5 think about how I might use composition, sequencing, mark making and some text in my drawings.</i></p> <p>4.8 create a finished piece which contains sequenced images to describe a narrative.</p>	Autumn
<b>Art</b>	Sculpture, structure, inventiveness and determination	<p><i>4.93 see how we can learn about ourselves through art</i></p> <p><i>4.2 feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</i></p> <p><i>4.3 use a variety of drawing materials to make experimental drawings based upon observation.</i></p> <p>4.9 construct with a variety of materials to make a sculpture.</p>	Spring

	(Sculpture and painting) <b>ARTIST FOCUS:</b> <b>Michelle Reader</b>		
<b>Art</b>	The art of display (Stick people-Greek gods) (sculpture)	<p><i>4.94 understood how the way a work is displayed can affect the way the audience sees the work.</i></p> <p><i>4.6 use clay to make quick <b>three-dimensional sketches of figures</b></i></p> <p><i>4.7 use the clay to <b>capture character/emotion of the body.</b></i></p> <p><i>4.91 make a sculpture/ plinth from construction materials which shows elements like body position, clothes, props and fine details to give the sculpture character.</i></p> <p><i>4.95 share my work with others, and talk about my response to the project, what worked well and what I would like to try again.</i></p> <p>4.96 listen to the response to my work from my classmates and take on board their feedback.</p>	Summer
<b>Art</b>	Mixed media land and cityscapes (painting) <b>ARTIST FOCUS:</b> <b>Cheri Samba</b>	<p><i>5.92 explore how artists respond to land and city scapes in various ways by using inventive mixed media combinations.</i></p> <p><i>5.1 create a colour palette, demonstrating mixing techniques.</i></p> <p><i>5.2 use my sketchbook to explore and experiment.</i></p> <p>5.93I have taken creative risks and been able to reflect upon what worked and what didn't work.</p>	Autumn

<b>Art</b>	Making Monotypes (printing)	<p><i>5.9 understand what a Monotype is and can see how artists use monotypes in their work.</i></p> <p><i>5.91 study drawings made by other artists and identify particular marks they have used in their drawings.</i></p> <p><i>5.3 use my sketchbook to explore my ideas.</i></p> <p><i>5.5 use my mark making skills to create exciting monotypes, combining the process with painting and collage.</i></p> <p><i>5.4 use colours, lines, shapes and words to create imagery</i></p> <p>5.94 share my thinking and outcomes with my classmates. I can listen to their views and respond.</p>	Spring
<b>Art</b>	Topography and maps (drawing)	<p><i>5.6 understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</i></p> <p><i>5.5 explore how I can create my own letters in a playful way using cutting and collage.</i></p> <p><i>5.7 draw my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</i></p> <p><i>5.8 use my sketchbooks for referencing, collecting and testing ideas, and reflecting.</i></p> <p>5.95 use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me</p>	Summer
<b>Art</b>	Print and activism (Print, collage, drawing)	<p><i>6.92 explore how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</i></p> <p><i>6.4 create visuals and text which communicate my message.</i></p> <p><i>6.1 use line, shape and colour to make my artwork.</i></p> <p><i>6.6 use typography to make my messages stand out.</i></p> <p><i>6.5 combine different techniques such as print, collage and drawing.</i></p> <p>6.93 reflect and articulate about my own artwork and artwork made by my classmates.</p>	Autumn
<b>Art</b>	Exploring Identity (collage, drawing) <b>ARTIST FOCUS:</b>	<p><i>6.94 explore how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.</i></p> <p><i>6.2 use my sketchbook to record, generate ideas, test, reflect and record.</i></p> <p>6.91 work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning</p>	Spring

	<b>Henry Moore</b>		
<b>Art</b>	2D drawing to 3D making (WW2 food) and packaging (drawing, sculpture)	<p><i>6.3 use line, mark making, tonal values, colour, shape and composition to make my work interesting.</i></p> <p><i>6,7 use negative space and the grid method to help me see and draw.</i></p> <p><i>6.8 explore typography and design lettering which is fit for purpose</i></p> <p><i>6.9 transform my drawing into a <b>three-dimensional</b> object.</i></p> <p>6.95 share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</p>	Summer