

Shinewater Primary School

Art

Swale Academies Trust



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Intent



At Shinewater Primary School we believe that art encourages creativity and imagination. It gives our pupils the skills and knowledge necessary for them to respond to ideas and experiences throughout life. Art enables the children to express what they think and feel using all of their senses.

Children should also learn how art mirrors and shapes our history and contributes to the culture, creativity and diversity of our nation. Self-evaluation of work is an important part of this process and children are taught how to take and give constructive criticism through mutual respect.

Intent

At Shinewater we want to use Art to support children's well being, confidence and communication and language skills, which we feel underpin the whole ethos of the school. We want the Shinewater community to value Art as a stand alone subject but also recognise how it can bring other subjects alive.

We are continually looking at how we can make the curriculum ever more inspiring and engaging and include Super Starts and Fabulous Finishes at the beginning and end of each term which are often art based. We want to use Art to raise the aspirations of each child by giving them experiences such as gallery trips, museums and visits from artists. This will enable them to make informed decisions about the choices that they have in the future.



"All the diversity, all the charm, and all the beauty of life are made up of light and shade."

Leo Tolstoy

"Our ability to reach unity in diversity will be the beauty and the test of our civilisation."

Mahatma Gandhi

"Our task must be to free ourselves... by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty."

Albert Einstein

Implementation

The teaching and implementation of the Art and Design Curriculum at Shinewater Primary School is based on the National Curriculum and linked to topics, ensuring a well-structured approach to the subject. The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. A long term plan makes sure that skills are built upon in each year group and that children have a wide and varied experience of Art. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists, past and present, from all cultures, that they are learning about and being motivated by. We want the children to know that art is a snapshot into the life of the person creating it.



"We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams."

Jimmy Carter

Implementation



"There is only one way to look at things until someone show us how to look at them with different eyes."

Pablo Picasso

"Creativity takes courage."

Henri Matisse

"Art evokes the mystery without which the world would not exist."

René Magritte

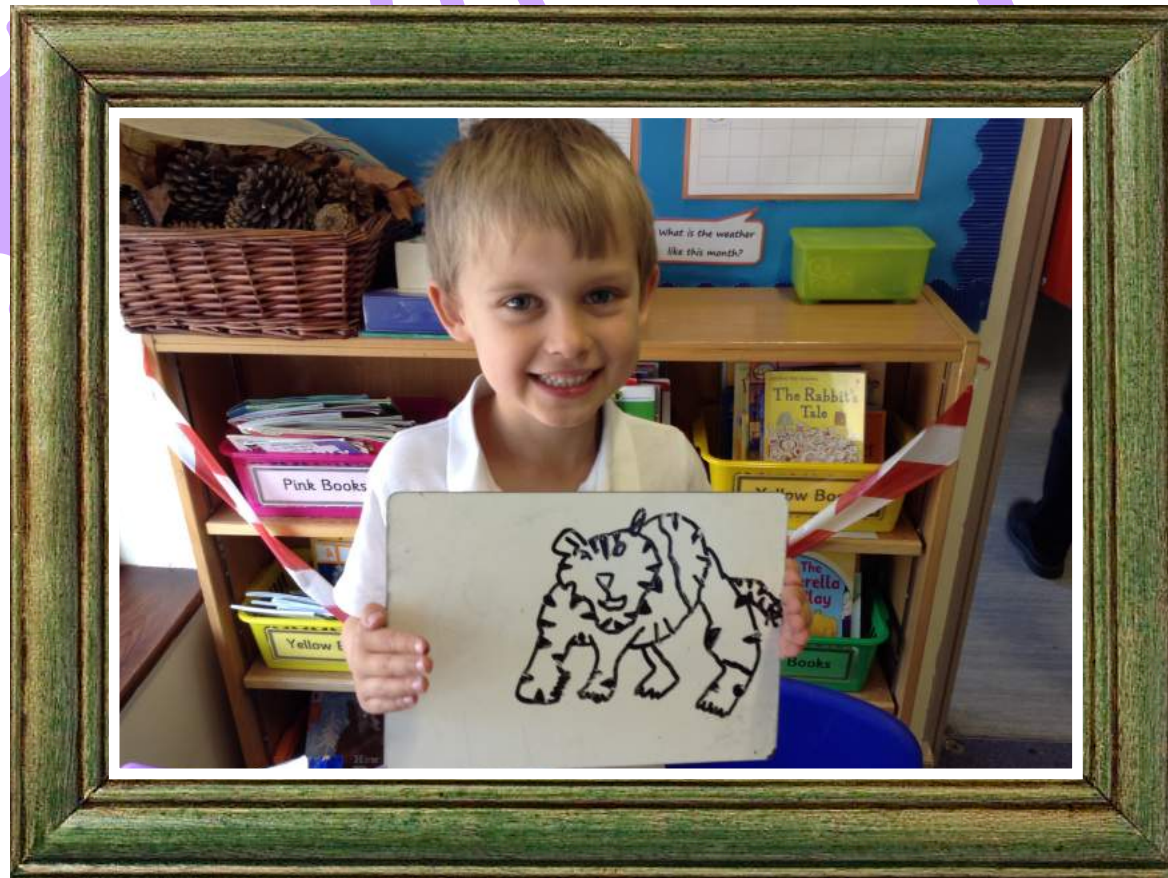
"I never paint dreams or nightmare, I paint my own reality."

Frida Kahlo

Art is a wonderful medium to teach diversity through, as the art work and the artists represent the rich tapestry of ideas, thoughts and ways of life of the people in the world around us. This enables links to other curriculum areas with children developing a good knowledge of individual artists as well as individual works, art movements and the history behind inspiring pieces of work. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop an understanding of the key processes of art: drawing, painting, printing, textiles and sculpture. Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in an annual International Arts Week, which enables further focus on children's artistic skills, knowledge and experience of art from other countries and cultures.

Implementation

At Shinewater we appreciate the partnerships that can be created through our local community and welcome parents in to school to demonstrate their art skills. We also have strong links with Causeway School, which makes the transition easier for our Year 6 students. At Shinewater we offered a wide range of clubs including a regular Art Club, seasonal Art clubs for younger children and other clubs such as Stop Motion Animation, all which use creativity at their heart. We have an Arts Council made up of children from Year 1 to 6 who are keen and interested in Art and are ambassadors for the subject. They are a voice for their peers and help make decisions about Art related subjects.



"I trust my hand. If I go into a space with a roll of paper, I can make a work, some kind of work, and feel pretty satisfied. I knew I wanted to be an artist, but I didn't really know what it was I wanted to say. To be a truly conscientious artist, you have to look at what's not working and challenge it."

Kara Walker

Impact



"I shut my eyes in order to see."

Paul Gauguin

"Whether you succeed or not is irrelevant, there is no such thing. Making your unknown known is the important thing."

Georgia O'Keeffe

"No great artist ever sees things as they really are. If he did, he would cease to be an artist."

Oscar Wilde

Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment similarly celebrates children's achievements in art and displays the subject's improved status around the school. The school's website shows the wider community what the children have achieved in Art. Children will be able to clearly and enthusiastically discuss their learning and the process that they went through. They will be able to talk about the diversity in art, from around the world, that has enthused and interested them and know about the powerful stories and messages behind inspiring art work. The Art Lead will perform Learning Walks, monitor lessons and view sketchbooks and Learning Adventure books to ensure that teaching and learning is always of a high standard. Homework is given out in Years 1-6 and includes Art activities and the work created at home in response to this will also be monitored

Art Subject Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Drawing	Card making (DT)	Islands (DT)	Toys (DT)	Painting Artist study Cooking	Clay
Year 2	Printing	Fire engines (DT)	Drawing	Puppets (DT)	Artist study Collage	Pointillism Tie dye (DT)
Year 3	Painting	Drawing Cooking	Artist study	Bridges (DT)	Clay	Sewing
Year 4	Artist study	Tower of paper (DT)	Printing	Mosaics	Cooking	Sculpture
Year 5	Painting	Pop Up Books (DT)	Pop Up Books (DT) Cooking	Working models (DT)	Drawing and Artist study	Clay (DT)
Year 6	Artist study	Sewing	Sculpture (DT)	Printing	Drawing	Painting Cooking

Suggested Artists

Through these skills pupils should also be taught:

- 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 (KS1)
- About great artists, architects and designers in history (KS2)

Printing

Albrecht Durer
Andy Warhol
Pablo Picasso
Henri Matisse



Textiles

Cayce Zavaglia
William Morris
Sonia Delaunay
Faith Ringgold

Sculpture / 3D

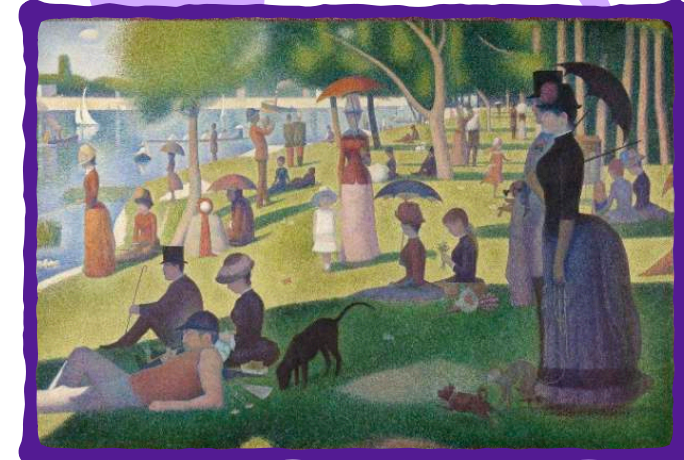
Courtney Mattison
Ai Weiwei
Antoni Gaudi
Alexander Calder
Bernard Leach
Betye Saar
Barbara Hepworth
Antony Gormley



Suggested Artists

Drawing

Jaune Quick-To-See-Smith
Edgar Degas
Vincent Van Gogh
M.C. Escher
Quentin Blake
Henri Matisse
Pablo Picasso
A.A. Milne



Painting

Alma Thomas
Amedeo Modigliani
Banksy
Claude Monet
Eric Ravilious
Frida Kahlo
Georges Seurat
Georgia O'Keeffe
Giuseppe Archimboldo
Gustav Klimt
Jacob Lawrence
Jean Dubuffet
Joan Miro
Kara Walker (silhouettes)



Art Skills Progression- Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a range of drawing tools including felt pens, pastels, pencils, chalk and charcoal</p> <p>Explore different textures and experiment with marks</p> <p>Observe patterns in the natural and man-made world</p> <p>Begin to sketch</p> <p>Begin to represent people accurately</p> <p>Observe and draw landscapes</p>	<p>As Year 1 plus:</p> <p>Continue to experiment with different tools and surfaces</p> <p>Use drawing to record experiences and feelings</p> <p>Observe drawings commenting on the use of shadows, light and dark and begin to use in own work</p> <p>Sketch to record something quickly</p>	<p>As Year 2 plus:</p> <p>Experiment with various pencils 2B-HB to show tone, texture, shadow etc</p> <p>Closely examine then represent objects in the natural and man-made worlds</p> <p>Observe and draw simple shapes</p> <p>Draw positive and negative shapes (draw both the outline of the object and the shapes it creates within it)</p> <p>Make initial sketches as preparation for future work</p> <p>Make more accurate drawings of people, looking closely at facial features</p>	<p>As Year 3 plus:</p> <p>Identify and draw the effect of light (shadow) on surfaces, objects and people</p> <p>Begin to think about scale and proportion</p> <p>Make accurate drawings of whole people focussing on facial features, proportion, placement and body shape</p> <p>Work on a variety of scales. Small (wrist movement) and larger scale (arm and upper body movement and visual perception)</p> <p>Use and create generated drawings</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people. For example use rubbers to lighten, pencils to show tone, use tones of the same colour</p> <p>Look at the effect of light on an object from different directions</p> <p>Use a variety of techniques to interpret the texture of a surface. For example making marks or using different textured paint</p> <p>Produce increasingly accurate drawings of people</p> <p>Produce increasingly accurate preparatory sketches for painting and other work</p> <p>Introduce the concept of perspective</p> <p>Work on a variety of scales and collaboratively</p> <p>Independently select materials and techniques to create a specific outcome</p>	

Art Skills Progression- Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know the names of all colours</p> <p>Start to mix colours in order to produce new ones</p> <p>Make collections of colours, for example different types of blue or reds. Evaluate using terms such as light and dark</p> <p>Hold a brush correctly and use different sizes</p> <p>Paint familiar objects</p>	<p>Mix colours and describe how to make them</p> <p>Use a paintbrush in different ways, for example wash, dab, stipple and stroke</p> <p>Mix paint of different thicknesses</p> <p>Mix colours to match the natural world</p> <p>Darken paint without using black</p> <p>Mix several different tones of one colour using primary colours and white</p>	<p>Mix colours for a purpose</p> <p>Explore and make colour wheels to show primary and secondary colours</p> <p>Introduce different types of brushes for specific purposes</p> <p>Investigate warm and cool colours and use when mixing paint to create mood</p> <p>Create observational paintings selecting correct colours and brushes</p>	<p>Make the colours on a commercial colour chart</p> <p>Mix flesh colours</p> <p>Use colour to reflect mood</p> <p>Choose own suitable paper and paintbrush size</p> <p>Can add different media to paint to create texture, for example water, glue, sand and sawdust</p> <p>Mix and use primary and secondary colours with the addition of black and white</p>	<p>Experiment with tone, hue, shade and mood when painting</p> <p>Explore the use of texture of paint on different surfaces, for example adding sand or shavings or water</p> <p>Can create different effects by using a variety of tools and techniques such as dots, scratches, splashes and layering paint</p> <p>Can use the effect of light, colour, texture and tone on natural and man-made objects</p> <p>Use colour to express moods and feelings</p>	

Art Skills Progression- Printing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creates patterns and pictures by printing from objects using more than one colour	Extend repeating patterns, overlapping using two contrasting colours	Use equipment and media with increasing confidence	Interpret environmental man-made patterns and form	Experiment with ideas and plan in sketchbooks	Builds up drawings and images of whole or parts of items using various techniques, for example card, relief
Developed impressed images with some added pencil or decorative detail	Print with a growing range of objects, including man-made and natural printing tools	Use sketchbooks for recording textures and patterns	Modify and adapt their work as they go along	Show confidence in producing pictorial and patterned prints	Use screen printing
Use relief printing using string, card etc	Talk simply about own work and that of other artists	Discuss own work and that of other artists	Use sketchbooks for recording textures and patterns	Design prints for a purpose, for example book covers and wallpaper	Explore printing techniques used by various artists
Use equipment and media correctly to produce clean images	Identify the different forms that printing takes: books, pictures, wallpaper, fabric etc	Explore images through monoprinting on a variety of paper	Explore images and recreate textures through deliberate selection of materials	Make connections between their own work and patterns in their local environment, for example curtains or wallpaper	Explore colour mixing through printing using two coloured inks, a roller and a stencil
Use appropriate language to describe tools, processes etc		Explore colour mixing by overlapping colour	Cut out as simple stencil and use to make printed shapes	Discuss and evaluate their own work and that of others	Recreate a scene through collage printing (collagraph)
Take rubbings from different textures					

Art Skills Progression- Textiles/ Collage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Weave simply using paper or material on a card loom</p> <p>Add objects to weaving, for example buttons, twigs, dried flowers</p> <p>Explore colour through weaving</p> <p>Use various materials to collage</p> <p>Use different textures</p> <p>Sort objects according to different properties, for example warm, cold, shiny, smooth</p> <p>Details how textiles create things: curtains, clothing, decoration</p>	<p>Build on Year 1 experiences</p> <p>Develop the skills of overlapping and overlaying to create new effects</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches</p> <p>Use simple applique, attaching materials shapes to fabric with running stitches</p> <p>Begin to explore other stitches: backstitch and cross-stitch</p> <p>Use various collage materials to make a specific picture</p>	<p>Build on all previous experiences</p> <p>Use smaller eyed needles and finer threads</p> <p>Use colour to express ideas in weaving, for example seasons or mood, or to create a picture e.g. swamp or seascape</p> <p>Show an awareness of the nature of materials: fragile, tough, durable</p> <p>Practice the techniques of tie dying, batik and other ways of patterning or colouring material</p>	<p>Build on all previous experiences</p> <p>Use a wider range of stitches to 'draw' with and develop pattern and texture: zig zag, chain and seeding</p> <p>Use initial sketches to aid future work</p> <p>Experiment with creating mood, feeling, movement and areas of interest</p> <p>Look at fabrics from other countries and discuss</p>	<p>Interpret stories, music and poems and use the environment and townscapes as stimuli</p> <p>Select and use materials to achieve a specific outcome</p> <p>Embellish work using a variety of techniques including drawing, painting and printing on top of textured work</p> <p>Consider methods of making fabric</p>	<p>Develop skills in embellishing. Bring together the techniques of applique, drawing, sticking, cutting, painting, weaving and layering</p> <p>Apply knowledge of different techniques to express feelings</p> <p>Use found and constructed materials</p> <p>Work collaboratively on a larger scale</p>

Art Skills Progression- 3D Form

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use hands and tools to build	Show an awareness of natural and man-made forms in the environment	Use equipment and media with increasing confidence	Plan and develop ideas in sketchbooks and make informed choices about media	Use sketchbooks to inform, plan and develop ideas	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings
Construct to represent personal ideas	Express personal experiences and ideas through their work	Shape, form, model and construct from observation or imagination with increasing confidence	Experience surface pattern and texture	Shape, form, model and join with confidence	
Use materials to make known objects for a purpose, e.g. a puppet	Able to shape and form from direct observation	Plan and develop ideas in sketchbooks and make simple choices about media	Work safely, organise their working area and tidy away	Produce more intricate patterns and textures	
Cut shapes using scissors	Use a range of decorative techniques: impressed or painted	Have an understanding of different adhesives and methods of construction	Discuss own work and that of other sculptors and compare	Work directly from observation or imagination with confidence	
Carve into media using tools	Use a range of tools for shaping, mark making etc	Begin to consider size	Consider light, shadow, space and size	Take into account the properties of media being used	
Manipulate modelling materials by pinching, coiling and rolling	Construct from found 'junk' materials	Begin to discuss aesthetics	Investigate, analyse and interpret natural and man-made forms of construction	Discuss and evaluate their own work and that of other sculptors in detail	
Make simple joins by manipulating modelling materials or pasting	Replicate patterns and textures in 3D form				
Discuss weight and texture	Consider the work of sculptors				