



National Curriculum Aims

Statutory Framework for EYFS

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Art in Foundation Stage

Art in KS1

Art

Linked artists

Vocabulary

Intent, Implementation & Impact

Whole School
Art Projects

All Subjects

Tim Peake - Year 2 Space

- *Tim Peake (1972-) is a British astronaut who became famous when he spent six months living and working on the International Space Station (ISS) in 2015/16. He was the first British astronaut to board the ISS, a laboratory 400 kilometres from Earth.*
- *Tim telephoned his family from the ISS, but dialled the wrong number by mistake! He asked 79-year-old Betty Barker, 'Hello, is that planet Earth?' She hung up because she thought someone was playing tricks!*
- *Tim ran the equivalent of the London Marathon on a treadmill on the ISS, on the same day the race took place on Earth. He set the world record for the fastest marathon in space (3 hours, 35 minutes and 21 seconds).*
- *When he wasn't working, Tim enjoyed taking some amazing photographs from the ISS. One of his favourites was a picture of the Milky Way he took while brushing his teeth!*

Tim Peake Quotes

"Don't let anybody tell you you can't do anything."

"The best ride I've been on ever."



Mae C Jemison - Year 2 Space

- Mae C. Jemison is an American astronaut and physician who, on June 4, 1987, became the first African American woman to be admitted into NASA's astronaut training program.
- After more than a year of training, she became the first African American woman astronaut, earning the title of science mission specialist - a job that would make her responsible for conducting crew-related scientific experiments on the space shuttle.
- Mae C. Jemison is the first African American female astronaut. In 1992, she flew into space aboard the Endeavour, becoming the first African American woman in space.



Art

Our aim at Trenance Learning Academy is to ensure that all children are inspired to create high-quality Art equipping them with the knowledge and skills to experiment, invent and create their own works of art.

We believe that Art should be about engaging, inspiring and challenging pupils to produce creative pieces of work, explore their ideas, record their experiences and evaluate responses.

We ensure that all children learn about Art through a variety of mediums. We use our outdoor environment, local and global artists and different medias to provide the children with the fundamental skills they will use within their lives and to help them understand the impact of Art within the world they live.

In Art lessons children will produce creative work, exploring their ideas and recording their experiences, building on prior understanding and skills across each year group.

(see progression of skills).





Intent

(curriculum design, coverage and appropriateness)

- Our aim for the Art & Design curriculum is to ensure that all children are inspired to create their own works of art, craft and design and become fascinated with Art & Design within the world.
- Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond.
- Our children will develop a wide range of art and design techniques and skills in using colour, pattern, texture, line, shape, form and space. They will use a range of tools and materials.
- Our children will be equipped with the vocabulary that they need to become artists and ask questions about our world.
- Our children will learn about the work of artists, craft makers and designers, describing the different practices and disciplines and making links to their own work.
- Our children will be given the opportunities to explore their own drawing, painting and sculpture to develop and share their ideas, experiences and imaginations

Implementation

(curriculum delivery, teaching and assessment)

- To ensure that high quality Art & Design is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2.
- Medium term plans are regularly reviewed by subject leaders and teachers to ensure that topics remain engaging and exciting to the children.
- Art & Design lessons are planned through termly topics with a focus on knowledge, understanding and skills.
- Art & Design lessons have the opportunity to explore and respond artistic ideas, use a range of materials, evaluate their work and the work of others and, to develop control and expertise of skills and techniques. This may, in some cases, maybe through the children's sketch books rather than direct teaching.
- The subject leaders work closely alongside teachers to ensure that knowledge, understanding and skills within Art & Design lessons are progressive through the school.
- Pupil conferencing is used across all of the year groups to assess the children's knowledge and skills of what they have learnt through their topics.
- Children will use resources to support their learning, for example: visits to local galleries; visit from local artists

Impact

(attainment and progress)

- Children will be able to talk about being an artist. They will be able to talk about the skills and techniques they have learnt and relate this to their own pieces of art and design, reflecting on the progress they have made.
- Children will be able to talk about Art & Design and use subject specific language to discuss what they have learnt. They will be able to evaluate their own work.
- Evidence will show progress in knowledge and skills from the beginning of a topic to the end.
- Children will feel inspired and curious about Art & Design and want to find out more about it in their world.
- Children will be aware of great artists, craft makers and designers and understand the historical development of art forms.

Art in the Foundation Stage

AIM: Our aim is to help nurture an exploratory attitude towards creativity which children can take with them as they grow.

To encourage children and staff to explore creativity in a holistic way, valuing the journey over or alongside the outcome.

To demonstrate that every individual has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others.

To encourage an open-ended exploration of materials, ideas and techniques.

To encourage children to explore notions of “identity”, gain the confidence to share their exploration and their thoughts, and to learn to appreciate and respect that others might have different experiences of their own identity.

To encourage children to work together as a team, as well as value their ability to work alone.

To demonstrate that drawing, mark-making, making etc. are physical as well as mental activities in which the mind and the body are involved.



Statutory framework for the Early Years Foundation Stage

Expressive Arts and Design

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.

Creating with Materials

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills
- Visit galleries and museums and have artists in school to generate inspiration and conversation about art and artists

ELG

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function
- Share their creations, explaining the process they have used

Physical Development

Reception

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

ELG

- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing



Foundation Stage Art Overview

Autumn 1	Understanding identity and exploring relationships
Autumn 2	Exploring the Power of Creativity
Spring 1	Exploring the Natural World
Spring 2	Understanding identity and exploring relationships
Summer 1	Exploring the Natural World
Summer 2	Exploring the Power of Creativity

Foundation Stage Art Overview

Autumn

1

Understanding Identity and Exploring Relationships - children explore who they are, where they are and how they might connect to those around them.

Learning where resources are kept in the classroom, developing independence to access resources and assessing skills with mark making, modelling, scissors, cutting, sticking, modelling.

Looking at ourselves, our families and people around us - making connections - observing, sketching, photographing, drawing, modelling

Art linked to handwriting - vocabulary of movement into mark making - see below

Straight lines - Piet Mondrian - composition in Red, Yellow and Blue. Use pencils or charcoal to experiment with different lines. Use bold colours to paint the solid squares

Rough, short lines - Andre Derain - Charing Cross Bridge. Use Paint and on fingers and make short, rough lines.

Dots - George Seurat - Sunday afternoon on the Isle of Grande Jatte. Use cotton buds and paint for the dots

Flowing, round movements - Vincent Van Gogh - Starry Night. Use thick paint and fingers.

Circles, loops, and garlands - Robert Delauney - Rhythm without end. Use paint, chalks, or crayons to make circles, loops and garlands.

Wassily Kandinsky - Several Circles - drawing or curing circles on large pieces of paper.

Figures of 8 and spirals - Henri Matisse - The Snail. Use Red, green, purple, yellow, blue, and Orange to draw big spiral snails on big paper.

Foundation Stage Art Overview

Autumn

2

Exploring the Power of Creativity – How do we make Art? And how does it make us feel?

Colour, shape and Pattern, Light and Dark

Sketchbooks – continue exploring the vocabulary of line and movement

- *Exploring colour through different media and techniques – pastels, chalks, pens, pencils, paint, printing – in response to Fireworks, Diwali – link to Art 1 mark making*
- *Colour in nature e.g. Seasonal Changes Autumn – colour matching and mixing, printing leaves*
- *Shape – experimental printing with found objects and modelling with plasticine and clay*
- *How does colour make you feel? – Link to PSED, the Colour Monster Book*
- *Light and Dark – Night Time collage (seasonal link to darker evenings) – wax resist and collage. Combines mark making, painting, colour and collage, develops fine motor skills and promotes conversations about place, night / day, dark / light*

Foundation Stage Art Overview



Spring
1 & 2

Exploring the Natural World - focus upon how we can facilitate an exploration of the natural world which stimulates creative thinking.

- Sketchbooks - response to music, sounds and the sense of touch - link to Music and Dance
- Explore hot and cold colours - link back to how colours make you feel - Look at artists work that suggest cold and warmth e.g Van Gogh Starry night, Turner War
- Exploration of colour mixing and using colours for a purpose - adding white and black to darken and lighten (links to KS1) e.g. creating a stormy seascape - link to trip to the beach. Look at local artist Kurt Jackson and the way he adds things to his pictures - texture and collaging.

Understanding Identity and Exploring Relationships - A Sense of Self- children explore who they are, and how they might connect to those around them.

Photography, portraits and self-portraits

- Sketchbooks - observational skills - shapes, people
- Self-portraits (through photography) - looking at historical portraits, creating and photographing self-portraits with objects that are important to them, using photographs to embellish self-portrait, play with props and exploring sense of self and capturing in a photograph.
- Helps children explore their sense of self, likes & dislikes, personality etc
- Explores and connects drama, photography, drawing, collage...
- Promotes sharing and conversation and encourages children to recognise and appreciate the things we have in common and the things which make us special
- Using imaginations and creating designs and they begin to learn how to talk about what we like and don't like; about their own and others work so they can develop and adapt designs to improve them.

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Foundation Stage Art Overview



Summer

1 & 2

Exploring the Natural World - exploration of the natural world which stimulates creative thinking.

- Sketchbooks - observation - draw what you see
- Inspired by nature, observation skills are developed by looking at the local environment and children learn to create visual representation of what they see through drawing, painting, collage and modelling. Look at local artists e.g. Amanda Hoskins, John Dyer, Yvonne Coomber.
- Wild flower meadow - learn to make large color washes, print with card, and draw and collage wildlife to create beautiful atmospheric imagery (link to butterflies)
Explores different ways to use paint and printmaking. Develops drawing, cutting and collage skills, promotes individual and collaborative working.

Exploring the Power of Creativity - How do we make Art? And how does it make us feel?

- Sketchbooks - imagination, illustration - drawing in response to stories
- This is a culmination of all the skills and techniques that the children have learned and developed through the year. They are encouraged to use their imagination, and are given the opportunity to express their thoughts and ideas, inspired by the Magic Train Ride story and song. They look at the illustrations in the book and have a go at being illustrators themselves.
- Newspaper heads - explores colour and mark making, develops 3d experiences and links to story-telling and drama. Pupils make a 3d painted head of whatever they wish linked to The Magic Train Ride
- "Murals in Schools" - Explores colour, shape and narrative, develops fine motor skills and promotes individual and collaborative working across the whole year group.
- A great way to explore colour mixing and develop fine motor skills - the "Painting with Plasticine" resource enables children to create small images in "relief". Explores an innovative approach to create 3d painting. Explores ideas about foreground and background, explores colour mixing and develops fine motor skills.

Art in KS1

Our curriculum is based on some resources from Art Access and basic skills that are introduced and then built upon, including drawing, printmaking, sketchbooks, painting and making. Skills are revisited and the use of ongoing sketchbook work underpins this process.

We believe in fostering an open-ended exploration of creativity. We endeavour not to always follow prescriptive outcomes, instead we believe the role of the teacher is to introduce key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity.

By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.

Art in Key Stage 1 National Curriculum Statements

Pupils should be taught:

- *to use a range of materials creatively to design and make products*
- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*
- *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*

PETER H REYNOLDS



Progression of skills for Art



Area		Year 1	Year 2
Making Skills	Drawing	Explore mark making, experiment with drawing lines and using 2d shapes to draw.	Drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.
	Painting	Develop skills and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.
	Craft, design, materials and techniques	Learn a range of materials and techniques such as clay, printing, and collage.	Use a range of materials to design and make products including sewing, printmaking, sculpture, collage and clay. Next Page Art Overview

Progression of skills for Art



Area		Year 1	Year 2
	Form	<p>Learn about form and space through making sculptures and developing language e.g. snails, birds, art in nature</p>	<p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing e.g. space diorama</p>
	Line	<p>Use, express and experiment with line for purpose, then use the language appropriately e.g drawing waves, sketchbooks</p>	<p>Draw lines with increasing confidence and skill. Use line with expression when drawing portraits e.g astronaut portrait</p>

Progression of skills for Art



Area		Year 1	Year 2
Making Skills	Pattern	Understand pattern in nature, design and make patterns in a range of materials e.g Into the Woods - feathers, leaves	Learn a range of techniques to make repeating and non repeating patterns. Identify natural and man-made patterns. Create patterns of their own.
	Shape	Identify, describe and use shape for a purpose	Compose geometric designs by adapting the work of others artists to suit their own designs.
	Texture	Use materials to create texture	Identify and describe different textures. Select and use appropriate materials to create textures
	Tone	Understand what tone is and apply it their own work	Experiment with pencils to create tone. Use tone to create form when drawing

Progression of skills for Art



Area		Year 1	Year 2
Generating of ideas	Sketchbooks	<i>To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</i>	<i>To use sketchbooks more effectively through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials</i>
	Creating original artwork	<i>Explore and create ideas for purposes and intentions. Use artist sources to develop their own artwork. Gaining inspiration for artwork from the natural world.</i>	<i>Use artist sources to develop their own artwork. Gaining inspiration for artwork from the artwork of others to stimulate them.</i>
Evaluation	Reflection	<i>Recognise and describe key features of their own and others artwork. Describe what they feel about their work and the work of others.</i>	<i>Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art.</i>

The Language of Art



Year 2

Colour - tertiary colour names,
neutral tones, harmonious
Line - smudged, heavy, light, portrait
Form - tone, perspective, coil, slip, sculpt
Texture - shading, tone
Pattern - motif
Tone - highlights, shadows

Year 1

Colour - primary, secondary colour names, warm and cold colours,
painter
Line - horizontal, vertical, diagonal, sharp, smooth, .
Form - sculpture, texture, relief, sculptor
Shape - 3d, 2d. Space - background, foreground, middle ground
Pattern - random, natural, manmade
Tone - lighter, darker

Foundation

Artist. Media - Paint, drawing, printing, modelling, cutting, sticking, joining, photograph.
Tools - brush, pencil, pen, wax crayon, pastel, scissors, glue, paper, card, cardboard, fabric, clay, plasticine.
Colour - colour mixing, primary colour names. Form - modelling, roll, flatten, squeeze, knead, squash.
Line - straight, zig zag, wavy, spikey, curved, up, down, thick, thin. Pattern
Shape - line, corners, sides. Pattern - repeat
Textures - rough, smooth, soft, hard

Linked Artists



<i>Foundation</i>	<i>Year 1</i>	<i>Year 2</i>
<p><i>Piet Mondrian - lines</i> <i>William Hogarth - lines in response to music</i> <i>Andre Derian - line</i> <i>George Seurat - dots</i> <i>Vincent van Gogh - paint</i> <i>Wassily Kandinsky, Beatrice Milhazes - circles</i> <i>Henri Matisse - spirals</i> <i>Amanda Hoskins & Yvonne Coomber - Spring Meadow</i> <i>Kurt Jackson - Seascape</i></p>	<p><i>Andy Goldsworthy - land art</i> <i>Henri Matisse</i> <i>Edward Flood- local seascape painter</i> <i>Kurt Jackson & Joaquin Sorolla- seascape painter</i> <i>Chihuly - sculptor</i></p>	<p><i>Henri Rosseau</i> <i>Colin Ruffell</i> <i>Alfred Wallis</i> <i>Stan Hope-Forbes</i> <i>Kurt Jackson</i> <i>Julian Opie - portraits pop art</i> <i>Roy Lichtenstein</i></p>





Whole School Art Projects

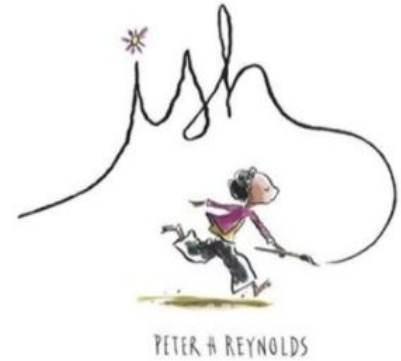
We have enjoyed inspiration from a number of different areas for our whole school art projects including books, artists and galleries but the thing we love the most is all doing art together at the same time for the Big Draw.



Whole School Art Projects

We have enjoyed inspiration from books.

Everyone can
draw...believe
and have go.

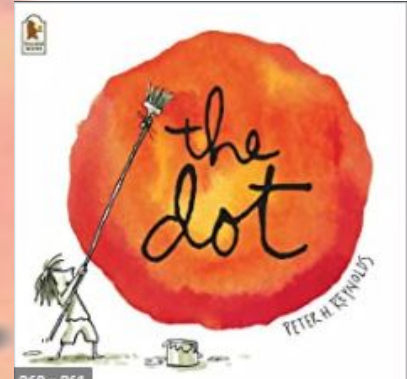




Whole School Art Projects

We have enjoyed inspiration from books.

the dot
by
Peter.H.
Reynolds



Whole School Art Projects

We have enjoyed inspiration from artists.....

Frida Kahlo



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Whole School Art Projects

We have enjoyed inspiration from artists.....

Mason

Georgia O'keefe

