



Heatherside Junior School - Art

INTENT

The aim of our Art Curriculum is to:

- Develop the artist in the pupil.
- Promote pupils' progress whilst outcomes remain open ended.
- Allow children to see the work of artists, architects and designers from around the world and across Historical time periods and cultures.
- Provide children with experiences that include a broad range of media and enable them to better improvise with these when responding to a particular stimulus.
- Improve the mastery of techniques with a range of materials.
- Allow children to create sketch books to record their observations and use them to review and revisit ideas.
- Support pupils to develop a 'growth mindset' attitude towards their abilities as an artist.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

IMPLEMENTATION

Art is planned and taught as a discrete subject across Years 3 -6. Each year group has one unit of work per term and these are typically taught in afternoon sessions by the class teacher. Units are planned with a key art focus and are often strongly linked to another area of the curriculum of that year group to enable children to make links between their learning. Using Access Art as a guide, the planning includes explicit teaching and development of key art skills and techniques, for example drawing, painting and sculpture. Skills are developed over a sequence of lessons culminating in a final piece of artwork. Critical analysis of their own and the art of others is another key focus area to all planning.

The knowledge and skills that pupils will develop throughout each art unit are mapped across each year group and throughout the school to ensure the skills and knowledge taught are progressive across the key stage. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. The disciplinary knowledge allows pupils to develop creativity and imagination as well as developing mastery in the four key processes of art: drawing, painting, sculpture and textiles.

The sense of themselves as artists is strengthened through giving autonomy over the composing of their final artworks. This is created by planning for open-ended outcomes where children can utilise the skills developed during a unit and exercise their own sense of control and ownership over their work.

Every child is taught how to use a sketchbook, which they keep all the way through the school. The sketchbooks are owned by the pupils and are at the centre of the pupils' creativity. Sketchbooks can be used to gather, collect, experiment and reflect. They are used as a tool and safe space to gather their thoughts and rehearse their technique. Final pieces of art are photographed and added to their sketchbooks as a celebration of their work.

Skills and techniques that are taught in the lower school are revisited and developed in the upper school and children are encouraged to use their sketchbooks as a journal of their learning and a way to chart their own progression.

IMPACT

Formative assessment in art and design takes place during each lesson and oral feedback is provided to pupils. Misconceptions are addressed and staff use the next lesson to ensure that children have the opportunity to work through their misconceptions and continue to apply the knowledge learnt. Teachers make a summative assessment at the end of each term: the data gathered is used to inform planning and next steps.

Our children are creative and critical thinkers who show an appreciation of a wide range of artistic styles, movements and craft techniques. Our children have a strong 'can do' attitude towards fine art skills, such as drawing and painting. They enjoy having freedom to show the skills they have developed and express their creativity through artworks of their own design and are proud to show of their artwork to others.

Contribution to SMSC and British Values:

- Learning about art from a range of cultures and periods of history.
- Studying the work of a range of artists both male and female, UK and non-UK based.
- Developing respect and tolerance for a range of views and approaches as well as how to express an opinion fairly and with kindness whilst self and peer evaluating artwork.

Heatherside Junior School

Key Stage Two Art Overview

National Curriculum

Purpose of study

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

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Overview from Heatherside Infants School

Art	Collage, colour exploration, 3D (playdough, clay), portrait work (drawing and painting), printing	Colour mixing, obs drawings & pictures, collage work, 3D (clay & playdough), binding work.	Different painting techniques, obs drawing, collage. Exploring different artists' styles & techniques	Bridget Riley & Mondrian – line drawing, colour mixing (primary, secondary) Brush control	Marc papers, scissors cutting & collage.	Pointillism (Seurat) Castle	3D sculpture Clay medal (linked to topic)	Observational drawing– line work with pencil and charcoal (wolves).	Line drawing and paint work (inspired by Banksy)
				Weaving <i>salt dough Christmas decorations</i>	Printing – for Cards Easter / M'day	Obs drawing (fruit or daffodils) painting	Painting – light tones and dark tones. Introduction to tertiary colours. (Poppies, Georgia O'Keefe/Van Gogh)	Textiles/collage Mother's Day cards – decoupage.	Drawing and painting. Further work on tertiary colours. (Andy Warhol)

**A line is a dot
that went for
a walk.** PAUL KLEE



Sketchbooks should be directed by you, and should be placed at the centre of your creativity. Annotated with ideas, comments, evaluations and dates. A sketchbook is unique to the child.

Sketchbooks should be used to gather, collect, experiment and reflect. Sketchbooks should be a place of discovery.

Sketchbooks at Heatherside

Pupils in Key Stage 2 should be taught: “to create sketch books to record their observations and use them to review and revisit ideas.”



Sketchbook content should be treated with respect. Teachers should not mark directly in the book. Teachers can give feedback during the lesson.

Sketchbooks are a place to think and practice without fear. It doesn't matter if they are untidy or imperfect. It's a place to try out ideas, it's alright to make mistakes.

**Painting is another way of keeping
a diary. -Pablo Picasso**

Overview of Art

	Autumn		Spring		Summer	
Year 3	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance. (with charcoal – pencil, painting and charcoal)		<u>Working with Shape and Colour (Printmaking)</u> "Painting with Scissors": Collage and stencil in response to looking at artwork.		<u>Telling Stories Through Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	
	Focus Artist:	Rembrandt 1606-1669 Joseph Wright of Derby 1734-1797 Vituc (Vito Labalestra) 1950s – present day	Focus Artist:	Henri Matisse Keith Haring	Focus Artist:	Louise Bourgeois James Grashow
	Outcome	Create a triptych of painted images	Outcome	A3 collage/mixed media piece 3D	Outcome	Tin Forest inspired sculptures
Year 4	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.		<u>Storytelling Through Drawing</u> <u>Illustrating our own text.</u> Explore how artists create sequenced drawings to share and tell stories. Create concertina books to retell a narrative through drawing.		<u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	
	Focus Artist:	Paul Cezanne Hilary Pecis Nicole Dyer	Focus Artist:	Laura Carlin Shaun Tan	Focus Artist:	Alice Kettle Hannah Rae
	Outcome	Clay tile with relief work	Outcome	Create an illustrated poetry book	Outcome	Create a painted and stitched piece of work.
Year 5	<u>Mixed Media Land & Cityscapes</u> Explore how artists use a variety of media to capture spirit of the place.		<u>Set Design</u> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.		<u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	
	Focus Artist:	Vanessa Gardiner Shoreditch Sketcher	Focus Artist:	Rosie Hurley	Focus Artist:	Thandiwe Murie Njideka Akunyili Crosby Mike Barrett
	Outcome	Painting of shop fronts in the style of Eric Ravilious	Outcome	Create Set Design using multimedia (watercolour wash, relief printing, felting, plasticine character models)	Outcome	Self Portrait with a focus on our own identity using layered media (photography, paint)
Year 6	<u>Exploring Form through Drawing</u> https://www.accessart.org.uk/pathway-drawing-form/		<u>Wire Construction</u> Using observational drawings 2D to create a sculpture 3D after experimenting with wire bending techniques.		<u>Activism</u> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	
	Focus Artist:	Henry Moore	Focus Artist:	Elizabeth Berrien Celia Smith	Focus Artist:	Luba Lukova Faith Ringgold Kate DeCiccio
	Outcome	Present photos of covered objects as a drawing or painting on a coloured or sepia wash background	Outcome	Create a 3D animal wire construction	Outcome	Collaborative Activism Art

Overview of skills covered:

Autumn Term				
	Year 3	Year 4	Year 5	Year 6
Project	Chiaroscuro	Exploring Still Life - Clay Tiles	Land and Cityscapes	Exploring Through Drawing How can I convey form through drawing?
Artists	Rembrandt, Joseph Wright of Derby	Paul Cezanne Hilary Pecis Nicole Dyer	Vanessa Gardiner The Shoreditch Sketcher Kittie Jones Eric Ravilious	Henry Moore Christo and Jeanne-Claude
Visual Element	Tone Line Shape Value Colour	Form and texture	Lines, shapes, space, colour	Tone Line Form
Prior Knowledge	Tracing – KS1	3D work (clay medal) using playdough and clay - infants Colour mixing – intro to tertiary colours - infants Observational drawing - infants Used Modroc or foil to sculpt a form – year 3	Observational Drawing	Observational drawing from still life in year 4
Substantive Knowledge	Drawing: -When we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (sketching pencils/paint) to capture the drama Painting: -Tints are created by adding white, shades are created by adding black Tracing techniques help to produce identical copies	Painting: -Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. Drawing: -Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Purpose/Visual Literacy/Articulation: -Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.	Drawing: Understand that landscape artists develop a range of styles and techniques. Identify aspects of style or technique for a range of artists.	Making: -Know that drawing and sculpture share a close relationship and can inform each other. -Know that we use the word form to describe a 3D shape. Drawing & Painting: -Know that we can mix colours and use a range of media to create atmosphere and meaning in drawings

Disciplinary Knowledge – skills	Painting: -Make different tints and shades by adding different quantities of white or black to a ready-mixed paint Drawing: -Using a range of different sketching pencils according to the tone/texture children want to create -Using light and dark tonal values in my work -Using tracing techniques to create copies of a photograph	Sketchbooks: -Practise drawing skills. Make visual notes to record ideas and processes discovered through looking at other artists. -Test and experiment with materials. Photography: -Explore pattern, colour, line and shape, colour and composition to create a still life image using digital photography. Consider lighting, surface, foreground and background. Painting: -To use close observation and try different hues and tones to capture 3d form in 2 dimensions. Making & Sculpture: -Work in clay and create a tile. Include relief work. Purpose/Visual Literacy/Articulation: -Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). Painting: -Continue to develop colour mixing skills – creating a tint by adding white or creating shades by adding black. Purpose/Visual Literacy/Articulation: -Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might...I was inspired by..."). Talk about intention.	Sketchbooks Make visual notes to compare the techniques and processes of the focus artists. Develop skills in combining materials. Develop skills in working from the original source. Drawing Use line, tone and mark making in the style of the chosen artists. Experiment with using fineliners, pencil and other pens. Purpose/Visual Literacy/Articulation Make creative decisions about which materials to use when producing own landscape of the local area. Begin to understand proportion and start to use it to help frame their field sketch.	Drawing -Can use line, tone, mark making, tonal values, colour and shape to give a drawing a feeling of form. Sketchbooks: -Can use a sketchbook to record and reflect, collecting the ideas and approaches they like which they see other artists use. -Can make visual notes to capture, consolidate and reflect upon the artists studied. Purpose/Visual Literacy/Articulation: -Can reflect upon the artists' work, and share their response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). -Can present their own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.
Skills Covered	DRAWING & PAINTING TRACING CHARCOAL PHOTOGRAPHY TINTS & SHADES	DRAWING & PAINTING PENCIL PHOTOGRAPHY CHALK PASTELS CLAY RELIEF WORK COLOUR MIXING	DRAWING & PAINTING PENCIL PHOTOGRAPHY PERSPECTIVE INK PENS WATERCOLOUR CHALK PASTELS	DRAWING MIXED MEDIA

			COLOUR LAYERING HANDWRITING PEN	
Key Vocabulary	Chiaroscuro, light, shade, tint, hue, triptych, composition, atmosphere	sculpture, relief, slip, design, composition	Watercolour, ratio, proportion, sketch, perspective, landscape, Capture, composition, atmosphere, translucent	sculptural drawing, maquettes, figurative, form, Chiaroscuro (Italian term: light-dark), perspective, concave, contour lines, viewpoint, foreground, middle ground, background, vertical, horizontal, solid, spatial
Assessment Statements Recorded on Foundation Tracker	Drawing: I know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings. Purpose/Visual Literacy/Articulation I can reflect upon artists' work and share my response verbally ("I liked... I didn't understand... It reminded me of..."). Drawing: I have explored qualities of marks available with charcoal, including using hands as tools. (Disciplinary Knowledge - Skill)	Making: I have sculpted a clay tile with some relief work inspired by fruit still life. (Disciplinary knowledge - skill) Purpose/Visual Literacy/Articulation I have presented my own artwork, reflected and shared it verbally ("I enjoyed... This went well... I would have liked... I was inspired by..."). (Evaluative)	Sketchbooks: Experiment with and select different media and different marks to capture the energy of a landscape using the school grounds and Hartley Wintney as inspiration. (Disciplinary knowledge - skill) Making: Understand that artists use a variety of media to capture the energy of a place. (Substantive knowledge) Making & Mixed Media: Create my own landscape with my own choice of media. (Disciplinary knowledge)	Drawing: I can use line, mark making, tonal values, colour and shape to give my drawings a feeling of form. Purpose/Visual Literacy/Articulation I can present my own artwork, reflect and share verbally.

Spring Term				
	Year 3	Year 4	Year 5	Year 6
Project	Working with Shape and Colour	Storytelling Through Drawing	Set Design	3D Wire Construction
Artists	Keith Haring, Henri Matisse	Laura Carlin Shaun Tan	Rosie Hurley	Elizabeth Berrien Celia Smith
Visual Element	Colour Shape Space	Line Shape Colour	Shape Texture Colour Form	Form

Prior Knowledge	Drawing around pre-made stencils/templates KA1	Use of charcoal in year 3 Develop understanding of light/shadow and how this can be used to interpret feeling	Clay been used in year 4	
Substantive Knowledge	Purpose/Visual Literacy/Articulation: -That we can be inspired by key artworks and make our own work in creative response. Making & Collage: -That we can use shape and colour as a way to simplify elements of the world. -That we can arrange shapes to create exciting compositions. -That we can build up imagery through layering shapes.	Sketch books: -That we can look at the work of artists and illustrators to understand how we can interpret our own narrative. Composition: -Use space, background, foreground and middle ground to help decide where our images should be placed. Colour: -Use 'pops of colour' to add feeling to an image. Purpose/Visual Literacy/Articulation: -Explore how artists create sequenced drawings to share and tell stories.	Making: -Understand that designers follow a process and sometimes work towards briefs. They bring their own experiences to the project. Purpose/Visual Literacy/Articulation:	Making: -Understand that artists reinvent. -Understand that as artists, we can take the work of others and re-form it to suit us. Purpose/Visual Literacy/Articulation: Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid
Disciplinary Knowledge	Drawing: -Using drawing mannequins to sketch different body shapes - I can create a sketch of the human figure with exaggerated features. Making & Collage: -Create templates from card -Cut shapes from coloured paper Sketchbooks: -Research photographs to inspire our own work	Making: -Arrange small toys in staged scenes to explore the creation of a narrative to include drama and mood. Composition: -Choose how to set out each page of my book by selecting which words will go on each page with an image to convey what story is being told. Making & Drawing: -Create my own concertina book to tell the story of my own writing by creating sequenced drawings from my own piece of writing and use my own illustrations and composition to describe my narrative. -Create concertina books to retell a narrative through drawing.	Drawing: -Sketch initial set ideas Making: -Explore card techniques Printing: -Printing patterns Making & Sculpture: -Clay modelling using plasticine Making: -Wet felting	Making: -Can use wire to construct an animal form, bringing my personality and character to the piece. -Can let your nature inform the choice of materials and shapes you use
Skills Covered	DRAWING PAPER COLLAGE	DRAWING CHARCOAL ILLUSTRATING OUR OWN TEXT	DESIGN/DRAWING PRINTING CLAY MODELLING WET FELTING	DRAWING 3D WIRE SCULPTURE

Key Vocabulary	Mannequin, template, collage	Narrative, concertina, scene, arrange, illustration, sequence	Set Backdrop composition Props animation Scale perspective	Wire, twist, loop, spiral, pliers, form, structure, contour, armature, gauge, 3D, negative space.
Assessment Statements Recorded on Foundation Tracker	Collage: -I have cut shapes from paper and used these as in a collage. (Implicit knowledge - skill) Purpose/Visual Literacy/Articulation: -I have presented my own artwork (journey and final outcome) and reflected and shared verbally ("I enjoyed... This went well... Next time I might...") Evaluative	Drawing: -I have sequenced images to describe my own narrative (substantive knowledge) Drawing: - I have created staged scenes using small toys as subject matter to explore the creation of drawings using charcoal and colour to convey drama and mood (Disciplinary knowledge – skills) Drawing: -I have illustrated a narrative using charcoal and colour to convey drama and mood. (Implicit Knowledge – skills)	Making: - I understand that set designers follow a process and sometimes work towards briefs, but always bring their own experiences to the project (Substantive knowledge) Making: -I have created a scaled model 'set' for an animation (Disciplinary knowledge - skill) Purpose/Visual Literacy/Articulation: -I have documented my work using film, thinking about light and perspective.	Making, drawing & sculpture: -I understand that there is often a close relationship between drawing and making. I understand that we can transform 2d drawings into 3d objects. (Substantive knowledge)" Making: -I can use a variety of materials to design (through making) and construct a scaled piece of art. I can ensure that wire can be looped, twisted, spiralled, bent, and layered to build a sculpture, using pliers to bend/twist and cutters snip wire safely. (Disciplinary knowledge - skill) Purpose/Visual Literacy/Articulation: -I can present my own artwork, reflecting and sharing verbally. I can begin to talk about the intention behind my artistic choices (Evaluative)

Summer Term				
	Year 3	Year 4	Year 5	Year 6
Project	<u>Telling Stories Through Art</u>	<u>Cloth, thread and paint</u> I will create my own piece of work on calico using paint and thread inspired by waterscapes.	<u>Exploring Identity</u>	<u>Activism</u> How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?
Artists	Louise Bourgeois James Grashow	Elizabeth Ashurst Hannah Rae Alice Kettle	Thandiwe Muriu Njideka Akunyili Crosby Mike Barrett	Luba Lukova Faith Ringgold Kate DeCiccio
Visual Element	Form	Line, shape, space, texture and colour	line, shape, colour, texture	Colour
Prior Knowledge	Creating models with playdough at KS1	How to use tone and tints to create different shades		3D modelling in Y3.
Substantive Knowledge	Sketchbooks: -Sketchbooks look different for each artist -Record ideas in different ways Purpose/Visual Literacy/Articulation: -Understand that artists can use stories as inspiration -Understand that art can be used to tell, retell or interpret stories.	Sketch books: -I will explore how artists combine media and use them in unusual ways to make art - using my sketchbook to make visual notes and capturing ideas which interest me.	Making: -Understand that artists and designers add colour, texture, meaning and richness to our life. Purpose/Visual Literacy/Articulation -Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. -Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.	Making: -Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. -Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.

Disciplinary Knowledge	Sketchbooks: Make visual notes in my sketchbook about a given story topic Drawing: Draw and gather inspiration from a stimuli. Making: Test and explore different materials to make 3D sculptures. Contribute to a shared outcome and consider how individual pieces fit a larger whole.	Drawing: I will develop my own mark making. Interpret: I will create my own piece of work by painting the background and draw over the painted fabric using stitches. Reflection: I will share my work with others, listen and take on feedback. I will also share my own responses to their work.	Sketchbooks: Make visual notes to capture, consolidate and reflect upon the artists studied. Implicit knowledge – skill <i>I have explored what kinds of topics or themes I care about, thinking about I could create (possibly working collaboratively) to share my voice and passion with the world. Implicit knowledge – skill</i> Painting: Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Implicit knowledge – skill <i>Make independent decisions as to which materials are best to use. Implicit knowledge – skill</i> Purpose/Visual Literacy/Articulation <i>Discuss the ways in which artists have a responsibility to themselves/society and the purpose art serves.</i> Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.	Sketchbooks Can explore what your passions, - hopes and fears might be. What makes you, you? How can you find visual equivalents for the words in your head? -Can explore colour: make colours, collect colours, experiment with how colours work together -Can explore combinations and layering of media. -Can develop mark making Sketchbooks & Purpose/Visual Literacy/Articulation: -I have explored what kinds of topics or themes I care about. Articulate my fears, hopes, dreams. Think about what I could create (working collaboratively) to share my voice and passion with the world. Activism -Work collaboratively using the grid method to scale up an image.
Skills Covered	SKETCHING 3D SCULPTURES	DRAWING & MARK MAKING PAINT MIXING PRINTING TEXTILES SEWING	OBSERVATIONAL DRAWING COLOUR COMBINATIONS	DRAWING PRINTING COLLABORATION
Key Vocabulary	Sketchbook Visual notes Inspiration	Contemporary, observation, texture, composition, mark making, fabric, thread, calico		Activism, Voice, Message, Community, Collaborative

	Narrative Sculpture 2D / 3D Annotate Refine Structure Texture			
Assessment Statements Recorded on Foundation Tracker	Sketchbooks: -Use sketchbooks to generate and develop ideas through visual notes inspired by a story. Making & Sculpture: Select and manipulate materials (e.g., tinfoil and cardboard) to create simple 3D models. Purpose/Visual Literacy/Articulation: -Contribute to a collaborative, considering how it fits with the overall theme and the work of others.	Sketchbooks: -I have developed my own mark making in response to contemporary and traditional artworks. (Implicit knowledge - skill) Making, painting & printing: -I have explored painting <u>and printing</u> over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over painted fabric. (Implicit knowledge - skill)	Sketchbooks: -I have explored topics or themes I care about, thinking about what I could create to share my voice and passion with the world. (Substantive knowledge sketchbook) Sketchbooks & Making: -I can make independent decisions as to which materials are best to use and which kinds of marks will work best. (Implicit knowledge - skill)	Purpose/Visual Literacy/Articulation: -Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. (Substantive Knowledge) Sketchbooks and Purpose/Visual Literacy/Articulation: - I have explored what kinds of topics and themes I care about, articulating fears, hopes and dreams - thinking about what I can create. (Implicit knowledge -skills) -Work collaboratively using the grid method to scale up an image. (Purpose/Visual Literacy/Articulation)

Access Art Statements – some are used at Heatherside						
Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<i>I know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</i> Chiascuro with charcoal pencil, painting and charcoal Autumn Term	Continue to build understanding that sketchbooks are places for personal experimentation. Autumn, Spring and Summer Term <i>I understand that the way each persons’ sketchbook looks is unique to them.</i> Spring Term			Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Working with Shape & Colour Summer Term	Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories Spring Term I know Modroc is a soft material which finally dries/sets hard. Telling Stories spring Spring Term	To understand that visual artists look to other artforms for inspiration. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
<i>I have explored the qualities of marks available with charcoal, including using hands hands as tools. Explore qualities of mark available using charcoal.</i> Chiascuro with charcoal pencil, painting and charcoal Autumn Term <i>I can create a sketch of the human figure with exaggerated features.</i> Spring Term	Work in sketchbooks to: Explore the qualities of charcoal. Autumn Term Make visual notes using a variety of media when looking at other artists work to help consolidate learning and make the experience your own. Autumn, Spring and Summer Term Develop mark making skills.			<i>I have cut shapes from paper (free hand) and used these within a collage.</i> Working with Shape & Colour Summer Term	<i>I have used Modroc to model characters inspired by literature.</i> Consider form, texture, character, structure. Telling Stories spring Spring Term	Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”). Autumn, Spring and Summer Term <i>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...)</i> Summer Term Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Autumn, Spring and Summer Term Document work using still image (photography) or by making a drawing of the work. Autumn Term

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
Look at the work of artists and illustrators to understand that they interpret narrative texts and create sequenced drawings. Use visual notes in a sketchbook to help consolidate and own the learning. <u>Storytelling Through Drawing</u>	Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. <u>Autumn Term</u>	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. <u>Exploring Still Life</u>		Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.
<u>Spring Term</u>	Use sketchbooks to: <u>Practise drawing skills. Storytelling Through Drawing Exploring Still Life</u>	That still life is a genre which artists have enjoyed for hundreds of years,, and which contemporary artists still explore today. <u>Exploring Still Life</u>	<u>I have sculpted a clay tile with some relief work inspired by fruit still life. Exploring Still Life Autumn Term</u>	—
I have created own narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. <u>Storytelling Through Drawing</u> <u>Spring Term</u>	Make visual notes to record ideas and processes discovered through looking at other artists. <u>Storytelling Through Drawing Exploring Still Life</u>	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. <u>Exploring Still Life</u>		<u>Summer Term</u> Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
I have Interpreted poetry or prose and created sequenced images in an accordion style booklet. I have worked in a variety of media according to intention, including handwriting pen, graphite or ink, charcoal and chalk pastel. <u>Storytelling Through Drawing</u> <u>Spring Term</u>	Test and experiment with materials. <u>Storytelling Through Drawing Exploring Still Life</u> Brainstorm pattern, colour, line and shape. <u>Exploring Still Life</u> Reflect. <u>Storytelling Through Drawing Exploring Still Life</u>	To use close observation and try different hues and tones to capture 3d form in 2 dimensions. <u>Exploring Still Life</u> Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. <u>Exploring Still Life autumn</u> Continue to develop colour mixing skills – creating a tint by adding white or creating shades by adding black. <u>Cloth, Thread, Paint</u> Explore painting and printing over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. <u>Cloth, Thread, Paint</u> <u>Summer Term</u>		I have presented my own artwork, reflected and shared my response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”). <u>Autumn Term</u> Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention. Autumn, Spring and Summer Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. <u>Summer Term</u>
Develop mark making skills by deconstructing the work of artists. <u>Cloth, Thread, Paint</u> <u>Summer Term</u>				

Year 5	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
	Use sketchbooks to: Practise seeing negative and positive shapes. <u>2D to 2D</u> Make visual notes to capture, consolidate and reflect upon the artists studied. <u>Mixed Media Landscapes Set Design and Exploring Identity.</u>	Understand that there is a tradition of artists working from land, sea or cityscapes. <i>I understand that artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <u>Mixed Media Landscapes Autumn Term</u></i>	Understand that artists and designers add colour, texture, meaning and richness to our life. <u>Exploring Identity</u> <i>I understand that set designers follow a process and (can design/make sets for theatres or for animations) sometimes work towards briefs but always bring their own experience to the project. <u>Set Design Spring Term</u></i>	Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.
	<i>Experiment with different media and different marks to capture the energy of a landscape using the school grounds as inspiration.</i> Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. <u>Mixed Media Landscapes Autumn Term</u> <i>I have explored what kinds of topics or themes I care about, thinking about I could create (possibly working collaboratively) to share my voice and passion with the world. <u>Exploring Identity Summer Term</u></i> Explore ideas relating to design - exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. <u>Set Design</u>	Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. <u>Mixed Media Landscapes</u> Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. <u>Exploring Identity</u> <i>Make independent decisions as to which materials are best to use. <u>Exploring Identity Summer Term</u></i>	<i>Inspired by a brief, I have created a scaled model, "set" for a theatre production or an animation. <u>Set Design Spring Term</u></i> Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. <u>Set Design</u>	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. <i>Share responses to classmates work, appreciating similarities and differences. I can listen to feedback about your own work and respond. <u>Autumn Term</u></i> <i>I have documented my work using film thinking about viewpoint, lighting & perspective. <u>Spring Term</u></i> <i>Discuss the ways in which artists have a responsibility to themselves/society and the purpose art serves. <u>Summer Term</u></i>

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	
Drawing	Sketchbooks	Printmaking	Making	Purpose/Visual Literacy/Articulation
<i>I can use line, mark making, tonal values, colour and shape to give my drawings a feeling of form. Exploring Form Through Drawing Autumn Term</i> That we use the word form to describe a three-dimensional shape.	Use sketchbooks to: Practise seeing negative and positive shapes. Using the grid method to scale up an image. Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism	<i>I understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism Spring Term</i> Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism	Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life. <i>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. 3D Wire Construction Summer Term</i> <i>I have used wire to construct an animal form, bringing my personality and character to the piece. 3D Wire Construction Summer Term</i> <i>Let your nature inform the choice of materials and shapes you use. summer</i>	Look at the work of designers, artists, art activists, installation artists and craftspeople. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. <i>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. 3D Wire Construction Summer Term</i> Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").
	<i>Explore colour: make colours, collect colours, experiment with how colours work together. Activism Spring Term</i> Explore combinations and layering of media. Activism Develop Mark Making Activism Make visual notes to capture, consolidate and reflect upon the artists studied. I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. Exploring Form Through Drawing	<i>I have explored what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Spring Term</i> Or create a zine using similar methods. Activism	<i>Know that drawing and sculpture share a close relationship and can inform each other. Exploring Form Through Drawing Autumn Term</i> <i>That we can mix colours and use a range of media to create atmosphere and meaning in drawings. Exploring Form Through Drawing</i>	<i>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Autumn Term</i> Work collaboratively to present outcomes to others where appropriate. Present as a team. <i>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Spring Term</i> <i>I have documented my work using photography and have considered lighting and focus. Exploring Form Through Drawing Autumn Term</i> Some children may make films thinking about viewpoint, lighting & perspective.