

## Gosfield Community Primary School – Art Curriculum

### Intent

At Gosfield, art lessons are designed to allow children to be creative through a range of media and concepts. Our curriculum is progressive, with children building upon skills taught throughout each year group.

Teachers will give children opportunities to use the following concepts:

Drawing with pencils

Painting

Sculpture

Collage

Printing

Textiles (including dyeing)

Digital media

Children will have the freedom to explore each concept in a safe and stimulating environment with specific skills taught by teachers before children apply these to their own artwork. Children will be encouraged to study a variety of artwork from different artists from across the world. Some art lessons will directly link to topic areas, with teachers having the freedom to choose artists that would compliment their curriculum. A working document is available for all teachers to add the names of artists covered each year to avoid repetition. This is also kept in the subject leader file for future reference.

### Implementation

Teachers have the freedom to design each unit of art across the year. They will use objectives from the 'Art Learning Ladder' to place onto the whole school curriculum. Art and Technology alternate throughout the year, so the equivalent of 3 six week blocks will be taught in each year group.

Teachers may also choose to teach stand alone skills lessons to develop the children as artists. Art lessons fit into the category of 'Understanding the arts' alongside music, so teachers can timetable their sessions accordingly.

### Impact

Through regular teaching of art skills, children will be exposed to a variety of techniques and artists. Children will be encouraged to attempt and apply these newly learnt skills in independent work across every medium. A sketch/art book will move up through the school with the child to celebrate their success and progress.

At Gosfield we intend to develop children's confidence in art work by providing opportunities for everyone to succeed and produce art work that they are proud of. Many art displays are shown around the school in a variety of media using different stimulus. This allows children to view artwork produced by all year groups, and it gives children the chance to share their work with the school.

## Gosfield Primary School

### The Arts – Visual Arts Curriculum

#### Learning ladder

|   | Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
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| <b>General ‘being an artist’ skills</b> | <p>To express their feelings and opinions about an art work or art experience</p> <p>To recognise that art can be different depending on the media and techniques</p> <p>To talk about their own work and that of others</p> <p>To use a sketch book to collect ideas and choose their favourite</p> | <p>To know that art can portray how it is experienced (how might the artist have felt when producing this?)</p> <p>To know where to find art and that it looks different depending on the media</p> <p>To suggest improvements to their own work</p> <p>To use a sketch book to collect ideas and choose their favourite</p> | <p>To know that our own experiences can influence how we see art (relating it to what we know)</p> <p>To begin to research historical, geographical, religious background to an artist/piece of art to help understand it (use books or internet)</p> <p>To use a sketch book to collect ideas and begin to write simple analysis of own creations</p> | <p>To recognise that art can often serve a greater purpose than aesthetics (statues etc)</p> <p>To discuss works of art from different cultures and consider their purposes – look at similarities and differences between them</p> <p>To start to write notes/ideas before creating art work in sketch books</p> | <p>To understand that artistic style is heavily influenced by the age/era/history of the artist</p> <p>To begin to analyse artwork based on colour, style and composition (artistic choices)</p> <p>To collect ideas from a chosen artist and consider their ‘style’ across several pieces</p> <p>To use ideas from an artist to develop their own piece of art and explain what parts they have used and why</p> | <p>To begin to understand the emotional impact of artwork on the viewer (artists intention)</p> <p>To understand that art can sometimes have a symbolic representation of a theme rather than showing it literally (abstract art)</p> <p>To carry out studies and tests of materials and techniques before using them in own work</p> <p>To use ideas from a selection of artists and choose the most suitable for purpose</p> <p>To write notes and evaluate their work in detail using the chosen artist’s ideas/concept</p> |

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| <p><b>Specific skills, knowledge and concepts - Drawing</b></p>  | <p>To create simple observational drawings</p> <ul style="list-style-type: none"> <li>-recognise and use shapes</li> <li>-simple shading</li> <li>-uses lines and marks to represent objects and images</li> </ul>                              | <p>To create observational drawings using pencil</p> <ul style="list-style-type: none"> <li>- experiment with dots and dashes to add texture, light and shadow</li> <li>-adjust pencil pressure to show solid line and a sketch line</li> <li>-to use view finders to focus on a smaller area</li> </ul> | <p>To create observational drawings using pencil and charcoal</p> <ul style="list-style-type: none"> <li>- use hatching and cross-hatching to show tone and texture</li> <li>- to use shading to show light and shadow by identifying the light source</li> </ul> | <p>To create observational drawings and then use these as inspiration for imaginative sketches (pencil, charcoal, chalk)</p> <ul style="list-style-type: none"> <li>- annotate sketches and elaborate their ideas</li> <li>-to sketch lightly (no use of a rubber to correct mistakes)</li> <li>- choose own method to show light and shadow and texture</li> </ul> | <p>To explore proportion of faces/portraits</p> <ul style="list-style-type: none"> <li>-to use different hardness of pencils to show lines, tone and texture</li> <li>-use a choice of techniques and lines to show emotion and movement</li> <li>- to develop a close up image in detail of a familiar object or feature (eg a facial feature)</li> <li>-to use photographs and other media as inspiration for drawing/sketching</li> </ul> | <p>To create a sense of depth through drawing landscape</p> <ul style="list-style-type: none"> <li>- to use a choice of techniques to show movement and perspective</li> <li>-to use and understand the horizon line</li> <li>-choose a style of drawing suitable for the context</li> <li>- to choose own technique to show light source, shadows and texture</li> <li>-to work on a piece of art for a sustained amount of time</li> </ul> |
| <p><b>Specific skills, knowledge and concepts - Painting</b></p> | <ul style="list-style-type: none"> <li>-exploring and experimenting with colour mixing</li> <li>-to know the primary colours</li> <li>-paint onto different surfaces</li> <li>-record painting in different sizes and in sketch book</li> </ul> | <ul style="list-style-type: none"> <li>-to know which colours to mix to make secondary and tertiary colours</li> <li>-to make colours lighter and darker using black and white</li> <li>-to choose the correct size brush for the task</li> </ul>  | <ul style="list-style-type: none"> <li>-to mix colours effectively for the task</li> <li>-use different brush techniques to produce shapes, textures, patterns and lines</li> <li>-to begin to layer colour and texture (eg add sand to paint)</li> </ul>         | <ul style="list-style-type: none"> <li>-use watercolour paint to produce washes for backgrounds then add detail</li> <li>-sketch lightly before painting to combine line and colour</li> <li>-to choose colour effectively for mood and purpose</li> </ul>  | <ul style="list-style-type: none"> <li>- to experiment with evoking mood using colour, tones and tints</li> <li>-to work with a range of different paints and materials including fabric and canvas</li> <li>-to use brush techniques and the qualities of paint to create texture</li> <li>-to develop their own painting style and use</li> </ul>  | <ul style="list-style-type: none"> <li>- to paint for different purposes including a range of scales and media</li> <li>-to recognise and explore the styles of famous artists and replicate some features</li> <li>-to mix colours to a realistic tone (eg skin tones, matching a leaf exactly)</li> </ul>  |

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|   |  | <ul style="list-style-type: none"> <li>-use different objects to paint with and explore the effect</li> </ul>   | <ul style="list-style-type: none"> <li>-to use colour for mood and expression</li> <li>-to understand the colour wheel and complimentary colours</li> </ul>  | <ul style="list-style-type: none"> <li>-to create 'colour spectrums' of their own and consider the effect and purpose of these colours</li> <li>-to use a variety of tools when painting</li> </ul>   | <ul style="list-style-type: none"> <li>supporting artists as inspiration</li> <li>-to choose their own materials and tools (brush size, type of paint, paper size etc)</li> </ul>  | <ul style="list-style-type: none"> <li>-to create an illusion of depth through the use of colour</li> <li>-to choose their own resources to suit the style/concept of their painting</li> </ul>  |
| <p><b>Specific skills, knowledge and concepts – Sculpture</b></p> | <ul style="list-style-type: none"> <li>-to combine everyday objects</li> <li>-to use mouldable materials</li> <li>-to shape materials for a specific purpose</li> <li>-to use a variety of simple techniques such as rolling and kneading</li> </ul> | <ul style="list-style-type: none"> <li>-to roll, cut, mould and carve a range of materials</li> <li>-to add texture and lines to clay/malleable materials</li> <li>-to plan, create and talk about what their sculpture represents</li> <li>-to organise 3d shapes to form artwork</li> </ul> | <ul style="list-style-type: none"> <li>- to sculpt for different purposes including a range of scales and media</li> <li>-to use natural resources to create a sculpture</li> <li>-to refer back to a plan and evaluate and improve</li> <li>-to join parts of a sculpture successfully</li> </ul> | <ul style="list-style-type: none"> <li>-to begin to make links between sculptures and emotions/morals/messages that the artist is trying to portray</li> <li>- to choose a material suited to the task</li> <li>-to refer back to a plan and evaluate and improve giving reasons for the improvements</li> <li>-to begin to show symmetry through sculpture</li> <li>-to decorate clay work in a specific style linked to an artist or style</li> </ul> | <ul style="list-style-type: none"> <li>-to consider the impact of their own sculptures on themselves and others</li> <li>-to use tools to carve and add shapes, texture and pattern</li> <li>-to refer back to a plan and refine the existing sculpture</li> <li>-to create a sculpture that uses a base and requires the work to 'stand' independently</li> <li>-to start to use finishing techniques such as varnish and glaze</li> <li>-to begin to use a frame to produce a sculpture (eg Modroc)</li> </ul> | <ul style="list-style-type: none"> <li>-to plan and create a sculpture that has a planned impact on the viewer (emotion/moral/message)</li> <li>-to show life-like qualities and real-life proportions</li> <li>-to understand abstract and real life sculpture and choose to replicate in their own way</li> <li>-to use a frame to create a sculpture (eg Modroc)</li> <li>-to create a sculpture that uses a base and requires the work to 'stand' independently</li> </ul> |

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| <p><b>Specific skills, knowledge and concepts – Printing</b></p>    | <p>-to use different body parts and objects to produce prints</p> <p>-to investigate how to create a 'clean' printed image (amount of paint, technique of dabbing etc)</p> <p>-to create repeating patterns through shape or colour</p> | <p>-to print with a range of hard and soft materials</p> <p>-to use equipment safely and correctly to create a clean print</p> <p>-to print using string and card (make their own printing tile)</p>  | <p>To print using the following techniques – string and card, impressed prints (polystyrene tile)</p> <p>To experiment with printing for purpose (eg wrapping paper) and consider accuracy of pattern and repetition</p> | <p>To start to develop a combination of both impressed and block printing (eg potato prints) Talk about what part of the print is shown on the paper</p> <p>To begin to print onto different materials</p> | <p>To start to develop a combination of both impressed and block printing (eg potato prints) Talk about what part of the print is shown on the paper</p> <p>To begin to print onto different materials and use other techniques to improve the work (eg sewing hems)</p> | <p>To choose their own printing technique and materials for a purpose</p> <p>To design and make their own printing tile</p> <p>To consider colour and pattern for their own printed art work</p>  |
| <p><b>Specific skills, knowledge and concepts – Collage</b></p>     | <p>-to arrange and glue materials onto a background</p> <p>-to use different materials and fastenings</p> <p>-to use natural materials/objects to form a collage</p>  | <p>-to create an image by tearing or cutting from a variety of media (newspapers, magazines etc)</p> <p>-to sort materials into groups for different purposes eg colour, texture</p> <p>-to fold, crumple and scrunch papers for effect</p> | <p>-to work on collages of different scales using different media</p> <p>-to consider the shape and placement of pieces</p> <p>-to use overlapping, tearing and layering to create background/ foreground etc</p>        | <p>-to work on collages of different scales using different media</p> <p>-to develop different shapes for different purposes</p> <p>-to consider overlapping to create depth</p>                           | <p>-to add collage to mixed media art work</p> <p>-to think about how layering can add depth and texture to artwork</p> <p>-to mix textures (smooth, rough) for effect</p> <p>-to consider the effect of colour by creating 'colour matches' in different materials</p>  | <p>- to create own materials and techniques to create an effective collage</p> <p>-to work on collages of different scales, individually and as a group</p> <p>-to ensure collage techniques are precise and shape is used effectively</p> <p>-to consider the effect of colour by creating 'colour matches' in different materials</p> |
| <p><b>Specific skills, knowledge and concepts – other areas</b></p> | <p>-to think about different textures through rubbings</p>  | <p>To begin to use photography to collect ideas</p>   | <p>-to use ink to create a marble effect in water</p>  | <p>-to explore different techniques to dye fabrics (marbling, tie-dye, batik)</p>  | <p>-to explore different techniques to dye fabrics (marbling, tie-dye, batik)</p>  | <p>-create, explain and enhance images, videos and sound recordings</p>   |

