## St John the Baptist Primary School

# Art Policy

# INTENT

At St Johns we ensure that all children have access to a range of high quality art experiences whatever their background or ability. Our curriculum, driven by our gospel values, will ensure that art and design education should engage, inspire and challenge pupils and equip them with the necessary knowledge and skills to produce their own works of art, craft and design. Art in the school is linked closely to other areas of the curriculum enabling children to enjoy, participate and develop their skills and knowledge creatively in all subject areas.

The National Curriculum States:

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.

#### <u>EYFS</u>

During the Early Years Foundation Stage, the essential building blocks of children's expressive arts and design capability are established. There are many opportunities for children to express themselves through art and design activities within the EYFS curriculum.

By the end of EYFS children should be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through art.

### <u>KS1</u>

In Key Stage 1 children will be given a variety of opportunities to express themselves creatively through various contexts. Through the skills and knowledge (Appendix 1) of drawing, painting, collage, printing, photography, textiles and 3D work children gain the confidence to produce a range of creative work.

By the end of KS1 children should be able to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences

and imagination

- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn 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.

#### <u>KS2</u>

In Key Stage 1 children will be given a variety of opportunities to express themselves creatively through various contexts. Through the skills and knowledge (Appendix 1) of drawing, painting, collage, printing, photography, textiles and 3D work children gain the confidence to produce a range of creative work. As the children progress they will be able to analyse and evaluate work of artists, their own work and that of their peers to develop their own work.

By the end of KS2 children should be able to:

• create sketch books to record their observations and use them to review and revisit

ideas

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history.

## IMPLEMENTATION

Below is the Long Term Art Planning for the school from which individual teachers produce medium term planning for their own classes. These medium term plans cover all the knowledge and skills from the Art Progression of Knowledge and Skills document (Appendix 1).

	CLASS 1 - YEAR A		
TERM	KNOWLEDGE AND SKILLS		LINKS TO THE WIDER CURRICULUM
AUTUMN	PAINTING	Colour Mixing:- EYFS - Use a variety of tools to spread paint. Explores making marks on a variety of papers. Experiments with and enjoys colours. Y1 - Names all of the colours.	Geography - hot and cold places - produce paintings of hot and cold colours. Link to Artist Mondrian.

	DRAWING	Apply colours with a variety of tools. Mixes colours. EYFS - Begin to use a variety of drawing tools. Make marks, signs and symbols on a variety of paper. Use lines and curves to express objects. Y1 - Extend the variety of drawing tools. Uses observation to draw. Explores tone, using different grades of pencils, chalk and pastel.	Science – Learn how to draw animals. Artist link- Eric Carle. ( <u>https://teachingmama.org/ultimate-list-of-</u> eric-carle-activities/)
SPRING	PRINTING	EYFS - Random experimental printing with hands, feet and found materials. Print with block colours. Use rubbings. Y1 - Create patterns, random or organised, with a range of blocks. Extends repeating patterns-overlapping, using two contrasting colours.	Science – Print plants/flowers with hands and feet. Use fruit and vegetables for print making. Geography – Food Art – Guiseppe Arcimboldo.
	3D	EYFS - Handles, feels and manipulates different materials. Builds and destroys shapes. Is aware of the sensory experience of feeling. Y1 - Becomes aware of form, feel, texture, pattern and weight. Uses materials to make known objects. Rolls, pinches and slabs modelling materials.	Science - Plants - Make 3D sculptures of plants. Geography - Food. Link Artist - Look at Miro (printing/sculpture)
SUMMER	TEXTILES	EYFS - Handling and manipulating materials. Sensory experiences with an awareness of colour, texture and shape. Y1 - Uses simple weaving with wool and card loom.	Geography - Paper weaving using river/sea colours Science - Weaving with different materials.

	COLLAGE PHOTOGRAPHY	Cuts materials for collage. Sorts textiles in specific ways. EYFS - Handles different materials from a class "bit box". Be able to manipulate materials by scrunching, folding, tearing. Y1 - Select and sorts, cuts, tears, stitches and discusses materials. Use a variety of material to create an image. EYFS - Becomes aware of photograph as an art form. Collects photographs on a theme. Y1 - Be aware there are famous photographers. Develop an awareness of scale, perspective, movement and colour.	History - Castle and Sun collage linked artist - Paul Klee. Geography -Local area collage History - Castle photography
		CLASS 1 - YEA	
TERM	KNOV	VLEDGE AND SKILLS	LINKS TO THE WIDER CURRICULUM
AUTUMN	DRAWING	<ul> <li>EYFS - Begin to use a variety of drawing tools.</li> <li>Make marks, signs and symbols on a variety of paper.</li> <li>Use lines and curves to express objects.</li> <li>Y1 - Extend the variety of drawing tools.</li> <li>Uses observation to draw.</li> <li>Explores tone, using different grades of pencils, chalk and pastel.</li> </ul>	History – Link to Guy Fawkes Fireworks drawing. Linked artist – Andy Goldsworthy.
	PAINTING	EYFS - Use a variety of tools to spread paint. Explores making marks on a variety of papers. Experiments with and enjoys colours. Y1 - Names all of the colours.	<b>Geography -</b> Create weather charts for all four seasons. Link to artist - Monet

		Apply colours with a variety of tools. Mixes colours.	
SPRING	PHOTOGRPAHY	EYFS - Becomes aware of photograph as an art form. Collects photographs on a theme. Y1 - Be aware there are famous photographers. Develop an awareness of scale, perspective, movement and colour.	History – Kents Cavern – photographs of caves and cave paintings.
	PRINTING	EYFS - Random experimental printing with hands, feet and found materials. Print with block colours. Use rubbings. Y1 - Create patterns, random or organised, with a range of blocks. Extends repeating patterns-overlapping, using two contrasting colours.	History – Printing with hands to create cave paintings. Science – Printing animal patterns.
SUMMER	3D	<ul> <li>EYFS - Handles, feels and manipulates different materials.</li> <li>Builds and destroys shapes.</li> <li>Is aware of the sensory experience of feeling.</li> <li>Y1 - Becomes aware of form, feel, texture, pattern and weight.</li> <li>Uses materials to make known objects.</li> <li>Rolls, pinches and slabs modelling materials.</li> </ul>	<b>Geography –</b> create a map of Struay as a class with children making 3D buildings, farm animals, sea, rocks etc.
	TEXTILES	EYFS - Handling and manipulating materials. Sensory experiences with an awareness of colour, texture and shape. Y1 - Uses simple weaving with wool and card loom. Cuts materials for collage. Sorts textiles in specific ways.	<b>Geography –</b> Making Island features from materials for the above 3D map. Make physical features with coloured paper.

	COLLAGE	EYFS - Handles different materials from a class "bit box". Be able to manipulate materials by scrunching, folding, tearing. Y1 - Select and sorts, cuts, tears, stitches and discusses materials. Use a variety of material to create an image.	Science - Materials and Plants - create a Matisse collage.
		CLASS 2 - YEA	RA
TERM	KNOV	VLEDGE AND SKILLS	LINKS TO THE WIDER CURRICULUM
AUTUMN	DRAWING 3D	<ul> <li>Y2 - Experiment with tools and surfaces.</li> <li>Experiment with shade, line, colour and tone</li> <li>Layer different media eg crayons, pastels, felt</li> <li>tips and charcoal.</li> <li>Y3 - Experiment with shading using different</li> <li>media.</li> <li>Use observation for drawing from different</li> <li>viewpoints.</li> <li>Use sketching for painting.</li> <li>Accurately draw people-particularly faces.</li> <li>Y2 - Experiments with tools on rigid and plastic</li> <li>materials.</li> <li>Shapes and forms material from direct</li> <li>observation.</li> <li>Replicates patterns and textures in a 3D form.</li> <li>Y3 - Shapes, forms, models and constructs</li> <li>materials.</li> <li>Creates texture using a variety of tools.</li> <li>Plans, designs and makes models.</li> </ul>	Geography - Drawing a penguin. Children draw parts of a penguin in order to draw the whole penguin. Linked Artist - David McEown. History - Drawing faces of famous Explorers. Science - Drawing animals. Science - Making 3D polar animals and habitats. Link to artist Ted Harrison.
SPRING	PHOTOGRAPHY	Y2 - Develops an awareness of moods, emotions and feelings in photography. Alters images through collage.	Geography - Using local are photographs for collage. Local area Human and Physical features.

	PRINTING	<ul> <li>Y3 - Experiences a variety of lenses-cameras, telescopes and binoculars.</li> <li>Is aware of lenses and their effects on images.</li> <li>Y2 - Print with a growing range of objects and techniques.</li> <li>Use different forms of printing.</li> <li>Use carbon printing, relief press and fabric printing.</li> <li>Y3 - Re-create texture through printing.</li> <li>Use a variety of techniques including layering.</li> <li>Explore colour mixing through printing.</li> </ul>	<b>Science –</b> Printing with different textures. Linked artist – Francis Sam Lembark.
SUMMER	COLLAGE	<ul> <li>Y2 - Sorts materials according to their properties eg warm, cold, smooth, shiny.</li> <li>Engages in cutting and sewing.</li> <li>Creates textured collages.</li> <li>Y3 - Develops skills in cutting, stitching and joining.</li> <li>Experiment with a range of media-overlapping, layering.</li> <li>Begin to use applique.</li> <li>Y2 - Overlapping and overlaying to create effects.</li> </ul>	Science – Collage of plants. Linked artist - Matisse. Multimedia fruit and vegetables art - Michael Brennand- Woods and Caravaggio.
		Use large-eyed needles for running stitches. Use contrasting colours in stitching and weaving. Y3 - Use smaller eyed needles and threads. Explore simple stitches. Use tie-dye and batik.	Science/Geography - Make a plant or food from materials.
	PAINTING	Y2 - Describe colours by objects. Make tones of colours using white. Darken colours by mixing. Use colour on a large scale.	<b>Science -</b> Van Gogh - Sunflowers. 2 paint for Plants Purple Mash.

		Y3 - Make colour wheels -know primary, secondary and tertiary colours. Use different types of brushes. Use different techniques- dotting, splashing and scratching.	
		CLASS 2 - YEA	R B
TERM	KNO	OWLEDGE AND SKILLS	LINKS TO THE WIDER CURRICULUM
AUTUMN	TEXTILES	<ul> <li>Y2 - Overlapping and overlaying to create effects.</li> <li>Use large-eyed needles for running stitches.</li> <li>Use contrasting colours in stitching and weaving.</li> <li>Y3 - Use smaller eyed needles and threads.</li> <li>Explore simple stitches.</li> <li>Use tie-dye and batik.</li> <li>Y2 - Describe colours by objects.</li> <li>Make tones of colours using white.</li> <li>Darken colours by mixing.</li> <li>Use colour on a large scale.</li> </ul>	Science - Animal paper weaving. Geography - Sewing rainforest designs. History - Firework Art - Linked Artists - Picasso and Mondrian.
		Use colour on a large scale. Y3 - Make colour wheels -know primary, secondary and tertiary colours. Use different types of brushes. Use different techniques- dotting, splashing and scratching.	<b>Geography -</b> River Art - Linked Artist - Monet Rainforest - Rosseau.
SPRING	DRAWING	<ul> <li>Y2 - Experiment with tools and surfaces.</li> <li>Experiment with shade, line, colour and tone</li> <li>Layer different media eg crayons, pastels, felt</li> <li>tips and charcoal.</li> <li>Y3 - Experiment with shading using different</li> <li>media.</li> </ul>	Geography - Drawing a 3d effect earthquake hole. Street Art - Linked Artists - Banksy, Keith Harring. History/Science - Seascapes Linked Artists - Van Gogh - Horizons

	3D	Use observation for drawing from different viewpoints. Use sketching for painting. Accurately draw people-particularly faces. Y2 - Experiments with tools on rigid and plastic materials. Shapes and forms material from direct observation. Replicates patterns and textures in a 3D form. Y3 - Shapes, forms, models and constructs materials. Creates texture using a variety of tools. Plans, designs and makes models.	Moonlight seascape - Monet Sky and sea - Renoir Geography - Making a 3D volcano. Make a 3D house on stilts.
SUMMER	COLLAGE	<ul> <li>Y2 - Sorts materials according to their properties eg warm, cold, smooth, shiny.</li> <li>Engages in cutting and sewing.</li> <li>Creates textured collages.</li> <li>Y3 - Develops skills in cutting, stitching and joining.</li> <li>Experiment with a range of media-overlapping, layering.</li> <li>Begin to use applique.</li> </ul>	Geography - Seaside collages.
	PRINTING	<ul> <li>Y2 - Print with a growing range of objects and techniques.</li> <li>Use different forms of printing.</li> <li>Use carbon printing, relief press and fabric printing.</li> <li>Y3 - Re-create texture through printing.</li> <li>Use a variety of techniques including layering.</li> <li>Explore colour mixing through printing.</li> </ul>	History – Stone age cave paintings. Geography – Fish printing

	PHOTOGRAPHY	<ul> <li>Y2 - Develops an awareness of moods, emotions and feelings in photography.</li> <li>Alters images through collage.</li> <li>Y3 - Experiences a variety of lenses-cameras, telescopes and binoculars.</li> <li>Is aware of lenses and their effects on images.</li> </ul>	<b>Geography</b> - Create a seaside in a bottle using sand, shells, pebbles and photographs of seaside towns as a backdrop. Create a collage of photographs for seaside now and then using black and white and coloured photographs.
		CLASS 3 - YEA	RA
TERM	KNOV	VLEDGE AND SKILLS	LINKS TO THE WIDER CURRICULUM
AUTUMN	TEXTILES	<ul> <li>Y4 - Use a wider variety of stitches.</li> <li>Observation and design of textural art.</li> <li>Experiment with creating mood, feeling and movement.</li> <li>Y5 - Use stories, music and poems as stimuli.</li> <li>Use Plaiting, stapling, stitching and sewing techniques.</li> <li>Study artists using textiles.</li> <li>Y6 - Cut and stitches patterns.</li> <li>Develop experience in embellishing.</li> <li>Use techniques to express feelings.</li> <li>Work collaboratively on a larger scale.</li> </ul>	Science - Making fabric with thread.
	3D	<ul> <li>Y4 - Compares and recreates form and shape to natural and man-made environments.</li> <li>Plan, design, make and adapt materials.</li> <li>Shows an awareness of texture, form and shape by recreating an image in 3D.</li> <li>Y5 - Use recycled natural and man-made materials to create sculpture.</li> <li>Shape, form, model and join materials.</li> <li>Creates 3D sculptures from observation or imagination.</li> </ul>	History – Make a Egyptian cartouche with clay. Make an Egyptian necklace using a paper plate. Make 3D pyramids. Make Egyptian death masks.

		Y6 - Looks at 3D work from a variety of genres and develops own response through experimentation. Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.	
SPRING	DRAWING	<ul> <li>Y4 - Identify and draw the effect of light.</li> <li>Use line, tone, shade, pattern and texture.</li> <li>Alter and refine drawings.</li> <li>Begin to use scale.</li> <li>Y5 - Draw the effect of light on objects and people.</li> <li>Use a variety of textures.</li> <li>Begin to use perspective.</li> <li>Y6 - Draw the effect of light on objects and people from different directions.</li> <li>Experiment with tone, texture, line, shape and colour.</li> <li>Use perspective.</li> </ul>	Geography - Draw a volcano. Linked Artist - Margaret Godfrey. History - Sketching Pompeii landscape. Sketching art from the period/buildings.
	PAINTING	<ul> <li>Y4 - Use colour mixing and matching using tint, tone and shade.</li> <li>Create pattern using different colours and tools.</li> <li>Use colours to express mood.</li> <li>Y5 - Use tint, tone, shade and hues of colours in painting.</li> <li>Investigate symbols, shapes, form and composition.</li> <li>Use different methods and techniques to reflect mood.</li> <li>Y6 - Explore the effect of light, colour, texture and tone.</li> <li>Colour for different purposes.</li> <li>Work independently to paint on paper and fabric.</li> </ul>	Geography - painting volcanoes. Linked Artist - Margaret Godfrey. Science - Using different forces to move paint on a paper creating individual designs.

SUMMER	PRINTING	<ul> <li>Y4 - Interpret a variety of environmental and manmade patterns.</li> <li>Use resist printing such as marbling, silkscreen and cold water paste.</li> <li>Y5 - Choose printing method appropriate to task.</li> <li>Build up layers and colours/textures by combining prints.</li> <li>Y6 - Build up drawings and images of whole or parts of items using various techniques.</li> <li>Use screen printing.</li> <li>Explore printing techniques used by various artists.</li> </ul>	History – Screen printing (originated in China). Use screen printing for Pop Art images. Could link to fair trade products. Linked Artists – Andy Warhol, Roy Lichtenstein.
	PHOTOGRPAHY	<ul> <li>Y4 - Experiences the effect of light and magnification on transparencies.</li> <li>Explores creative slide making using felt-tip pens, feathers, gauzes and food dyes.</li> <li>Y5 - Is aware of the processes involved in developing photographs and slides.</li> <li>Create a flick book to give the impression of movement.</li> <li>Y6 - Creates simple images on photographic paper by placing shapes and objects on paper and fixing.</li> <li>Build a pinhole camera and uses it to explore close-up and distant images.</li> <li>Uses ICT to create simple images.</li> </ul>	Science - create an animal flipbook. Take photographs of animals in the environment and arrange them in a collage. Geography - Use images to make a photographic display.
	COLLAGE	<ul> <li>Y4 - Match the tool to the material.</li> <li>Develop an awareness of contrasts in texture and colour.</li> <li>Decide on the best adhesive for the given task.</li> <li>Y5 - Use a range of media to create collage.</li> <li>Experiment with using Batik.</li> <li>Select and use materials for a specific outcome.</li> </ul>	Science – create an animal Batik.

		Y6 - Use different techniques, colours and textures when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify their work. Applies knowledge of different techniques as a form of expression.	
		CLASS 3 - YEA	RB
TERM	KNOV	VLEDGE AND SKILLS	LINKS TO THE WIDER CURRICULUM
AUTUMN	3D	<ul> <li>Y4 - Compares and recreates form and shape to natural and man-made environments.</li> <li>Plan, design, make and adapt materials.</li> <li>Shows an awareness of texture, form and shape by recreating an image in 3D.</li> <li>Y5 - Use recycled natural and man-made materials to create sculpture.</li> <li>Shape, form, model and join materials.</li> <li>Creates 3D sculptures from observation or imagination.</li> <li>Y6 - Looks at 3D work from a variety of genres and develops own response through experimentation.</li> <li>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.</li> </ul>	History - Create a Roman mosaic. Make a roman pot. Geography - Make a 3d model of a human and physical feature of the local area.
	PHOTOGRPAHY	<ul> <li>Y4 - Experiences the effect of light and magnification on transparencies.</li> <li>Explores creative slide making using felt-tip pens, feathers, gauzes and food dyes.</li> <li>Y5 - Is aware of the processes involved in developing photographs and slides.</li> </ul>	Science – Look at photographs using light. Build a pinhole camera. Geography – Look at local area images with different light effects, produce an image using light effects. Linked Artists – Paul Barclay and Simon Drew.

		Create a flick book to give the impression of movement. Y6 - Creates simple images on photographic paper by placing shapes and objects on paper and fixing. Build a pinhole camera and uses it to explore close-up and distant images. Uses ICT to create simple images.	
SPRING	PAINTING	<ul> <li>Y4 - Use colour mixing and matching using tint, tone and shade.</li> <li>Create pattern using different colours and tools.</li> <li>Use colours to express mood.</li> <li>Y5 - Use tint, tone, shade and hues of colours in painting.</li> <li>Investigate symbols, shapes, form and composition.</li> <li>Use different methods and techniques to reflect mood.</li> <li>Y6 - Explore the effect of light, colour, texture and tone.</li> <li>Colour for different purposes.</li> <li>Work independently to paint on paper and fabric.</li> </ul>	Geography – Create a painted elephant. Create a lotus flower painting.
	TEXTILES	<ul> <li>Y4 - Use a wider variety of stitches.</li> <li>Observation and design of textural art.</li> <li>Experiment with creating mood, feeling and movement.</li> <li>Y5 - Use stories, music and poems as stimuli.</li> <li>Use Plaiting, stapling, stitching and sewing techniques.</li> <li>Study artists using textiles.</li> <li>Y6 - Cut and stitches patterns.</li> <li>Develop experience in embellishing.</li> </ul>	Science – Create a rainforest scene. Linked Artist - Henri Rousseau. Create a Rainforest scene in the style of Rousseau combine paper, fabric and texture and overlap to create a rainforest collage. Justify the materials chosen.

	PRINTING	Use techniques to express feelings. Work collaboratively on a larger scale. Y4 - Interpret a variety of environmental and manmade patterns. Use resist printing such as marbling, silkscreen and cold water paste. Y5 - Choose printing method appropriate to task. Build up layers and colours/textures by combining prints. Y6 - Build up drawings and images of whole or parts of items using various techniques. Use screen printing. Explore printing techniques used by various artists.	Science – Design and make a wax resist piece of art using elements from an animals' habitat. Linked Artist – Henry Moore
SUMMER	DRAWING	<ul> <li>Y4 - Identify and draw the effect of light.</li> <li>Use line, tone, shade, pattern and texture.</li> <li>Alter and refine drawings.</li> <li>Begin to use scale.</li> <li>Y5 - Draw the effect of light on objects and people.</li> <li>Use a variety of textures.</li> <li>Begin to use perspective.</li> <li>Y6 - Draw the effect of light on objects and people from different directions.</li> <li>Experiment with tone, texture, line, shape and colour.</li> <li>Use perspective.</li> </ul>	History – Sketch a Greek Temple. Draw a Greek vase. Sketch a Greek pattern and Greek Character for the vase. Draw a Mythical beast. Science – Sketching Animals.
	COLLAGE	Y4 - Match the tool to the material. Develop an awareness of contrasts in texture and colour. Decide on the best adhesive for the given task. Y5 - Use a range of media to create collage.	History – Create a Greek mosaic. Geography – Create a seascape collage. Linked Artist – Eileen Agar collages. Science – Creating habitats using collage.

		<ul> <li>Experiment with using Batik.</li> <li>Select and use materials for a specific outcome.</li> <li>Y6 - Use different techniques, colours and textures when designing and making pieces of work.</li> <li>Be expressive and analytical to adapt, extend and justify their work.</li> <li>Applies knowledge of different techniques as a form of expression.</li> </ul>	
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TERM	KNC	DWLEDGE AND SKILLS	LINKS TO THE WIDER CURRICULUM
AUTUMN	3D	<ul> <li>Y4 - Compares and recreates form and shape to natural and man-made environments.</li> <li>Plan, design, make and adapt materials.</li> <li>Shows an awareness of texture, form and shape by recreating an image in 3D.</li> <li>Y5 - Use recycled natural and man-made materials to create sculpture.</li> <li>Shape, form, model and join materials.</li> <li>Creates 3D sculptures from observation or imagination.</li> <li>Y6 - Looks at 3D work from a variety of genres and develops own response through experimentation.</li> <li>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.</li> </ul>	History - Make a Bronze Age necklace. Make a Bronze Age pot. Science - Use Rocks to make cave paintings.
	COLLAGE	<ul> <li>Y4 - Match the tool to the material.</li> <li>Develop an awareness of contrasts in texture and colour.</li> <li>Decide on the best adhesive for the given task.</li> <li>Y5 - Use a range of media to create collage.</li> </ul>	Geography - Create a National Park collage.

	РНОТОGRРАНУ	<ul> <li>Experiment with using Batik.</li> <li>Select and use materials for a specific outcome.</li> <li>Y6 - Use different techniques, colours and textures when designing and making pieces of work.</li> <li>Be expressive and analytical to adapt, extend and justify their work.</li> <li>Applies knowledge of different techniques as a form of expression.</li> <li>Y4 - Experiences the effect of light and magnification on transparencies.</li> <li>Explores creative slide making using felt-tip pens, feathers, gauzes and food dyes.</li> <li>Y5 - Is aware of the processes involved in developing photographs and slides.</li> <li>Create a flick book to give the impression of movement.</li> <li>Y6 - Creates simple images on photographic paper by placing shapes and objects on paper and fixing.</li> <li>Build a pinhole camera and uses it to explore close-up and distant images.</li> <li>Uses ICT to create simple images.</li> </ul>	<b>Geography –</b> Use National Parks photographs to create collages on a theme. <b>History –</b> Make a slide show presentation about the Bronze Age using photographic images.
SPRING	TEXTILES	<ul> <li>Y4 - Use a wider variety of stitches.</li> <li>Observation and design of textural art.</li> <li>Experiment with creating mood, feeling and movement.</li> <li>Y5 - Use stories, music and poems as stimuli.</li> <li>Use Plaiting, stapling, stitching and sewing techniques.</li> <li>Study artists using textiles.</li> <li>Y6 - Cut and stitches patterns.</li> <li>Develop experience in embellishing.</li> </ul>	Geography - Make a river toothpaste Batik <u>https://kinderart.com/art-lessons/textiles/toothpaste-</u> <u>batik/</u> History - Make an Anglo-Saxon brooch.

	PRINTING	<ul> <li>Y4 - Interpret a variety of environmental and manmade patterns.</li> <li>Use resist printing such as marbling, silkscreen and cold water paste.</li> <li>Y5 - Choose printing method appropriate to task.</li> <li>Build up layers and colours/textures by combining prints.</li> <li>Y6 - Build up drawings and images of whole or parts of items using various techniques.</li> <li>Use screen printing.</li> <li>Explore printing techniques used by various artists.</li> </ul>	History - Printing an Anglo-Saxon pattern. Geography - Marbling paper with river colours.
SUMMER	DRAWING	<ul> <li>Y4 - Identify and draw the effect of light.</li> <li>Use line, tone, shade, pattern and texture.</li> <li>Alter and refine drawings.</li> <li>Begin to use scale.</li> <li>Y5 - Draw the effect of light on objects and people.</li> <li>Use a variety of textures.</li> <li>Begin to use perspective.</li> <li>Y6 - Draw the effect of light on objects and people from different directions.</li> <li>Experiment with tone, texture, line, shape and colour.</li> <li>Use perspective.</li> </ul>	History - Drawing Mayan characters. Geography - Drawing features of rainforest and desert habitats. Linked Artist - Henri Rouseau
	PAINTING	<ul> <li>Y4 - Use colour mixing and matching using tint, tone and shade.</li> <li>Create pattern using different colours and tools.</li> <li>Use colours to express mood.</li> <li>Y5 - Use tint, tone, shade and hues of colours in painting.</li> <li>Investigate symbols, shapes, form and composition.</li> </ul>	History - Mayan Mural Painting. Geography - Painting rainforest and desert habitats.

	Use different methods and techniques to reflect mood. Y6 - Explore the effect of light, colour, texture and tone. Colour for different purposes. Work independently to paint on paper and fabric.	

## ASSESSMENT

Assessment is a vital tool in the teaching of Art, designed to monitor children's progress and measure attainment. Assessment is used to inform future planning and to provide information about pupils throughout their time in school. Assessment is used by teachers to assess the on-going process and not just the finished products or outcomes. At the end of each unit of work teachers will complete the Art Assessment grids (Appendix 2). Class Teachers will keep records of work carried out through the use of sketchbooks, examples of work and photographs.

### IMPACT

• Children will experience a broad and balanced art curriculum with emphasis on the development of knowledge and skills.

- Children will experience art through other areas of the curriculum.
- Children will make at least good progress in Art.
- Children will be become creative learners, who have a web of knowledge about the great artists of the world.
- Creativity and uniqueness will be celebrated and children will become astute at editing and improving the pieces they have created.
- Children will be confident in talking about their learning through discussing their thoughts, ideas and processes as well as evaluations of their work.
- Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum.