



## **Frimley Church of England School**

### **Approach to Art**



#### **Purpose**

**Art** is a subject where we learn to express ourselves and develop creative ideas confidently.

#### **Intent**

Through the teaching of Art, the aim is to improve children's engagement, creativity and provide them with opportunities to develop and extend their skills. All children will have the opportunity to express their individual ideas, thoughts and interests through a variety of mediums, equipment and resources. Children will become more confident artists and creators understanding that there is no 'wrong' result/outcome and develop resilience to improving their outcomes. They will learn more about different techniques and skills and have opportunities to practice these to become more confident inventors and creators of their own works of art and projects. Where possible activities will include child-choice and be child-led to develop creativity and independence further.

#### **Implementation**

Lessons are taught in blocks by the class or PPA teachers. Planning will follow a small step approach to mastery. Children will be influenced through enrichment, after school clubs and assemblies to provide further opportunity for creativity and child-led approaches. Lessons will be exciting and creative where children can explore their ideas through different mediums, equipment and resources in a supportive style of small-step learning to build confidence and more positive outcomes.

Class teachers will take photographs of the children's work and submit a selection half-termly to enable skills and knowledge progression to be monitored. Monitoring will also be through flip scrutiny, sketchbook scrutiny and pupil/staff voice. The curriculum overview will show progression in line with the approach document

#### **Impact**

In classrooms you will see:

- Excitement, engagement and enthusiasm.
- Exploration of techniques and equipment.
- Children expressing their interests, ideas and thoughts with more confidence.
- Children will broaden and deepen their understanding in these areas and enjoy the varied creative opportunities.
- Evidence is collected through sketch books (where relevant) and photos (where appropriate).

Children will be able to:

- Become better creative risk takers.
- Become more resilient.
- Become more experimental and understand how to better their outcomes.
- Children will broaden and deepen their understanding in these areas and enjoy the varied creative opportunities.

Children leave Frimley:

- With a wide range of skills, knowledge and techniques
- Have the ability to express their own ideas, interests and thoughts on paper.
- With a confident approach to creative learning (being an individual).
- Well equipped to plan and carry out creative learning and have developed their skills to achieve better outcomes.

**National curriculum expectations:**

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.

**Art Long term plan**

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Dragon Eyes - <b>Drawing, colour</b>		Henri Rousseau - <b>Colour</b>	
Autumn 2	Dragon Eyes – <b>Form</b>	Greek clay vases - <b>Form</b>		Observation drawing - <b>Drawing</b>
Spring 1			Peter Thorpe - <b>Form</b>	Blitz Collage - <b>Texture</b>
Spring 2	Egyptian Digital Art – <b>Pattern</b>	Roman Mosaics - <b>Pattern</b>	Hokusai - <b>Pattern</b>	Lino Printing - <b>Printing</b>
Summer 1		Animal Collage - <b>Texture</b>	Frida Kahlo - <b>Drawing</b>	
Summer 2		Animal printing - <b>Printing</b>		

**What Frimley offers to its pupils: (Art medium term plans)**

		Year 3	Year 4	Year 5	Year 6
Autumn term	<b>Knowledge</b>	Dragon Eyes - <b>Drawing, colour</b> <u>Drawing:</u> Experiment with various pencils (2B - HB). Encourage close observation of objects – still life drawing. Observe and draw simple shapes. Draw both the positive and negative shapes. Make initial sketches as preparation for painting etc. Encourage more accurate drawings of people: particularly faces, draw features, not always the whole image Identify and draw the effect of light (shadows) on a surface/objects/ people. Introduce concepts of scale and proportion in greater depth. Encourage more accurate drawings of whole objects to include people: proportion, placement and shape of body. Work on a variety of scales – A4, A3 <u>Colour:</u> Apply colour mixing.	<u>Greek clay vases - Form</u> <b>Plan and develop ideas in sketchbook and make informed choices about media.</b> <b>Experienced surface patterns / textures.</b> <b>Work safely, to organize working area and clear away.</b> <b>Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)</b> <b>Consider light and shadow, space and size.</b> <b>Investigate, analyse and interpret natural and manmade forms of construction.</b>	<u>Henri Rousseau - Colour</u> <b>Controlling and experimenting particular qualities of tone, shades, hue and mood.</b> <b>Explore texture in colour with sawdust, glue, shavings, sand and on different surfaces.</b> <b>Considering colour for purposes.</b> <b>Use colour to express moods and feelings.</b> <b>Explore the texture of paint Encourage individual identification of suitable equipment for a particular purpose.</b> <b>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</b> Controlling and experimenting particular qualities of tone, shades, hue and mood. Explore texture in colour with sawdust, glue, shavings, sand and on different surfaces. Considering colour for purposes. Use colour to express moods and feelings. Explore the texture of paint Encourage individual identification of suitable	<u>Observation drawing - Drawing</u> Observe and use a variety of techniques to show effect of light on objects and people. Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface. Produce increasingly accurate drawings of people/objects etc. Produce increasingly detailed preparatory sketches for painting and other work. Introduce perspective. Work on a variety of scales and collaboratively. Independently selects materials and techniques to use to create a specific outcome.

		<p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce different brushes for specific purposes. (watercolour dragon eyes)</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist (Jackson Pollock, Seurat Signac etc.)</p> <p>Pointillism – control over coloured dots.</p> <p>Make the colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe and mix flesh colours.</p>		<p>equipment for a particular purpose.</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>	
	<b>Crucial Learning</b>	<p><i>Drawing</i></p> <ul style="list-style-type: none"> <li><i>Different pencils can be used to create varying tone (tone is how light or dark a colour is).</i></li> <li><i>Hatching, cross hatching, scribbling and stippling are four shading techniques.</i></li> <li><i>To draw simple shapes and objects they have to be observed carefully.</i></li> <li><i>9B is the softest and darkest pencil.</i></li> <li><i>9H is the lightest and hardest pencil.</i></li> </ul> <p><i>Colour</i></p> <ul style="list-style-type: none"> <li><i>Primary colours are blue, red and yellow.</i></li> <li><i>Secondary colours are green, orange and purple.</i></li> <li><i>If you combine two primary colours with each other you get a secondary colour.</i></li> <li><i>Paintbrushes have different purposes depending on their shapes and sizes.</i></li> <li><i>Pointillism is a technique of painting in which small dots of colour are applied in patterns.</i></li> <li><i>Tertiary colours = primary colours + secondary colours.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Investigating, discussing and comparing work of known sculptors supports development of ideas and choices about media.</i></li> <li><i>Surface patterns and textures include stamping, stencilling, cutting, carving.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>White and black (and grey) can be added to colours (hues) to make tints, tones and shades.</i></li> <li><i>Warm and cool colours are used in art to reflect mood.</i></li> <li><i>Colour is a visual element that has a strong effect on emotions. It can be used to create mood and atmosphere in art.</i></li> <li><i>Well known artists use colour in different ways for different effects.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Shading is a technique used in art to represent light and shade by varying the colour and intensity of the medium.</i></li> <li><i>Artists refer to 5 basic concepts when describing the behaviour of light on a form – highlight, reflected light, shadow, core shadow, cast shadow.</i></li> <li><i>Perspective is the art of representing 3d objects on a 2d surface.</i></li> </ul>
	<b>Knowledge</b>	Dragon Eyes – <b>Form</b>			

		<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation / imagination with increasing confidence. (Clay dragon eyes)</p> <p>Plan and develop ideas in sketchbook and make simple choices about media. (Clay dragon eyes)</p> <p>Understanding of different adhesives and methods of construction</p> <p>Begin to have some thought towards size (Clay dragon eyes)</p> <p>Simple discussion about aesthetics</p>			
	<i>Crucial Learning</i>	<ul style="list-style-type: none"> <li><i>Form relates to the visible shape or configuration of something.</i></li> <li><i>Types of modelling methods with clay include rolling, squeezing, pinching, carving, smoothing, coiling and joining.</i></li> </ul>			
	<i>Theology and vision links</i>	<p><i>Explicit links to love and honesty when evaluating art or using art to represent/reflect belief.</i></p> <p><i>Love honesty and forgiveness when offering advice/reflection etc.</i></p>			
Spring term	<b>Knowledge</b>	<p><u>Egyptian Digital Art – Pattern</u></p> <p>Search for pattern around us.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design motif to repeat.</p> <p>Create patterns using ICT.</p> <p>Make patterns on a range of surfaces.</p> <p>Link to Maths – symmetry</p>	<p><u>Roman Mosaics- Pattern:</u></p> <p><b>Consider different types of mark making to make patterns.</b></p> <p><b>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</b></p> <p><b>Link to Maths – tessellation (Escher)</b></p> <p><b>Geometry, shape lines (Mondrian/klee)</b></p>	<p><u>Peter Thorpe - Form</u></p> <p><b>Use sketchbook to inform, plan and develop ideas.</b></p> <p><b>Shape, form, model and join with confidence.</b></p> <p><b>Produce more intricate patterns and textures.</b></p> <p>Work directly from observation or imagination <b>with confidence.</b></p> <p><b>Take into account the properties of media being used.</b></p> <p><b>Discuss and evaluate own work and that of other sculptors (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.)</b></p> <p><b>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</b></p>	<p><u>Blitz Collage Texture:</u></p> <p><b>Interpret stories, music, poems and use environment and townscapes as stimuli.</b></p> <p><b>Select and use materials to achieve a specific outcome.</b></p> <p><b>Embellish work, using a variety of techniques: drawing, painting, printing on top of textural work.</b></p> <p><b>Consider methods of making fabric.</b></p> <p><b>Look at work of other artists using textiles i.e, Molly Williams, Jill Denton, Linda Caverley</b></p> <p><b>Handling, manipulating and enjoying using materials</b></p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p> <p><b>Develops experience in embellishing, combining techniques to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</b></p> <p><b>Applies knowledge of different techniques to express feelings.</b></p> <p><b>Use found and constructed materials.</b></p>

					<p><b>Work collaboratively on a larger scale. Handling, manipulating and enjoying using materials</b></p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>
	<p><b>Crucial Learning</b></p>	<ul style="list-style-type: none"> <li>Pattern is a repeated decorative design.</li> <li>A motif is a decorative image or design, especially a repeated one forming a pattern.</li> <li>Something is symmetrical when it has two matching halves- they are a mirror image of each other.</li> </ul>	<ul style="list-style-type: none"> <li>Tessellation is the covering of a surface using geometric shapes with no overlaps and no gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Slip and score is a technique used to join two pieces of clay together.</li> <li>Intricate patterns and textures can be created using a range of objects, stamping, stencilling, cutting, carving.</li> </ul>	<ul style="list-style-type: none"> <li>Different stimuli can result in variations in art.</li> <li>Embellishing is the addition of decorative details or features.</li> <li>Applique is ornamental needlework in which pieces or patches of fabric in different shapes and patterns are sewn or stuck onto a larger piece.</li> </ul>
	<p><b>Knowledge</b></p>			<p><u>Hokusai - Pattern</u></p> <p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own work, drawing comparisons and reflecting on their own creations</p> <p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations</p>	<p><u>Lino Printing Printing:</u></p> <p>Experienced in combining prints taken from different objects to produce end piece.</p> <p>Experiment with ideas, plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper</p> <p>Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. (Morris, labelling, etc.)</p> <p>Builds up drawings and images of whole or parts of items using various techniques</p> <p>Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Explore printing techniques using by various artists e.g. screen printing.</p>
	<p><b>Crucial Learning</b></p>			<p>Abstract pattern/design uses shape, form, colour and marks to create work that does not attempt a visual reality.</p>	<ul style="list-style-type: none"> <li>Prints taken from different objects can be combined for an end piece.</li> <li>Patterned printing is a repeated design.</li> </ul>

					<ul style="list-style-type: none"> <li>A collagraph print is made by gluing different materials to cardboard to create a collage.</li> </ul>
	<b>Theology and vision links</b>	Explicit links to love and honesty when evaluating art or using art to represent/reflect belief. Love honesty and forgiveness when offering advice/reflection etc.			
<b>Summer term</b>	<b>Knowledge</b>		<b>Animal Collage - Texture</b> Use smaller eyed needles and finer threads. Use colour to express an idea in weaving. Awareness of the nature of materials and surfaces – fragile, tough, durable. Look at artists Linda Caverley, Ellen Jackson, Alison King. Handling, manipulating and enjoying using materials (Clay dragon eyes) Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down. Build on all previous experiences. <b>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</b> <b>Start to place more emphasis on observation and design of textural art.</b> <b>Use initial sketches to aid work.</b> Continue experimenting with creating mood, feeling, movement and areas of interest. <b>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</b> <b>Handling, manipulating and enjoying using materials</b> Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.	<b>Frida Kahlo – Drawing</b> <b>Observe and use a variety of techniques to show effect of light on objects and people.</b> Look at the effect of light on an object <b>from different directions.</b> <b>Use a variety of techniques to interpret the texture of a surface.</b> <b>Produce increasingly accurate drawings of people/objects etc.</b> <b>Produce increasingly detailed</b> preparatory sketches for painting and other work. <b>Introduce perspective.</b> <b>Work on a variety of scales and collaboratively.</b>	
	<b>Crucial Learning</b>		<ul style="list-style-type: none"> <li>Texture is the feel, appearance or consistency of a surface or substance.</li> <li>Different materials have different textures and can be handled, manipulated and enjoyed in different ways.</li> <li>Collage is the technique resulting work of art where pieces of</li> </ul>	<ul style="list-style-type: none"> <li>Tone is used to draw the effect of light on surfaces, object and people.</li> <li>Proportion is the relative size of parts of a whole.</li> <li>Scale is the relative size of separate elements e.g. person compared to building.</li> <li>Shading is a technique used in art to represent light and shade.</li> </ul>	

			<p><i>paper, photos, and fabric are stuck down.</i></p> <ul style="list-style-type: none"> <li><i>There are a variety of stitches to 'draw' with including zig zag stitch, chain stitch and seeding.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Hatching, cross hatching, scribbling and stippling are four shading techniques.</i></li> </ul>	
	Knowledge		<p><b>Animal printing – Printing</b>            Search for pattern around us.            Use the environment and other sources to make own patterns, printing, rubbing.            Use sketchbooks to design motif to repeat.            Create patterns using ICT.            Use sketchbook for recording textures/patterns.  <b>Interpret environmental and manmade patterns and form</b>  <b>Discuss the nature of effects able to modify and adapt print as work progresses.</b>  <b>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</b></p>		
	Crucial Learning		<ul style="list-style-type: none"> <li><i>Relief printing is when you carve into printing block then press it down.</i></li> <li><i>Impressed printing is when the printing block is created by carving out the surface.</i></li> <li><i>Texture is the appearance or feel of a surface.</i></li> <li><i>Pattern is a repeated decorative design.</i></li> <li><i>Monoprinting is a form of print making where the image can only be made once.</i></li> <li><i>Overlapping colour prints can create colour mixing.</i></li> </ul>		
	Theology and vision links	<p><i>Explicit links to love and honesty when evaluating art or using art to represent/reflect belief. Love honesty and forgiveness when offering advice/reflection etc.</i></p>			
	Knowledge applied in all areas	<p>Knowledge of specific artists, architects and designers in history and artistic style, such as <b>Seurat, Goldsworthy. Famous sculptures – recycling.</b></p>	<p>Knowledge of specific artists, architects and designers in history and artistic style, such as <b>Vincent Van Gogh.</b></p>	<p><b>Use previous knowledge of specific artists, architects and designers in history to compare and contrast artistic styles.</b></p> <ul style="list-style-type: none"> <li><b>Explore artists such as Frida Kahlo, Samuel Cody, Jackson Pollock.</b></li> </ul>	<p>Use previous knowledge of specific artists, architects and designers in history to compare and contrast artistic styles. Explore artists such as Van Gogh.</p>
	Crucial learning	<ul style="list-style-type: none"> <li><i>Learning about artists helps us to learn how to express</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Learning about artists helps us to learn about influences, cultures and express ourselves</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Comparing is to note the similarity between.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Comparing is to note the similarity or dissimilarity between.</i></li> </ul>

		<i>ourselves creatively just like the artists we learn about.</i>	<i>creatively just like the artists we learn about.</i>	<ul style="list-style-type: none"><li>• <i>Contrast is to focus on difference.</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Contrast is to focus on difference.</i></li></ul>
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