

Purpose

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

Intent

At Frimley, teaching and learning in art aims is to improve children's engagement, creativity and enjoyment of art and to 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

- We use a mastery-based curriculum that is progressive and broken into modules.
- Teachers deploy the Rosenshine principles to support the teaching and learning process: reviews of previous learning, new information is presented in small steps, high-level questioning, carefully considered models, guided practice, checks for pupil understanding, obtainment of a high success rate, scaffolds for difficult tasks, opportunities for independent practice and reviews of learning over extended periods.
- The art curriculum is broken into 6 areas informed by the National curriculum. These areas are drawing, colour, form, pattern, texture and printing.
- The curriculum is designed to be progressive, ensuring children have the opportunity to revisit and build on skills.
- Children will be taught about great artists throughout history and will have opportunities to create their own pieces using stylistic influences from these artists.
- 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.
- Where meaningful, units link to other subjects such as history, geography and science to enable the development of further transferable skills and cross-curricular learning.
- Teachers will take photographs of the children's work if the selected medium cannot be performed in art books - this enables the subject leader to monitor skills and knowledge progression.
- Teachers will assess work against a unit-specific success criteria to monitor the curriculum areas children are meeting and areas for development.
- Lessons are taught in blocks by the class or PPA teachers.
- Children will be influenced through enrichment, after school clubs and assemblies to provide further opportunity for creativity and child-led approaches.
- Links to careers in art are made to show how children's learning links to the wider world of work.
- As well as learning walks to observe teaching and learning and flipchart scrutinies, the Book Study approach is used to monitor the effectiveness of the art curriculum, teaching and learning, to identify strengths and areas for development in provision and to garner pupil voice.

Impact

Children will:

- Leave Frimley equipped with a range of skills, knowledge and techniques to enable them to succeed in their secondary education.
- Show excitement, active engagement and enthusiasm in art lessons.
- Explore and develop skills in using various techniques and a range of equipment.
- Have the ability to express their interests, ideas and thoughts with increasing confidence.
- Broaden and deepen their understanding of artistic approaches and enjoy the varied creative opportunities.
- Have evidence of the skills they have learnt and of their progress in their sketch books (where relevant) and photos (where appropriate).
- Become better creative risk takers.
- Show resilience when things go wrong and develop a growth mindset to art.
- Become more experimental and understand how to better their outcomes.
- Deploy a confident approach to creative learning.
- Be well equipped to plan and carry out creative learning and have developed their skills to achieve better outcomes.
- Be able to assess their own outcomes constructively and, with support, be able to identify areas for improvement and development.
- Understand how their learning in art links to the wider world of work.
- Meet the end of key stage 2 expectations outlined in the National curriculum for art.

	Autumn	Spring	Summer
Year 3	<p>Dragon Eyes - Drawing, colour</p> <p>Children will experiment with various pencils (2B - HB), closely observe objects and draw simple shapes. They will identify and draw the effect of light (shadows) on surfaces, objects and people and explore drawing eyes (human and dragon eyes) applying their learning. The children will then explore colour mixing using colour wheels to show primary and secondary colours and will be introduced to different brushes for specific purposes. They will then use watercolours to paint dragon eyes, applying their learning.</p>	<p>Dragon Eyes - Form</p> <p>Children will develop their previous dragon eye drawings, using clay. Children will plan and develop ideas for their dragon eye in sketchbooks and make simple choices about media. They will use different tools to shape, form and create texture in the clay (shaping, forming, modelling and constructing with clay) from observation and imagination, developing their confidence. Through finishing their piece, children will consider the colours used to make their dragon eye look aesthetically pleasing.</p>	<p>Egyptian Digital Art - Pattern</p> <p>Children will identify and sketch examples of repeating patterns in our school environment, beginning to understand what tessellation is and explore tessellation in different pieces of art (Escher). Children will design and make their own motif to create a tessellating pattern. In sketch books children will plan their final piece. They will then create patterns using ICT, creating an Egyptian headdress.</p>
Year 4		<p>Maya Clay Vases – Form</p> <p>Children will look at work by other sculptors to gather ideas. In sketchbooks, children will create a basic, annotated sketch of their vase (annotate drawings with what will be included, shapes, patterns, tools they will use). Children will shape the clay making sure the sides are as even as possible. They will join parts using score and slip (base, handle). Children will score their patterns/design onto their vase using the tools provided and paint it following their plan. They will evaluate their work following the success criteria, discussing their own work and work of other sculptors, making comparisons.</p>	<p>Animal Collage – Texture</p> <p>Children will look at work by other artists to gather ideas. They will develop an awareness of the nature of materials and surfaces and handle, manipulate and enjoy using materials. They will discover different materials available to use, understanding their texture, colour and feel. Children will create a sketch of their collage in their sketchbooks, labelling with colour choice and choice of materials. They will design and create simple collages, using a range of materials. Children will select, sort, tear and glue items down building on all previous experiences and layer up material to create layers and texture for the face of their animal collage.</p>
		<p>Maya Mask Mosaics – Pattern</p> <p>Children will use videos, photos and research to learn about mosaics and consider different types of mark making to make patterns. They will decide on the key techniques, colours, images and patterns to include in their own piece. In sketchbooks, they'll create a basic, annotated sketch of their artwork (annotating colours, ideas, what they will include). Children will create their final piece and build it up in steps. They will evaluate their work following the success criteria.</p>	<p>Animal Printing – Printing</p> <p>Children will learn about William Morris and inspired by his work will begin to prepare ideas for their prints. They will design prints inspired by animals and their habitats. The children will do a monoprint following the modelled method and evaluate their success. Following this, children will decide on patterns and colours to use in a second print, carving a design, using polystyrene printing. They will choose how their print will repeat and experiment with colour and overlapping prints with different colours. They will evaluate their success.</p>
Year 5	<p>Henri Rousseau – Colour</p> <p>Children will explore and compare the work of Henri Rousseau and Ruth Daniels. They will decide on the key aspects to include in their own rainforest inspired piece before practising colour mixing. They will then create their final piece, building it up in steps: lightly drawing their outline, mixing colours, painting larger areas and building up layers of detail.</p>	<p>Hokusai – Pattern</p> <p>Children will look at work by Hokusai and explore the detail, patterns and colours used. Children will use shape to create patterns and create their own abstract pattern. In sketchbooks, they will draw the outline of their image with a pencil, thinking about shape, size, patterns and colours to use. Using the paints provided, they will complete their image by adding colour. They will discuss their own and artist's work, drawing comparisons and reflecting on their own creations and evaluate their work following the success criteria.</p>	<p>Frida Kahlo - Drawing</p> <p>Children will observe and use a variety of techniques to show effect of light on objects and people. They will follow a model to draw several images, using the techniques learned. They will also focus on the texture. Children will use questions and examples to learn about Frida Kahlo and her work. They will discuss how these are similar and different to the work seen by other artists. Children will draw a self-portrait outline in their sketch book and produce increasingly accurate drawings of people. They will use guide sketches of facial features to support their drawings. Children will add detail (perhaps in the</p>

		<p style="text-align: center;">Peter Thorpe – Form</p> <p>Children will look at work by Peter Thorpe to gather ideas for their own piece. In their sketchbook, they will create a basic, annotated sketch of their artwork (annotating colours, what they will include, shapes, patterns, tools they will use). They will create templates of their design including every part they will add (e.g. planets, rocket, stars etc). They will produce more intricate patterns and textures. Children will use their templates and the tools provided to create their piece (cut, shape and mould the clay) then join all of the parts (score and slip). Children will paint their final piece following their plan. They will discuss and evaluate their work and that of other sculptors following the success criteria.</p>	<p>background) to show some of the style of Frida Kahlo and evaluate their work following the success criteria.</p>
<p>Year 6</p>	<p style="text-align: center;">Observation Drawing – Drawing</p> <p>Children will practise producing accurate outlines of objects and techniques for texture. They will experiment with tone and shading so that objects appear 3D and to show the effect of light on objects. In preparatory sketches of different bird beaks, they will use a variety of techniques before they create their final piece: an observational drawing of a finch built up in the steps used during this process.</p>	<p style="text-align: center;">Blitz Collage – Texture</p> <p>Using the Blitz as a stimulus, children will decide on key techniques, colours and images to include in their own collage. They will create a basic design and decide on materials before creating their final piece in stages: lightly drawing an outline, selecting materials, creating larger areas and background and then building up layers of detail.</p> <hr/> <p style="text-align: center;">Lino Printing – Printing</p> <p>Children will look at examples of abstract art and learn about collagraph printing. They will collect a range of materials to reflect different textures, shapes and details, lay out materials on card to create an abstract design and create a print into their sketch book. Children will explore the artist William Morris and look at his work inspired by nature. They will plan out their design in their sketch book and then use a tool to create the design on the lino. They will print into their sketch book and repeat to create a patterned print. Children will evaluate their work using the success criteria.</p>	