

# Sparkenhoe Art Curriculum

## Subject Rationale

Children come to school with some understanding of colour, pattern and possibly textiles. They will possibly have taken part in some craft activities at home, which may have included basic painting or sticking. In the lower years of the school, they develop their knowledge and skills by looking at some artists with easily replicable styles and art genres that use fairly simplistic skill sets. They will create pieces of work using learnt skills that involve things that they already know such as animals or still life observations. As they progress through the school, the children will broaden their understanding of genres of art and knowledge of artists. They will acquire different skills and use of processes related to a wide variety of types of art, ranging from painting, sketching and sculpture. Children will be able to identify different genres, works from artists by their features and discuss what they like about a piece of art. They will also be able to recognise that art is a form of expression and communication. The children will learn the skills and knowledge to be able to appreciate, explain opinions about, recreate and explore different types of art. This will allow them to make more informed choices as they grow up, move throughout their education and have an interest in art.

## Organisation

In the Foundation Stage, Art is taught through exploration of different topics and through provision. Children develop their creativity through planned and child initiated activities. In KS1 and KS2, Art is taught as part of our Topic Curriculum. Across a year, there are 5 units of 7 weeks. Each topic comprises of two subjects which are linked together by an overarching theme. In KS1 there are 4 art units and in KS2 there are 10, through which the National Curriculum art objectives are taught. Lessons are taught in 50 minute blocks with two or three lessons a week in each block. Teachers have the flexibility to reorganise timetables to create longer sessions if this leads to more effective learning. For example, they may spend an entire morning planning and creating a piece of art, rather than revisiting it over a few days.

Each unit comprises of a Medium Term plan, which details the rationale for the unit, the progression from previous linked units and all the relevant objectives. To ensure progression across different year groups, the National Curriculum has been broken down into incremental statements. The children learn a series of specific skills and knowledge that lead to at least one outcome which gives an opportunity to use the skills and knowledge. Alongside this, **each unit has a "Spectacular", an event which ties together the learning in the topic and gives a real life purpose** to it. As well as through lessons, the children learn about art and artists through a series of 'Morning Discussions'. Each year group has this as a 7 week **topic in which they will look at the work of different artists to enhance the children's** knowledge of the subject and promote an appreciation of and discussions around art.

## Foundation Stage

Through a variety of planned and **changing topics that are related to the children's interests, the children** will:

	Foundation 1	Foundation 2
Expressive Arts and Design Creating with Materials	<ul style="list-style-type: none"><li>• Explore different materials freely, to develop ideas about how to use them and what to make.</li><li>• Explore colour and colour mixing.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Join different materials and explore different textures.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li></ul>	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share creations, explaining the process used.</li></ul>
Fine Motor Skills	<ul style="list-style-type: none"><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li></ul>	<ul style="list-style-type: none"><li>• Begin to show accuracy and care when drawing.</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery</li></ul>
The Natural World		<ul style="list-style-type: none"><li>• Explore the natural world, making observations and drawing pictures of animals and plants.</li></ul>

## Key Stage 1

Through topics that are based on artists and artwork with a simplistic element and that require more unsophisticated skills, the children learn an array of methods that underpin their work in KS2. For example, studying impressionist art: which requires less detail and fine motor skills; making layered art, making some simple ceramics and using some basic techniques such as focal points.

<p>Year 1</p>	<p style="text-align: center;"><u>We are Britain</u></p> <p>Children discover the varied artwork of David Hockney. They specifically learn about his range of work based on forests, trees and the outdoors. The children learn about the vibrancy of colours, perspective and focal points, eventually making their own pieces of artwork in a Hockney style, linked to a visit of a place of interest in the local area (park, woodland etc).</p> <p>Outcome: Display</p>	<p style="text-align: center;"><u>Sensational Safaris</u></p> <p>Children learn about using silhouettes in art. They will understand that a silhouette is represented as a solid shape of a single colour that has its edges matching the outline of the subject. The children will choose an animal found on an African safari to make a silhouette of. They will then present this on a background that they have created which depicts a sunrise or sunset. To achieve their sunrise/sunset background, the children will use pastels to create a horizontal ombre effect.</p> <p>Outcome: Decorate theatre for their assembly.</p>
<p>Year 2</p>	<p style="text-align: center;"><u>Japan</u></p> <p>Children learn about traditional Japanese ceramics, focusing on two different styles; the practice of Kintsugi and the other the use of repeated printing on clay to make Japanese influenced designs. Initially, the children will make a clay pinch pot, which will be decorated both internally and externally with colours selected by the children but influenced by their understanding of Japanese style ceramics. The children will then study the practice of Kintsugi. After a very controlled cracking of their pots, the children will use <b>PVA glue mixed with gold food colouring to "repair"</b> their designs. They will practice with different mediums to create their own designs. The children will also make a plate with simple natural pressing. After exploring some current designs of plates with repeated patterns, the children will initially design their own through sketches before making and testing a tool or stamp to create their designs. They will learn how to manipulate clay into a plate, working on making the surface smooth before pressing their design onto their creations.</p>	<p style="text-align: center;"><u>Still Life</u></p> <p><b>Children will look at various pieces of Van Gogh's art and</b> begin to deconstruct the stylistic features, such as sweeping brush strokes to express movement, textures, opposing colours to express mood rather than realism and the post-impressionistic lack of detail. Through a series of focused activities the children will practise these features and skills and recreate some of his more famous works. They will also learn some information about Van Gogh, name other pieces of his work and know about his life. Finally the children will create a version of either The Sunflowers or Starry Night, using the skills they have learnt.</p> <p>Outcome: Art Gallery</p>
<p>Within the art progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear.</p> <p>For example, in the Still Life unit, Year 2 children extend their understanding of a style of work to study the work of an individual artist, similar to their work with Hockney in Year 1. This will expand their body of knowledge concerning individual artists, looking more in depth at the art work and the skills involved to create it. Children develop their painting skills to include fine brush work.</p>		

## Key Stage 2

As the children move through Key Stage 2, they learn about different topics, more technically challenging artistic methods and art genres and artists that involve more difficult concepts. The early work on ceramics is built upon as the children make more challenging sculptures. Their exploration of genres extends from impressionism, to abstract, cubism, pointillism, pop art, constructivism, post impressionism and naive art. They will also look at historical art through different periods. The skills of creating the artwork are progressively more challenging, for example moving from focal points to shifting perspectives, convex to concave relief printing, and the understanding of the artwork is more complex. Children move from simply recreating work of artists, to understanding the stylistic features and using them, combined with their own creativity to make their own pieces reflective of an artist, designer or genre.

<p>Year 3</p>	<p style="text-align: center;"><u>Frozen in Time</u></p> <p>Children study and learn about the work of Andy Goldsworthy and Barbara Hepworth, looking at their influences and how they used different techniques to create their work. They will be able to locate and discuss some sculptures in the local area. Throughout the unit they will learn some simple sculpting techniques and develop an idea for a sculpture that draws upon some of <b>the tenets of Hepworth's</b> abstract style using a combination of shapes. This will allow them to create their own sculpture linked to our school or school values and be able to explain what the shapes represent. They will also create some artwork that uses natural elements found in the school grounds or on a trip, emulating the work of Goldsworthy.</p> <p>Outcome: Sculpture competition</p>	<p style="text-align: center;"><u>Coming to America!</u></p> <p>Children learn about the abstract art of Jackson Pollock and Mark Rothko. They initially look at what abstract art <b>is before unpicking how Rothko's</b> work displays different emotions. Through mixing their own colours and creating a piece with blocks of colour, the children will display the emotions of a school day. They will be able to explain the colour choice and emotions displayed. The children will look at the work of Jackson Pollock, investigating "<b>drip techniques</b>" and "<b>action painting</b>". They will begin to be able to interpret his art, unpicking how it was created and the mood of the artist when he did so. Linking art to music, the children will listen to American Jazz musician (Oscar Peterson, Louis Armstrong) and break down a piece of music into its separate instruments. Each instrument will form a layer of abstract painting on a large floor canvas in a reverse of the work done by Jennifer Higdon.</p>	<p style="text-align: center;"><u>Moving Monsters</u></p> <p>Children will learn about a variety of different art styles and be able to identify them by their stylistic features. Through research and looking at different key pieces from an artistic style, the children will discuss the features and how the effects have been created. They will also be able to compare and contrast different styles and discuss their preferences and the reason behind these. They will initially create a basic, simplistic image of a monster in a 2d style. This image will then be recreated in art that reflects cubism, pointillism, pop art and constructivism.</p> <p>Outcome: Exhibition</p>
<p>Year 4</p>	<p style="text-align: center;"><u>What have the Romans done for us?</u></p> <p>Through research, inference and looking at artefacts, children will be able to recognise Roman mosaics, describing their subject matter and how they were created. The children will look at the mosaics found recently in Leicester and how these are more pattern based than trying to convey an image. Through a series of focused lessons, they will be able to practise relevant skills and unpick Roman designs using them as influence for their own work. They will design and develop their ideas through the use of a sketchbook before creating their own mosaics in a Roman style pattern.</p>	<p style="text-align: center;"><u>Inky Fingers</u></p> <p>Children learn about the work of prominent local artist Sarah Kirby. They will investigate her images, looking for specific stylistic features (wavy lines for sky, distorted perspective, layered printing to add different images / colours and prominent buildings in Leicester etc). The children will learn sketching skills and proportion, using these to sketch local buildings accurately. Ultimately they will be able to create a piece of artwork using concave relief printing of a local building in the style of Sarah Kirby.</p> <p>Outcome: Exhibition</p>	

<p>Year 5</p>	<p><u>Mountains and rivers</u></p> <p>Children learn about Paul Cezanne and his work. They will be able to identify some of the stylistic features of his art: use of bright hue, perspective, post impressionistic style. Through a series of sequential, skill based lessons, the children will mix water colours, learn how to paint in post impressionistic style and how to organise their art to give perspective. By the end of the unit, they will be able to use watercolours to create a painting of a mountain and rural scene that shows perspective.</p>	<p><u>The Victorians</u></p> <p>Children learn about William Morris, his designs and art. They will look at his influences and be able to identify his work by some of its features. The children will explore repeating patterns in his art. They will create their own using lines of symmetry before creating different designs through translation. By using a similar muted colour palette, the children will design some wallpaper in a William Morris style to be used as decoration for their Victorian Day.</p> <p>Outcome: Victorian Day</p>	
<p>Year 6</p>	<p><u>A Car Park Fit for a King</u></p> <p>Children learn about some of the artistic features of the period and the symbolism. They will make portraits of Richard III which show some of these symbols of power and wealth. They will also explore different media and look at how art can be used as a primary source in history and tell a story. Through focused skills lessons on embroidery, collage and sketching they will look at how combined forms of art can tell a story. The children will make a Leicester Tapestry that tells the story of Richard III.</p> <p>Outcome: Tapestry</p>	<p><u>Naive Art</u></p> <p>Children learn about the Naive style of art and some of the works of influential artists of this movement. Through exploration of the work of Andrew Murray and L.S. Lowry, the children will formulate a list of features of Naive art. They will also be able to identify a Naive style piece of art and eventually recreate some of the pieces of work by Andy Murray and Lowry. Children will make their <b>own artwork in Murray's style of</b> an urban scene of Leicester.</p> <p>Outcome: Art Gallery event</p>	<p><u>Crime and Punishment</u></p> <p>Through exploration, the children will be able recognise the stylistic features of pop art and manga. In a series of skills based lessons, the children will develop their own crime fighting character. They will also unpick the work of Roy Lichtenstein and create an onomatopoeia image to accompany their crime fighter. Finally they will investigate the Manga style of art and produce an image of their crime fighter taken from this genre.</p>
<p>Within the art progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear.</p> <p>For example the Year 6 Naive Art unit builds upon the previous work on urban landscapes in Year 4, however teaching the children about a new artistic genre. It will also take the knowledge and skills the children have been taught regarding perspective and challenge these. These landscapes will be more technically challenging than previously taught, with greater detail and precision needed to produce the work.</p>			