

Newby and Scalby Primary

Art Curriculum



"Inspiring Dreams, Creating Belief, Building Success"

'Dream, Believe, Succeed'

Art Intent/Vision Statement

“Inspiring Dreams, Creating Belief, Building Success”

"We are a school which nurtures children to achieve infinitely more than we might ask, or they might dream; empowering them so they can thrive as confident citizens now and in the future."

Our bespoke, creative and aspirational curriculum is underpinned and driven by our whole school vision and our 6 key DREAMS values (**Dream**, **Respect**, **Excellence**, **Aspiration**, **Motivation** and **Success**) and built upon the ambition and scope of the National Curriculum. As such, pupils are encouraged to be creative, explore a range of media, understand a range of artists, learn formal techniques and knowledge of art and evaluate their work and that of others; but most importantly for us, to **Dream** that anything is possible, now and in the future.

We aim for pupils to explore art in the local area, whether that is through work on, or with, local artists or their art work, as well as national and international artists, art work, artistic movements and art history as we want pupils to have a breadth of knowledge of what opportunities are awaiting them. Through this learning about a broad range of artists and experiences, we want pupils to feel inspired by Art and to build the **Aspirations** of children that these are areas that they too could succeed in.

Pupils are encouraged to be **Respectful** of the diversity of art forms, through exposure to the broadest range of Art; through sharing opinions and having an understanding of others' opinions. Our curriculum focuses on a wide range of artists, using a wide range of media to show **Excellence** of Art in its broadest sense; alongside this we aim to develop pupils **Respect** for each subject by highlighting the diversity of what the term Art means; the Art created and the artists creating this and the opportunities within it.

High quality teaching will ensure an **Excellent** curriculum is delivered with high quality resources and impactful experiences. Pupils will have opportunities to show pride in their work by offering opportunities to showcase work to parents. Children are encouraged to value their imagination and creativity and to understand that in Art there can be multiple interpretations of a theme.

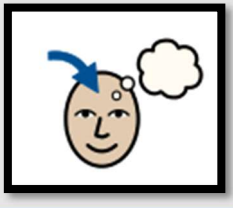
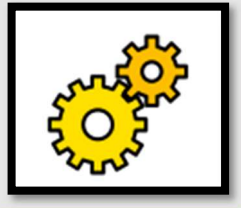

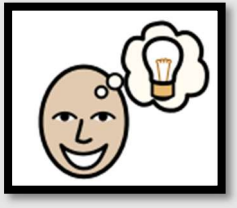
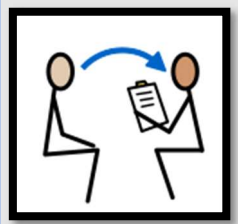
We want to ensure that while we recognise not everyone can be an amazing painter, there are multiple areas such as printing, sketching, 3d model making. We aim to teach our children the techniques and then not to restrict them by the outcome expected, so that all pupils can experience **Success**. As such and in line with our vision we want children to be independent and creative learners, **Aspiring** and **Motivated** to be artists in the broadest sense of the word.

We provide a wide range of opportunities (encompassing as diverse as possible range of multimedia formats and themes) for all pupils to access during their time at Newby and Scalby. These include Art Clubs and experiences; visits to galleries/installations (local and nationally significant) and discussions with artists; art competitions and exhibitions in school; and visits to FE/Secondaries/University departments to show the next steps for the future.

Each year covers the following:

- Painting
- Drawing
- Sculpture
- Printing
- Digital Art
- Additional Art Opportunities

Our Big Ideas are...

<p>Knowledge of Artists</p>  <p>Respect Aspiration Motivation</p>	<p>Technical skills</p>  <p>Excellence</p>	<p>Formal Elements</p>  <p>Excellence</p> <p>(The Formal Elements are the parts used to make a piece of artwork. The art elements are line, shape, space, form, tone, texture, pattern, colour and composition.)</p>	<p>Generating Ideas</p>  <p>Dreams Motivation Success</p>	<p>Evaluating</p>  <p>Excellence Respect Motivation Success</p>
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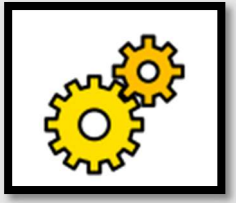

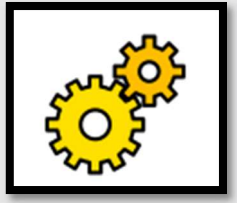

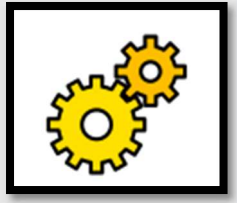

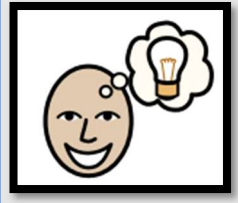
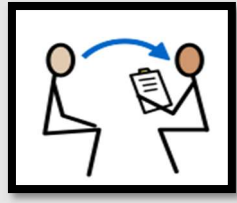
This is how they fit with the National Curriculum

KS1 National Curriculum	Big Ideas
<p>To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Generating ideas</p> <p>Technical skills</p>
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Technical skills</p> <p>Formal elements</p>
<p>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.</p>	<p>Knowledge of Artists</p> <p>Evaluating</p>
KS2 National Curriculum	Big Ideas
<p>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. To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>Generating ideas</p> <p>Technical skills</p>
<p>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]</p>	<p>Technical skills</p> <p>Formal elements</p>
<p>Pupils should be taught about great artists, architects and designers in history.</p>	<p>Knowledge of Art</p>

Art Sequences of Learning

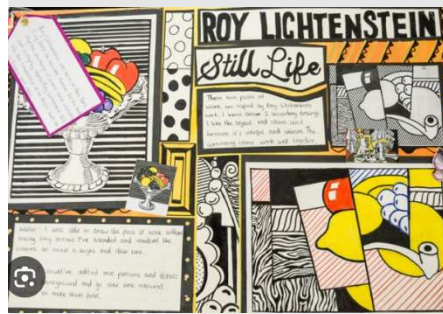
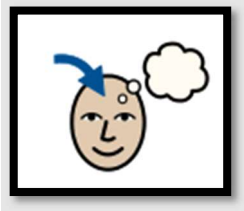
Each Art Sequence of Learning will be taught in the same way, following the same method of pedagogy. Having a standardised approach will make the sequencing easier and ensure all elements are covered.

These sequences focus on and include our Big Ideas.

<p>Learn about the artist / movement/ place in Art History.</p> 	<p>Technique lesson 1</p>  	<p>Technique lesson 2</p>  	<p>Technique lesson 3</p>  	<p>Generating ideas</p> 	<p>Evaluation</p> 
<p>Analysis/Evaluation of Artist and artistic movement: pupils first lesson is learning about the great artists, architect, designer.</p>	<p>Technique/Formal Element lessons</p>	<p>Technique/Formal Element lessons</p>	<p>Technique/Formal Element lessons</p>	<p>Generating ideas – using techniques creating final pieces.</p>	<p>Evaluation This is not a part of the Art sequence of learning that can be missed. This is crucial. This is not a part of the Art sequence of learning that can be missed. This is crucial.</p>

Example Sequence of Learning

Learn about the Artist / Movement / Place in Art History



WASSILY KANDINSKY ARTIST RESEARCH

Wassily Wassilyevich Kandinsky was a Russian painter and art theorist. Kandinsky is generally credited as the pioneer of abstract art.

FACTS ABOUT THE ARTIST

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-
-

ARTIST ANALYSIS - Do you see in the work? What colours? Do you like the work? Consider common characteristics.

ARTIST COPY - As best as you can - copy the image below in the empty box, use colours to match the coloring in.

Monday 21st November 2011

LO: To describe and compare a famous artist's work.

SC: I can describe what I can see in a piece of art. I can explain what I like about a piece of art.

What do you see?

I like the colours and the way the artist has used them.

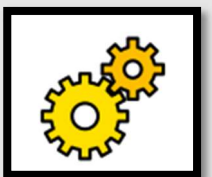
What do you like?

I like the way the artist has used the colours and the way the artist has used the lines.

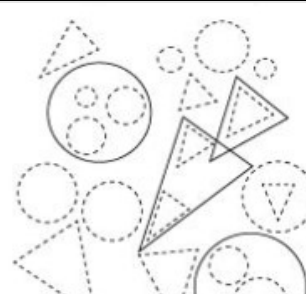
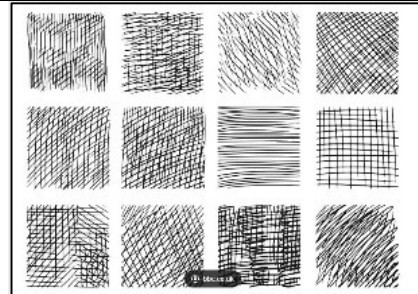
Challenge: Which painting do you like the best? Why? I like the painting of the artist because...

Focus Lesson on ...Artists ...exploring the Art / Movement / Facts about artists/ Focus on/ Techniques

Technique Lesson/Formal Elements

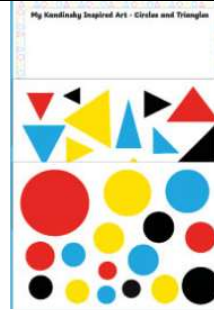
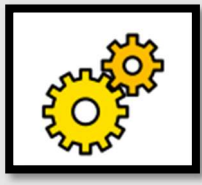


Exploring relevant techniques associated with line



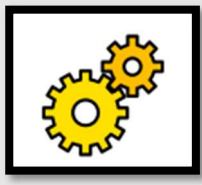
Technique/Formal Elements

Exploring techniques shape and colour using shapes

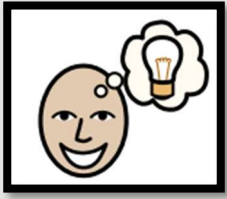


Techniques/Formal Elements

Exploring techniques with lines and shapes



Generating ideas



Creative ideas using imagination etc

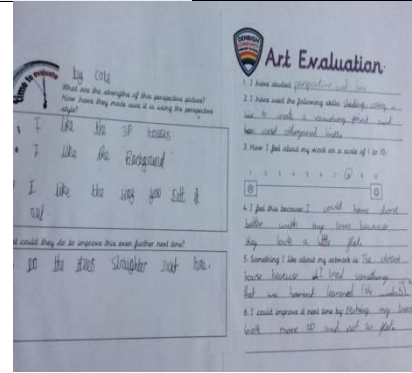
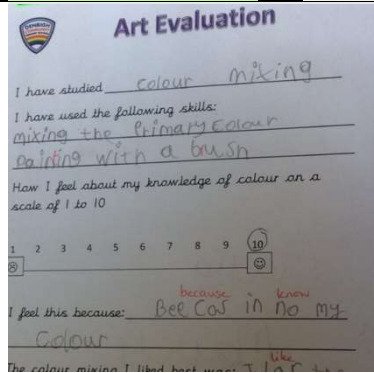


Evaluation



Evaluate own work – in comparison to artist and aims.

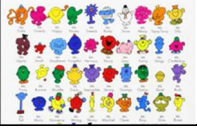

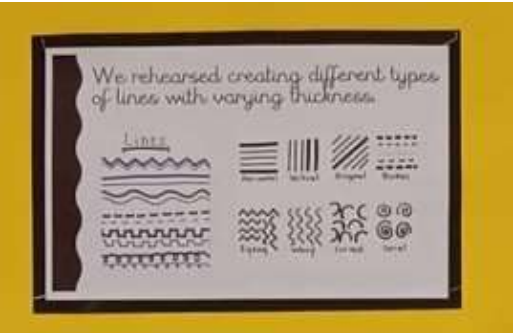
What techniques/ knowledge are used?


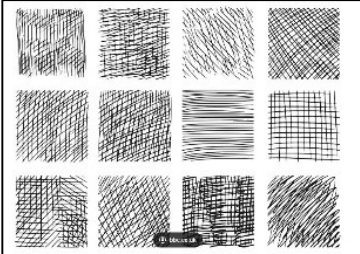


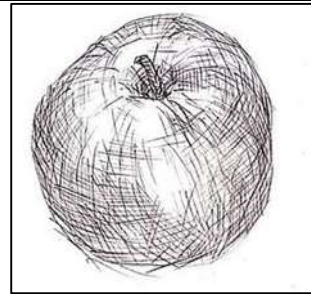
Year by Year Overview – Drawing/Sketching

Year Group	Techniques
R	Drawing Technique -Pincer Grip Focus on form and colour, drawing objects
1	Drawing technique -Focus on Lines – thickness/colour/style/creating patterns Focus on drawing simple (2D) shapes/shapes
2	Drawing Technique – Focus on Light/Dark lines/ Hatching and Cross Hatching/ Shading neatly (without spaces and gaps) Focus on Tone –light/dark shapes and patterns. Focus on drawing simple forms (3D)
3	Drawing Technique – Contour/Cross Contour/ Shading to explore light and dark tones Focus on 2D and 3D shapes/forms in nature and the world around them – fruit etc/buildings
4	Drawing technique – Stippling/Scribbling/Blending Focus on 2D/3D geometric shapes/forms – proportion/scale
5	Drawing technique – Shadows and Highlights made from different angles/views Focus on range of real-life shapes/form
6	Drawing technique – Utilising all of the techniques together, selecting the most appropriate. Focus on one point perspective.

Progression of skills for Drawing/Sketching

	Artist / Movement	Key Vocabulary	Subject Specific Knowledge	Key Expected Outcomes
R	<p>Roger Hargreaves was a British cartoonist, illustrator and writer of children's books. He created the Mr. Men series, Little Miss series and Timbuctoo series, intended for young readers.</p> 	<p>Mark Shape Line</p>	<p>Forms Colours Pincer grip</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To explore techniques.</p> <p>Experiment with colours.</p>
1	<p>Barbara Hepworth Modernism Constructivism Dame Jocelyn Barbara Hepworth DBE was an English artist and sculptor. Her work exemplifies Modernism and in particular modern sculpture.</p> 	<p>Lines Thick Thin Pattern Diagonal Zig zag Spiral</p>	<p>Techniques- Lines, thickness/colour/style/ creating patterns. Focusing on drawing simple (2d) shapes.</p> 	<p>To generate and record ideas through first-hand experience of artists' work (explore artists).</p> <p>To draw lines of different shapes and thickness.</p> <p>Experimenting and exploring with materials, tools and techniques.</p> <p>To draw simple (2d) shapes Incorporating techniques.</p> <p>Create a final piece of work inspired by an artist.</p> <p>Evaluate own work.</p>

2	<p>Jean Michel Basquiat Jean-Michel Basquiat was an American artist who rose to success during the 1980s as part of the Neo-expressionism movement.</p> 	<p>Hatching Cross Hatching Shading Tone Light Dark 3D Neo-Expressionism</p>	<p>Technique- light and dark lines Hatching and cross hatching Shading neatly (without spaces and gaps).</p> <p>Focus on tone- light/ dark shapes and patterns.</p> <p>Focus on drawing simple forms (3D).</p> 	<p>To generate and record ideas through first-hand experience of artists' work (explore artists).</p> <p>To create different tones using light and dark.</p> <p>To explore hatching and cross hatching.</p> <p>To shade neatly without leaving spaces or gaps.</p> <p>Experimenting and exploring with materials, tools and techniques including charcoal, chalks, pencils, pastels.</p> <p>To draw a simple 3D shape incorporating techniques.</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
3	<p>E H Shepard (Winnie the Pooh) E. H. Shepard, that's Ernest Howard, is one of the most famous illustrators in history. He is mostly known for creating the drawings for the Winnie the Pooh books by A. A. Milne.</p>	<p>Contour Hatching Cross Contour Hatching Tones 2D/3D</p>	<p>Technique- Contour/ cross contour/ shading/ to explore light and dark tones. 2D and 3D shapes/ forms in nature and the world around them.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artists)</p> <p>To explore using different techniques to create light and dark tones, including contour/cross contour and shading.</p> <p>To explore stippling.</p>



Experimenting and exploring with materials, tools and techniques including charcoal, chalks, pencils, pastels.

To draw 2D and 3D form using nature and the world around them.

To create a final piece of work inspired by an artist.

Evaluate my own work.

4

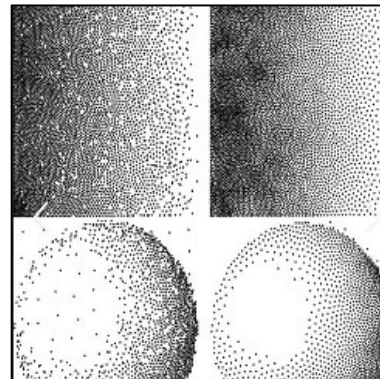
Stephen Wiltshire

Stephen Wiltshire is a prodigious cityscape artist, known for capturing intricate details of global skylines after mere glimpses. Honoured as a Member of the Order of the British Empire for services to art, his artworks grace prestigious museums worldwide.



Stippling
Scribbling
Blending
Proportion
Scale

Technique- scribbling, blending.
Focus on 2D/ 3D geometric shapes/
proportion/scale.



To generate and record ideas through first-hand experience of artists' work (explore artists).

To explore scribbling and blending.

Experimenting and exploring with materials, tools and techniques including charcoal, chalks, pencils, pastels.

To draw 2d and 3D geometric shapes
Ensuring proportion and scales.

To create a final piece of work inspired by an artist.

Evaluate my own work.

5

Christopher Wren

Sir Christopher Wren FRS was an English architect,

Highlights
Angles
Shadows

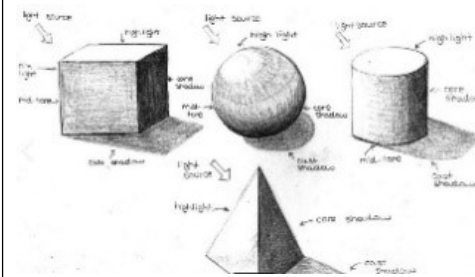
Technique- Shadows and highlights and form different angles.

To generate and record ideas through first-hand experience of artists' work (explore artists).

astronomer, mathematician and physicist who was one of the most highly acclaimed architects in the history of England.



Focus on a range of real-life shapes/form.



To understand how to create shadows, and highlights and drawing from different angles.

Experimenting and exploring with materials, tools and techniques including charcoal, chinks, pencils, pastels.

To draw a range of real-life shapes/form.

To create a final piece of work inspired by an artist.

Evaluate my own work.

6

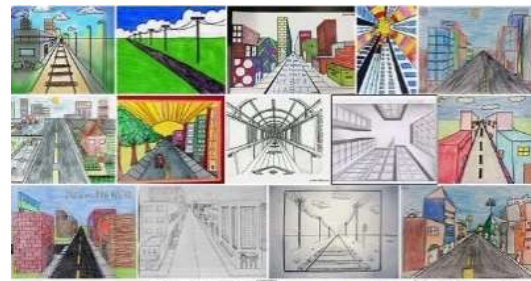
David Hockney

David Hockney OM CH RA is an English painter, draughtsman, printmaker, stage designer, and photographer. As an important contributor to the pop art movement of the 1960s, he is considered one of the most influential British artists of the 20th century.



Perspective
One Point
Perspective
Proportion
Scale
Vanishing Points
Convergence
lines

Utilising all techniques together, selecting the most appropriate.
Focus on one point perspective.



To generate and record ideas through first-hand experience of artists' work (explore artists).

To explore a range of techniques, selecting the most appropriate for the task.

Experimenting and exploring with materials, tools and techniques including charcoal, chinks, pencils, pastels.

To focus on one point perspective.

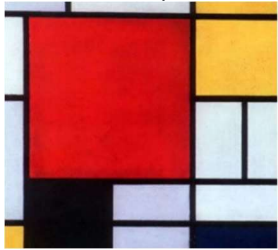
To create a final piece of work inspired by an artist.



Evaluate my own work.

Year by Year Overview – Painting

Year Group	Techniques
R	Begin to explore colour mixing.
1	To understand the names of primary colour and begin mixing these to form new colour. Understand warm and cool colours
2	Mix colours to match those of the natural world. Begin to use colour on a larger scale than A4. Explore tones and shades.
3	Understand the difference between primary and secondary colours through colour wheels. Begin to apply colour using dotting, scratching and splashing. Explore different brush strokes and effects created.
4	Begin to compare colours to a commercial colour chart to extend knowledge of variation of colour. Mix and match colours to those in a piece of art. Use colour to reflect mood. Explore colour washes using watercolours to create flat washes, graded washes and variegated washes.
5	Choose colour which is fit for purpose for example to express mood and feelings. Explore water resists to create areas of resist.
6	Explore textures of paint Incorporate adding in other materials such a sawdust and PVA. Use suitable equipment to paint for a purpose.

Progression of skills for Painting

	Artist / Movement	Key Vocabulary	Subject Specific Knowledge	Key Expected Outcomes
R	<p>Mondrian Pieter Cornelis Mondrian, after 1906 known as Piet Mondrian, was a Dutch painter and art theoretician who is regarded as one of the greatest artists of the 20th century.</p> 	<p>Colour Primary Colours Mixing Brush Tools</p>	<p>Begin to explore colour mixing. Creating new colours through experimentation.</p> <p>Learn the names of different tools that create marks.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To begin experimenting with mixing primary colours.</p> <p>To create new colours.</p> <p>To experiment using different tools.</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
1	<p>Alma Thomas Alma Woodsey Thomas was an African American artist and teacher who lived and worked in Washington, D.C., and is now recognized as a major American painter of the 20th century.</p>	<p>Light/dark Warm- energy Cool- calm Primary colours Shades</p>	<p>Introduce the mixing of primary colours to form new colours.</p> <p>Find and show variation of colours using shades.</p> <p>Explore warm and cool colours. Use a range of tools.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To mix primary colours to form new colours.</p> <p>To show variation in colours using shade.</p>

				<p>To understand what warm and cool colours are and the effect they create.</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
2	<p>Claude Monet Oscar-Claude Monet was a French painter and founder of impressionist painting who is seen as a key precursor to modernism, especially in his attempts to paint nature as he perceived it.</p> 	<p>Tone Tint Shade Impressionism</p>	<p>Explore tone of a primary colour by lightening it with white (tint) and darkening it (shade).</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To explore tone.</p> <p>To explore tone of a primary colour by (lightening) and darkening (shading).</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
3	<p>Edward Tingatinga Tingatinga Tingatinga is a painting style that originated in East Africa. Tingatinga is one of the most widely represented forms of tourist-oriented paintings in Tanzania, Kenya and neighbouring countries. The genre is named after its founder, Tanzanian</p>	<p>Brushstroke Colour Mixing Scratching Dotting Splashing Pointillism Tingatinga</p>	<p>Begin to apply knowledge of colour mixing.</p> <p>Introduce different brushes for purpose and explore brushstroke techniques. Begin to apply colour using dotting, scratching and splashing. Explore pointillism.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To show an understanding of colour mixing.</p> <p>To explore a range of brushstroke techniques.</p>

painter Edward Tingatinga.



To apply colour using dotting, scratching and splashing.

To create a final piece of work inspired by an artist.

Evaluate my own work.

Frieda Kahlo

Magdalena Carmen Frida Kahlo y Calderón was a Mexican painter known for her many portraits, self-portraits, and works inspired by the nature and artifacts of Mexico.



Wash
Flat wash
Variegated wash
Graded wash

Begin to compare colours to a commercial colour chart to extend variation of colour.

Mix and match colours to those in a piece of art and work with one colour against different backgrounds.

Use suitable equipment for the task. Explore washes including flat washes, graded washes and variegated washes.



To generate and record ideas through first-hand experience of artists' work (explore artist).


To explore commercial colour charts to show understanding of variations in colour.

To explore washes including flat washes, graded washes and variegated washes.

To match colour to those in a piece of art and work with one colour against different background.

To create a final piece of work inspired by an artist.

Evaluate my own work.

5	<p>Kandinsky Wassily Wassilyevich Kandinsky was a Russian painter and art theorist. Kandinsky is generally credited as one of the pioneers of abstraction in western art. Born in Moscow, he spent his childhood in Odessa, where he graduated from Odessa Art School. He enrolled at the University of Moscow, studying law and economics.</p> 	<p>Mood Feeling Colour resist</p>	<p>Consider colour for purpose to express mood or feelings.</p> <p>Explore colour resists using a range of materials e.g. tape, crayons, oil pastels, glue, wax paper.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To consider colour for purpose to express mood and feeling.</p> <p>To explore colour resists using a range of materials.</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
6	<p>Ian Murphy Artist Ian Murphy creates drawings, paintings, prints and mixed-media pieces inspired by architecture and different textures. As well as using his sketchbook to draw and think about his ideas, he makes large-scale work and uses lots of materials to create distressed surfaces that he paints</p>	<p>Texture Brush strokes Materials Thick paint Thin paint</p>	<p>Explore texture of paint.</p> <p>Incorporate materials into painting to add effects e.g. sand/ sawdust/ PVA.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To explore adding texture to paint.</p> <p>To incorporate materials into painting to add effect.</p>

and draws over the top of.



To create a final piece of work inspired by an artist.



Evaluate my own work.





Year by Year Overview – Sculpture



Year Group	Techniques
R	<p>To handle, feel, enjoy and manipulate materials.</p> <p>To construct build and destroy using a variety of materials.</p> <p>To shape and mould materials.</p>
1	<p>To experiment with constructing and joining recycled, natural and manmade materials (clay).</p> <p>To make simple joins when constructing.</p> <p>To manipulate malleable materials in a variety of ways including rolling and kneading.</p>
2	<p>Use simple 2-D shapes to create a 3-D form.</p> <p>To explore sculpture with a range of malleable, natural media</p> <p>To manipulate malleable materials for a purpose.</p> <p>To understand the safety and basic care of materials and tools.</p> <p>To change the surface of a malleable material e.g. adding texture.</p> <p>To recognise natural and man-made forms.</p> <p>To replicate patterns and textures in a 3-D form.</p>
3	<p>To plan, design and make models from observation or imagination.</p> <p>To shape, form, model and construct using both malleable and rigid materials.</p> <p>To plan and develop ideas, using different joining techniques and methods of construction.</p> <p>To join clay adequately and construct a simple base for extending and modelling other shapes using a clay slip.</p> <p>To create surface patterns and textures in a malleable material.</p> <p>To discuss their own work and work of other sculptors.</p>
4	<p>To plan, design and make models from observation or imagination.</p> <p>To shape, form, model and construct using both malleable and rigid materials.</p> <p>To plan and develop ideas, using different joining techniques and methods of construction.</p> <p>To create surface patterns and textures in a malleable material.</p> <p>To use papier mâché /wet tissue to create a simple 3D object.</p> <p>To discuss their own work and work of other sculptors.</p>




5	<p>To produce intricate patterns and textures in a malleable media. (Clay)</p> <p>To develop skills in using clay including slabs, coils, slips etc.</p> <p>To use tools and materials to carve, add shape and add pattern.</p> <p>To shape, form, model and construct from observation or imagination.</p> <p>To develop cutting and joining skills</p>
6	<p>To use recycled, man-made and natural materials to create sculpture.</p> <p>To plan a sculpture through drawing and other preparatory work.</p> <p>To develop cutting and joining skills.</p> <p>To recognise the property of different media.</p>

Progression of skills for Sculpture

	Artist / Movement	Key Vocabulary	Subject Specific Knowledge	Key Expected Outcomes
R	<p>Betye Saar Betye Saar is an American artist, whose work is known for challenging racism and stereotypes.</p> <p>Her early interest in 'found objects' led her to start experimenting with assemblage art, which is where an artist arranges objects together.</p> 	<p>Statue Model Work Sculptor Constructing</p>	<p>To handle, feel, enjoy and manipulate materials.</p> <p>Begin to construct, build and destroy using a variety of materials.</p> <p>To understand how to shape and mould different materials for effect.</p> 	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To explore a range of materials and manipulate these using own ideas.</p> <p>Explore ideas of constructing, building and destroying.</p> <p>To experiment using different tools to shape and mould materials.</p> <p>To create an idea of a model.</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
1	<p>Pablo Picasso Pablo Ruiz Picasso was a Spanish painter, sculptor, printmaker, ceramicist, and theatre designer who spent</p>	<p>Carving Sculptor Work of art Cubist Joins Rolling</p>	<p>To begin to experiment with constructing and joining recycled, natural and manmade materials (clay)., using a range of tools to support.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p>

	<p>most of his adult life in France.</p> 	<p>Kneading Malleable Slab</p>	<p>To make simple joins when constructing.</p> <p>To manipulate malleable materials in a variety of ways including rolling and kneading to create effect.</p> 	<p>Create small and large sculptures from natural materials.</p> <p>Begin to experiment with malleable materials to create simple joins.</p> <p>To understand the effect of using rolling and kneading techniques.</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
2	<p>Alexander Calder Alexander Calder was an American sculptor known both for his innovative mobiles that embrace chance in their aesthetic, his static "stabiles", and his monumental public sculptures.</p> 	<p>Shapes Materials Pyramid Installation Geometric Abstract Man made</p>	<p>Use simple 2-D shapes to create a 3-D form using malleable, natural media.</p> <p>To manipulate malleable materials for a purpose.</p> <p>To change the surface of a malleable material e.g. adding texture</p> <p>To recognise natural and man-made forms.</p> <p>To replicate patterns and textures in a 3-D form.</p> 	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To explore using malleable materials for a purpose</p> <p>To add texture to a malleable material to change the surface.</p> <p>To recognise natural and man-made forms.</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>

3	<p>Henry Moore Henry Spencer Moore OM CH FBA was an English artist. He is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art.</p> 	<p>Clay slip Joins Malleable Materials Semi abstract Modernism Coil</p>	<p>To plan, design and make models from observation or imagination.</p> <p>To shape, form, model and construct using both malleable and rigid materials.</p> <p>To join clay adequately and construct a simple base for extending and modelling other shapes using a clay slip.</p> <p>To create surface patterns and textures in a malleable material.</p> 	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To observe an object and re-create using malleable and rigid materials.</p> <p>To explore creating a clay slip.</p> <p>To create patterns and textures in malleable materials.</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
4	<p>Jeff Koons Jeffrey Lynn Koons is an American artist recognized for his work dealing with popular culture and his sculptures depicting everyday objects, including balloon animals produced in stainless steel with mirror-finish surfaces.</p>	<p>Papier mâché Shape Form Model Malleable Pop Art Conceptual Art</p>	<p>To plan, design and make models from observation or imagination.</p> <p>To shape, form, model and construct using both malleable and rigid materials.</p> <p>To plan and develop ideas, using different joining techniques and methods of construction.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>

			<p>To create surface patterns and textures in a malleable material.</p> <p>To use papier mâché /wet tissue to create a simple 3D object.</p> <p>To discuss their own work and work of other sculptors.</p>	
5	<p>Genesis Belanger Genesis Belanger is known for her mysterious installations made from pastel-toned ceramics and cast-concrete objects.</p> 	<p>Installation Slabs Coils Slips Joins</p>	<p>To produce intricate patterns and textures in a malleable media. (Clay)</p> <p>To develop skills in using clay including slabs, coils, slips.</p> <p>To use tools and materials to carve, add shape, pattern, to cut and to join.</p> <p>To shape, form, model and construct from observation or imagination.</p> 	<p>To generate and record ideas through first-hand experience of artists' work (explore artist).</p> <p>To create a final piece of work inspired by an artist.</p> <p>Evaluate my own work.</p>
6	<p>Emma Stothard (Whitby sculpture trail) Emma's exquisite wire and willow sculptures</p>		<p>To use recycled, man-made and natural materials to create sculpture.</p>	<p>To generate and record ideas through first-hand experience of artists' work (explore artist)</p>

of wild and domestic animals and birds are inspired by the creatures of the North York Moors around Whitby, where she now lives, and by memories of an East Yorkshire childhood.



To plan a sculpture through drawing and other preparatory work.

To develop cutting and joining skills.

To recognise the property of different media.



To create a final piece of work inspired by an artist.

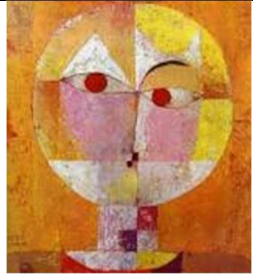
Evaluate my own work.

Year by Year Overview – Printing

Year Group	Techniques
R	<p>To develop printing techniques through shape, pattern & colour. To learn to paint with found objects. To create pictures from primary colours. To make simple block & print repeat pattern.</p>
1	<p>To Create simple, repeating and interesting patterns using press printing technique and to understand patterns in the environment. To print with a range of hard and soft materials e.g. corks, pen barrels and sponge. Develop imprinted images onto paper using a range of tools.</p>
2	<p>To develop impressed images. To roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p>
3	<p>To use impressed printing using a range of printing media. Using colour mixing and overlapping colour prints. To record textures of patterns using mono printing.</p>
4	<p>To create printing blocks using a relief method. Print with two colour overlays.</p>
5	<p>To design an image using a stencil (for printing) To look at range of printmaking techniques – create printing stencils. To print with 2/3/4 colour overlays.</p>
6	<p>To explore printing using silk screen methods. To design a stencil for a purpose.</p>

Progression of skills for Printing

	Artist / Movement	Key Vocabulary	Subject Specific Knowledge	Key Expected Outcomes
R	<p>Karen Lederer Karen Lederer is an artist living and working in Brooklyn, New York (USA). Her approach to colour is intuitive and her approach to printmaking is experimental and painterly.</p> 	<p>Repeating pattern Pattern Block print</p>	<p>To explore a range of print techniques using everyday objects.</p> <p>To explore colours and pattern.</p> <p>To create a repeating pattern.</p> 	<p>To generate and record ideas through first-hand experiences of artists. (explore artist).</p> <p>To explore printing through shape and pattern using primary colours.</p> <p>To use objectives in the environment to print.</p> <p>To create a simple block print picture including a repeating pattern.</p> <p>Evaluate my own work.</p>
1	<p>Paul Klee Paul Klee was a Swiss-born German artist. His highly individual style was influenced by movements in art that included expressionism, cubism, and surrealism.</p>	<p>Press printing Repeating patterns Imprint Cubism</p>	<p>To explore a range of printing techniques using soft and hard objects.</p> <p>To explore repeating patterns using press printing techniques.</p> <p>To develop imprinted images onto a piece of paper using a range of tools.</p>	<p>To generate and record ideas through first-hand experiences of artists. (explore artist).</p> <p>Explore patterns in the environment.</p> <p>To explore press printing techniques to create simple repeating patterns.</p>



To use hard and soft materials to explore printing.

To create a final piece of work with imprinted images on paper.

To evaluate my own work.



2

William Morris
William Morris was a British textile designer, poet, artist, writer, and socialist activist associated with the British Arts and Crafts movement. He was a major contributor to the revival of traditional British textile arts and methods of production.



Impressed printing
Ink
Rollers
Textile
Arts and Crafts Movement

To develop impressed images.
To roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.



To generate and record ideas through first-hand experiences of artists. (explore artist).






To investigate impressed printing.




To create patterns using impressed printing.

To explore use ink and rollers to print using found objects to create patterns.

To create an impressed image using ink and rollers.

Evaluate my own work.

<p>3</p>	<p>Andy Warhol Andy Warhol was an American visual artist, film director, producer, and leading figure in the pop art movement.</p> 	<p>Pop Art Mono printing Overlapping Media</p>	<p>To use a variety of printing media to create impressed images.</p> <p>To explore colour mixing and colour overlapping.</p> <p>To record textures of patterns using mono printing.</p> 	<p>To generate and record ideas through first-hand experiences of artists. (explore artist).</p> <p>To explore different media, create impressed images.</p> <p>To explore overlapping colour prints.</p> <p>To create texture using mono printing.</p> <p>To create a final piece of work inspired by a chosen artist.</p> <p>To evaluate my own work.</p> 
<p>4</p>	<p>Favianna Rodriguez Favianna Rodriguez is an American artist and activist known for her work in political posters and public art.</p> 	<p>Printing Blocks Relief Printing Colour overlay Activist</p>	<p>To create printing blocks using a relief method.</p> <p>Print with two colour overlays.</p> 	<p>To generate and record ideas through first-hand experiences of artists. (explore artist).</p> <p>To explore relief printing,</p> <p>To create a relief for printing using a range of materials</p> <p>To explore colour using relief printing technique.</p> <p>To create a final piece of work inspired by an artist using relief printing and a two-colour overlay.</p>

				To evaluate my own work.
5	<p>Banksy Banksy is a pseudonymous England-based Street artist, political activist, and film director whose real name and identity remain unconfirmed and the subject of speculation.</p> 	<p>Political Activist Stencil Printmaking techniques Overlays</p>	<p>To design an image using a stencil (for printing)</p> <p>To look at range of printmaking techniques – create printing stencils.</p> <p>To print with 2/3/4 colour overlays</p> 	<p>To generate and record ideas through first-hand experiences of artists. (explore artist).</p> <p>To create a stencil using a range of media.</p> <p>To explore using different printmaking techniques e.g. sponging, brushing.</p> <p>To create colour overlays using 2/3/4 colours.</p> <p>To create a final piece of work using a stencil and colour overlays.</p> <p>Evaluate my own work.</p>
6	<p>Shepherd Fairey Frank Shepard Fairey is an American contemporary artist, activist and founder of OBEY Clothing who emerged from the skateboarding scene. In 1989 he designed the "Andre the Giant Has a Posse" sticker</p>	<p>Silk screen print Wooden frames Pulling a screen Fabric Mesh Stencil Squeegee Serigraph</p>	<p>To use learnt techniques to create a stencil.</p> <p>To explore silk screen printing.</p> 	<p>To generate and record ideas through first-hand experiences of artists. (explore artist).</p> <p>Introduction to silk screen printing.</p> <p>To create a stencil for a silk screen print.</p>

campaign while attending the Rhode Island School of Design.



To explore printing onto fabric using wooden frames.

To create a final stencil for a fabric bag.

To use silk screen printing to create a fabric bag.

To evaluate my own work,



Evaluating Art: Teacher guide

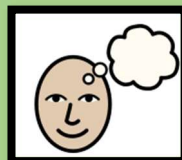


WHAT



A brief description about what you have made and how you have made it.

THINK



Explaining why you have selected used the materials you have.

LINK



Link the piece to your theme or artist and reflect on the successes; what will you take forward?

Outcomes	Painting, drawing, sculpture, photography, video, collage.	Formal elements	Line, form, tint, tone, shade, colour, contrast, shape, pattern, texture, movement, value, shadow, highlight, composition, material, perspective, space.	What was successful about the piece? Why?
Method	Printing, folding, shaping, layering, applying, sculpting, weaving, scraping, sketching, shading, sewing, paint, water colour, charcoal, acrylics, pastels, oils, chalks.			Were there any unexpected links to your theme/idea or artist?
Source/ inspiration	Photo, observation, collage, object, artist.	Why did you use the formal elements in this way?	<ul style="list-style-type: none"> To record an idea? To combine images and techniques? To test a new process? To test a new material? To develop an idea or experiment? To respond to an idea? To respond to an artist? To work in a new way? To explore beyond your comfort zone? 	What was less successful in the piece? Why?
Material qualities	Soft, firm, smooth, deep, dark, rigid, vibrant, colourful, textured, patterned, reflective, ripped.			How could you improve the process/ material/ subject matter/ execution?
				What are you going to do next?



Evaluating Art in EYFS: Sentences Starters



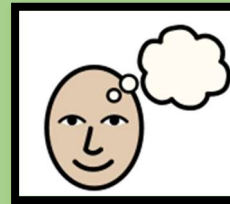
WHAT



A brief description about what you have made and how you have made it.

- I have made a...
- I used...
- We looked at the artist...

THINK



Explaining why you have selected used the materials you have.

- I made my art because...
- I used... because...
- I wanted to...

LINK



Link the piece to your theme or artist and reflect on the successes; what will you take forward?

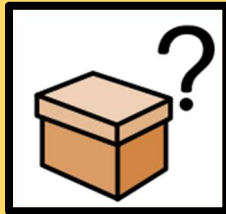
- The part I like is...
- My work looks like...
- Next time I want to...
- My work makes me feel...



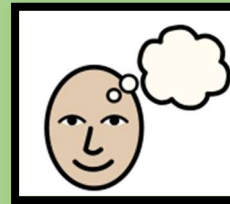
Evaluating Art in KS1: Sentences Starters



WHAT



THINK



LINK



A brief description about what you have made and how you have made it.

- I have made a...
- I used...
- We looked at the artist...
- I used a... to help my ideas.
- My work is...
- The materials I used are...

Explaining why you have selected used the materials you have.

- I used... colour(s) because...
- I made my art because...
- I used... because...
- I wanted to...

Link the piece to your theme or artist and reflect on the successes; what will you take forward?

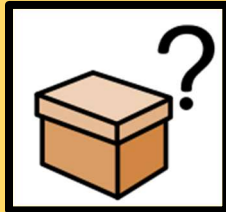
- The part I like is...
- I think... worked well.
- My work looks like...
- I think ... was not as successful because...
- I would do... to make it better.
- Next time I want to...
- My work makes me feel...



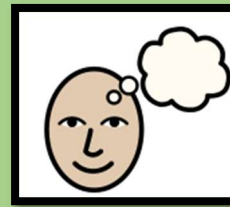
Evaluating Art in Lower KS2: Sentences Starters



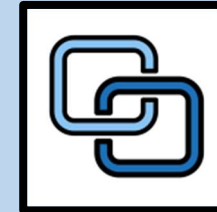
WHAT



THINK



LINK



A brief description about what you have made and how you have made it.

Explaining why you have selected used the materials you have.

Link the piece to your theme or artist and reflect on the successes; what will you take forward?

- I created a...
- I wanted to use... because...
- I was inspired by...
- I liked working with... because...
- I chose to create an image of... because...

- The materials I have selected are effective due to...
- I chose the design because...
- My choice of media allowed me to...
- My design will allow me to...
- The technique I have used is...

- I think using... worked well because...
- I am pleased with... because.
- I feel... captures the theme well because...
- I need to improve my...
- I think ... was not as successful because...
- Next time I would like to...
- My design was powerful because...
- My work makes me feel...



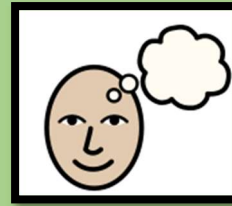
Evaluating Art in Upper KS2: Sentences Starters



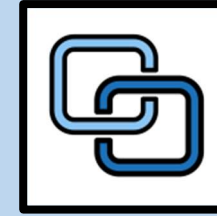
WHAT



THINK



LINK



A brief description about what you have made and how you have made it.

Explaining why you have selected used the materials you have.

Link the piece to your theme or artist and reflect on the successes; what will you take forward?

- I created a...
- I wanted to use... because...
- I was inspired by...
- I have shown... in the style of...
- The artist has influenced my designs because...
- In this piece, the materials I have used are...
- I found working with...
- I chose to create an image of ... because...

- The materials I have selected are effective due to...
- The technique I have used is...
- Through focusing on my use of... I...
- I was able to capture...
- My choice of media allowed my to portray...
- I chose to emphasise... in this piece of art because...
- I wanted to incorporate... as it would...
- Using... allows me to...

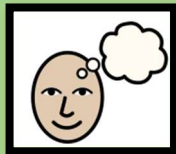
- Through working this way I have learned to...
- To develop this piece further I would need to...
- I think using... worked really well because...
- I am particularly pleased with... because...
- ... was least successful because...
- I aim to now...
- I need to refine... because...
- In order to improve, I need to develop my skill in/ use of...
- The impact of my art it...
- My art communicates...

WHAT



What you have made and how?

THINK



What have you used and why?

LINK



What was successful and why?

WHAT



What you have made and how?

THINK



What have you used and why?

LINK



What was successful and why?

WHAT



What you have made and how?

THINK



What have you used and why?

LINK



What was successful and why?