

"Giving children the keys to unlock their future"



St Peter's C of E Academy - Art

Art allows children to develop their creative imagination enabling them to communicate what they see, feel and think through a range of tools and materials. Children are given regular opportunities to design, experiment, and invent their own works of art. Skills and techniques are taught progressively to ensure that all children can practise and develop art-specific skills as they move through the school. Children's interests are captured through theme learning, ensuring that links are made in a cross-curricular way, giving children motivation and meaning for their learning. Throughout the key stages, children's experience of Art is enriched by finding out about famous artists (past and present), working with local artists on projects and exploring our local environment for inspiration.

We follow the National Curriculum for Art and Design and use Accessart primary Art curriculum as a basis for learning. Children's learning is supported by a clear knowledge and skills progression that is built on year by year and sequenced appropriately to maximise learning for all children. Class teachers are responsible for teaching Art, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, to enrich our Art provision.

Throughout their time at school, children will produce creative work, exploring their ideas and recording their experiences. They will also be able to evaluate and analyse creative works using the language of art, craft and design. They will learn about great artists and understand the historical and cultural development of their art forms.

Our curriculum and skills progression is shown below:

Reception EYFS	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.		Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.			
	All About Me Exploring resources Self-portraits – paint, collage and pen Role play – house Body songs Body percussion	Let's Celebrate Exploring art resources Painting fireworks Collage poppies Clay divas Christmas crafts Christmas songs Christmas performance	Rhyme Time Singing rhymes Musical instruments Exploring gloop, playdough	Seasons Art in nature Observational drawings Colour mixing Leaf rubbings Mud kitchen In the style of famous artists – O'Keeffe, Van Gogh Role play Garden shed	Transport Large block play trains/ buses Construction kits (Mobilo, Marble run, Lego) Rockets Paper aeroplanes	Around the World Making postcards Pirate maps Animal prints/ camouflage African prints Ice painting Exploring shaving foam

Key Stage One

All units to contain elements of:

Exploring and Developing Ideas

Children can:

- A) Respond positively to ideas and starting points;
- B) Explore ideas and collect information;
- C) Describe differences and similarities and make links to their own work;
- D) Try different materials and methods to improve;
- E) Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

Work of other artists

- A) Describe the work of famous, notable artists and designers;
- B) Express an opinion on the work of famous, notable artists;
- C) Use inspiration from famous, notable artists to create their own work and compare;
- D) Use key vocabulary to demonstrate knowledge and understanding in this strand.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Theme	Spirals Using drawing, collage and mark-making to explore spirals.		Collage Henri Matisse – Creating own paper collage			Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.
	Skills	<ul style="list-style-type: none"> I can make a drawing using a continuous line. I can draw from observation. I can make different marks with different drawing tools. I can make choices about which colours I'd like to use in my drawing. 		<ul style="list-style-type: none"> I can explore watercolour and understand the different effects I can achieve. I can work without an end goal in mind – letting the paint lead me. 		<ul style="list-style-type: none"> I can make observational drawings. I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. I can use colour in my drawings and mix two or more different media together. 	

		<ul style="list-style-type: none"> I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. I can talk about what I like in my drawings, and what I'd like to try again. 		<ul style="list-style-type: none"> I have had the opportunity to see the work of other artists who use watercolour and share my thoughts about their work. I can name and use primary colours and begin to understand how colours mix to make secondary colours. I can understand that we all see different things in the artwork we make. We all have a different response. I can think about the marks I make and develop them further. 		<ul style="list-style-type: none"> I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. I can fold, tear, crumple and collage paper to transform it from 2d to 3d. I can use a variety of materials to make my own sculpture. I have seen how my sculpture can be part of a class artwork. I can share my work with my classmates and teachers and consider what was successful for me.
Year 2	Theme	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental		Stick Transformation Project Explore how you can transform a familiar object into new and fun forms.
	Skills	<ul style="list-style-type: none"> I have seen how some artists explore the world around them to help them find inspiration. I can explore my local environment (school, home, etc) and collect things which catch my eye. I can explore composition by arranging the things that I have collected and talk about how and why. I can use careful looking to practice observational drawing. I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. 		<ul style="list-style-type: none"> I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. I can start to share my response to the work of other artists. I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. I can use various homemade tools to apply paint in abstract patterns. I can make a loose drawing from a still life. I can use my gestural mark-making with paint and incorporate the colours and shapes in the still life to make an expressive painting. I can share my experiments and final piece with others and share what I liked and what went well. I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. 		<ul style="list-style-type: none"> I can take a familiar object like a stick and use my imagination to think about what it might become. I can use my sketchbook to generate ideas and to test ideas. I can use a variety of materials to transform my object thinking about form and colour. I can cut materials with simple tools and fasten materials together to construct my sculpture. I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.

Lower Key Stage Two

Exploring and Developing Ideas

- A) Use sketchbooks to record ideas;
 B) Explore ideas from first-hand observations;
 C) Question and make observations about starting points, and respond positively to suggestions;
 D) Adapt and refine ideas;
 E) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.

Work of other artists

- A) Use inspiration from famous artists to replicate a piece of work;
 B) Reflect upon their work inspired by a famous notable artist and the development of their art skills;
 C) Express an opinion on the work of famous, notable artists and refer to techniques and effect;
 D) Use key vocabulary to demonstrate knowledge and understanding in this strand.

Year 3	Theme		Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.		Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – e.g. sculpture inspired by literature and film.	
	Skills	<ul style="list-style-type: none"> I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work. I have experimented with the types of marks I can make with charcoal, using my hands & charcoal. I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. I can understand what Chiaroscuro is and how I can use it in my work. I can use light and dark tonal values in my work, to create a sense of drama. I have taken photographs of my work, thinking about focus, lighting, and composition. I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel. 		<ul style="list-style-type: none"> I have explored how artists combine media and use them in unusual ways to make art. I can share my response to their work. I can use my sketchbook to make visual notes capturing ideas that interest me. I can use my sketchbook to test ideas and explore colour and mark making. I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape. I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard. I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work. 		<ul style="list-style-type: none"> I have seen how artists are inspired by other artists often working in other artforms. I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work. I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. I can share my feedback about my classmate's work. 	
Year 4	Theme	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.		Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.		The Art of Display Explore how the way we display our work can affect the way it is seen.	
	Skills	<ul style="list-style-type: none"> I have explored the work of contemporary and more traditional artists who work within the still life genre. I have felt able to express my thoughts about other artists' work and talk about the meanings of objects as artists present them. I can use my sketchbook to make visual notes, record and reflect. I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. I can present and share my artwork and explain how my sketchbook work helped build my knowledge and skills towards my final piece. 		<ul style="list-style-type: none"> I have explored the work of artists who tell stories through imagery. I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts. I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work. I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. I can use line, shape, and colour using a variety of materials to test my ideas. 		<ul style="list-style-type: none"> I have seen how some artists choose to display their work on "plinths" and I have understood how the way a work is displayed can affect the way the audience sees the work. I can use my sketchbook to collect ideas about how other artists consider how their work is displayed. I can use clay to make quick three-dimensional sketches of figures sitting on "plinths". I can use the clay to capture character/emotion of the body. 	

- I can think about how I might use composition, sequencing, mark making and some text in my drawings.
- I can create a finished piece which contains sequenced images to describe a narrative.
- I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.

(See more guidance for pathway options on AccessArt)

Upper Key Stage Two

Exploring and Developing Ideas

- A) Review and revisit ideas in their sketchbooks;
 B) Offer feedback using technical vocabulary;
 C) Think critically about their art and design work;
 D) Use digital technology as sources for developing ideas;
 E) Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Work of other artists

- A) Give detailed observations about notable artists', artisans' and designers' work;
 B) Offer facts about notable artists', artisans' and designers' lives;
 C) Use key vocabulary to demonstrate knowledge and understanding in this strand.

Year 5	Theme		Typography & Maps Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.		Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place.		Architecture: Dream Big or Small? Explore the responsibilities architects have to design us a better world. Make your own architectural model.
	Skills	<ul style="list-style-type: none">• I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.• I have seen how other artists work with typography and have been able to share my thoughts on their work.• I have explored how I can create my own letters in a playful way using cutting and collage.• I can reflect upon what I like about the letters I have made.• I have drawn my own letters using pen and pencil inspired by objects I have chosen around me.• I can reflect upon why my letters have a meaning to me.• I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.		<ul style="list-style-type: none">• I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations.• I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.• I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.• I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work.• I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper.• I can share my journey and discoveries with others and am able to reflect upon what I have learnt.• I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.		<ul style="list-style-type: none">• I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.• I can use my sketchbook to collect, record and reflect my ideas and thoughts.• I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.• I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.• I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.• I can present my work, reflect and share it with my classmates.• I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project.• I can photograph my work considering lighting, focus and composition.	

Year 6	Theme	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.		Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.		Brave Colour Exploring how artists use light, form and colour to create immersive environments.
	Skills	<ul style="list-style-type: none">I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.I can use negative space and the grid method to help me see and draw.I can explore typography and design lettering which is fit for purpose.I can transform my drawing into a three dimensional object.I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.		<ul style="list-style-type: none">I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.I have explored how I can find out what I care about, and find ways I might share my ideas with us.I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.I can create visuals and text which communicate my message.I can use line, shape and colour to make my artwork.I can use typography to make my messages stand out.I can combine different techniques such as print, collage and drawing.I can reflect and articulate about my own artwork and artwork made by my classmates.		<ul style="list-style-type: none">I have explored the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others.I can respond to a creative challenge or stimulus, research the area, and make a creative response.I can create a 3d model or 2d artwork which shares my vision with others.I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.I can listen to the creative ideas of others, and share my feedback about their work.