

ART



Our Intent Statement & Aim:

At Great Finborough Church Primary School, through the art curriculum, it is our intention to provide our children with the opportunities to develop their artistic skills and talents, exhibit their work, learn about great artists, designers and sculptors and have the chance to explore exhibitions and galleries, enabling the children to appreciate and evaluate art in its broadest sense.

We aim to provide an art curriculum that develops exploratory inventive thought and action, and the ability to innovate, initiate and make effective personal choices. It is our intention that our children develop visual and tactile sensitivity and powers of observation, together with awareness of colour, form and space in the environment and the manmade world.

As well as developing the skills and talents of our children, the curriculum is designed to help them develop a greater understanding of a wide variety of artists, their life and work. The work of artists can be used both to learn about the media we are studying or can be used to inspire their work in a different media.

It is our intention to provide our children with the opportunity to work with local professional artists, to showcase and celebrate their own work and to visit galleries, exhibitions, museums and places to inspire their work.

The curriculum is planned and delivered on a 1 year cycle.

Implementation:

Our long term, medium term and skills progression plans are based on the Suffolk Art & Design (4-11) scheme. We selected this scheme because it is nationally recognised scheme and was written locally by Suffolk advisers. The examples of work from Suffolk schools enable staff to visualise expectation, potential and aims to aspire to. It covers fully every year group in all of the key areas of art, including exposing the children to the works of a wide range of local and contemporary artists. It clearly shows the objectives and skills to be taught and developed and the assessment criteria. We have used this scheme successfully since its inception.

In the lower school (Years 1-3), the children use black A4 sketch books and in the upper school (Years 4-6), the children use A3 sketch books. The children use their sketch books to develop their ideas and preparatory work. Smaller scale work is also added to the sketch books. 3D and large scale work is photographed and added to the sketch books with the upper school (years 4-6) provided with the opportunity to annotate and evaluate their work.

The curriculum is broken down in to 6 key areas (3D, Collage, Drawing, Painting, Printing and Textiles) which repeat each year and build on the previous year's skills.

3D

The 3D curriculum starts with basic clay techniques such as pressing in to clay and simple manipulation. This is taught through stories. As children develop their skills throughout Year 2 they progress to using clay to make coil pots and decorating those with designs from other cultures. In Years 3 and 4 they are introduced to clay slab work, making dishes and tiles. In addition to clay they are introduced to other media. In Upper Key Stage 2 children learn about and explore other forms of 3D work such as papier-mâché and using materials such as wire base and plaster. By the time the

children reach Year 6, they have progressed to responding to the work of well-known sculptors and designing and making models from life.

The work and life of Andy Goldsworthy, Richard Long, Howard Long, Alberto Giacometti and Henry Moore is studied and used for inspiration as the children progress through the 3D curriculum.

Collage

The collage curriculum starts with the children finding natural objects in response to the work of well-known artists. In Year 2 the pupils use cut and torn coloured papers. In Year 3 the children progress to creating their own painted papers for use in collages. In Year 4 the children manipulate and distort photographs. In Year 5 they are developing skills of building up layering and enriching their collages. In Year 6 the children are working at a more sophisticated level of response to the work of artists (Cubist).

The work and life of Andy Goldsworthy, Richard Long, Dale Devereux Barker, Patrick Heron, Henri Matisse, Bridget Riley, Kurt Schwitters, Paul Klee, Victor Vasarely, Francis Bacon, Andy Warhol, Gustav Klimt and Pablo Picasso is studied and used for inspiration as the children progress through the collage curriculum.

Drawing

The drawing curriculum starts with mark making using different pastels and pencils in response to stories. By Year 2 it develops to response to music. In Lower Key Stage 2 the children progress on to shading techniques and investigating tone. Year 4 use viewfinders to select areas of focus for their drawings. In Year 5 the children are using an artist's work to develop knowledge and skill in changing and applying scale to their artistic work. In Year 6 they are then able to make detailed observational drawings of natural forms.

The work and life of Friedensreich, John Brunson, Vincent Van Gogh, Frank Auerbach and Bridget Riley is studied and used for inspiration as the children progress through the drawing curriculum.

Painting

The painting curriculum starts with imaginative starts to stories (Thick and thin paints). In Year 2 the children respond to music through line, shape and colour. Lower Key Stage 2 children are learning to mix primary and secondary colours and white. The children are then taught about brush techniques and thickness of paint. In Year 4 children learn about the application of paint to different surfaces. In Year 5 they develop sketch book work to respond to different styles of painting. This is further developed in Year 6 where they end up working collaboratively.

The work and life of Jasper Johns, Wassily Kandinsky, Sean Scully, Georgia O'Keefe, John Constable, Vincent Van Gogh, J W M Turner, Peter Lanyon, Maggi Hambling, Chris Ofili, Patrick Heron, Patrick Caulfield, Andre Derain, Anthony Frost and George Braque is studied and used for inspiration as the children progress through the drawing curriculum.

Printing

The printing curriculum in Year 1 starts with printing with found objects and investigating direct and overprinting using primary colours. In Year 2 the children progress to using positive and negative stencils. They are taught how to use clay slab relief blocks using three colour overprinting. In Lower Key Stage 2 the children are taught how to use rollers and printing ink. In Year 4 the children are taught how to use press printing blocks and collagraphs. As our pupils progress to Upper Key Stage 2

they are learning the skills of reduction block printing. By Year 6 they are learning about the Batik process.

The work and life of Dale Devereux Barker, John Brunsdon, Belinda King, Chine Chukwuogo-Roy and Michael Rothenstein is studied and used for inspiration as the children progress through the printing curriculum.

Textiles

The textiles curriculum begins with the children learning about weaving techniques through ready-made looms. In Year 2 the children are taught how to use dyes (dip dyeing) and press print blocks on fabric. In Year 3 the children are making their own collograph blocks and printing on to fabric squares. In Year 4 they further develop their skills in dip-dyeing and knotting and wrapping. In Year 5 the children are using the processes of construction (sticking, stitching and weaving) and destruction (cutting, tearing and thread removing). In year 6 they are using and applying all the skills developed so far to produce their own work on a given artist, selecting suitable techniques.

The work and life of Jean Davy-Winter, Norman Foster, Antoni Gaudi, Michael Brennand-Wood and Friedensreich are studied and used for inspiration as the children progress through the textiles curriculum.

Assessment

At the end of each unit of work, the children are assessed against the main art skills document which is highlighted to show coverage and/ or whether the child has demonstrated and applied the skill taught.

Curriculum Enrichment & Cross-Curricular Application of Skills

During their time in Key Stage 2, the children will have at least one opportunity to participate in the local Artworks project. This project is a 2 week exhibition of works by highly skilled and talented local contemporary artists. The children visit a local gallery to view and be stimulated by the work they see. They collectively select the work of one of the artists who then is assigned to work with the children in school. These workshops not only benefit the year groups directly working with the artists but can also inspire the wider school community, including staff. The work of the children produced as the outcome of this project is then exhibited in the gallery to be viewed and enjoyed by others.

From time to time we have an artist in residence. The artist sets up a studio area in school for the children to observe, and discuss with the artist, their creative processes. A variety of age appropriate workshops take place across the school enabling the children to develop their skills while working alongside the professional artist. More informal sessions occur at break times and lunchtimes where the children can observe and work alongside the artist.

An annual summer art exhibition is held in school where the older children exhibit their work to parents and carers. This is their opportunity to showcase their achievements and the processes they undertook. The materials and equipment, along with photographs of the processes, are available, which encourages the children to engage with their parents in conversations about their experiences of the art curriculum. The Year 6 children host this formal evening in the manner of a gallery private view, serving drinks and light refreshments.

From time to time, opportunities are provided for our younger children to work alongside their parents and carers to share the techniques and skills they have been learning. As well as sharing

their skills and work, this provides them with the opportunity to verbalise and use the language of an artist.

All areas of the national curriculum lend themselves to artistic and creative responses from our children and whenever possible we look for links and opportunities for the children to present their learning in artistic and creative ways. For example, in a science topic on plants which requires observational drawings, the teachers use the same language and vocabulary as that used in their art lessons to support the children in applying their skills.

The children will be provided with the opportunity to work with local professional artists and to showcase and celebrate their own work and to visit galleries, exhibitions, museums and places that inspire creative focus. For example, the children may visit Cambridge Botanical Gardens for observational drawing inspiration.

Impact:

By the time they reach the end of Year 6 our children will have received a solid grounding in the skills and techniques in each of the 6 disciplines of the art curriculum areas (3D, Collage, Drawing, Painting, Printing and Textiles).

The children will be able to recognise the work and talk about the impact of significant different artists: contemporary and in the past, including from different cultures. They will have worked alongside local artists to help develop a greater understanding of the creative processes. They will be able to reflect and express their own opinion on their work and the work of others.

They will have the skills of organising their art work in sketch books and understand the importance of preparatory work and the selection of appropriate visual reference.

The children will have experienced visiting galleries to see art being showcased, enabling them to appreciate scale and texture. They will have had the opportunity to exhibit and celebrate their own work to be viewed by the wider school community and parents and carers.

Ready for the next step of their learning, the children will have a range of skills and confidence in different techniques. They will have positive opinions about their own learning abilities and their ability to work and develop artistic ideas with greater independence. They will understand that their artistic and creative response will be valued and critiqued by others.

Ultimately, our children will have developed a positive creative response to the world they live in.