Art and Design

Our Intent Statement & Aim:

"Every child is an artist; the problem is staying an artist when you grow up" – Pablo Picasso

'Art is not what you see - but what you make others see.' - Edgar Degas.

At Great Finborough Church Primary School, Art and design is regarded as a principle area of the curriculum and one which not only inspires the growth of creativity and artistic skills but also encourages children to develop evaluating and communication skills that can translate to further engagement within other areas of the curriculum.

It is our aim to teach our children the skills needed to experience, explore and understand the purpose of art, alongside teaching them new knowledge and skills to be artists. Art is hugely diverse, reflecting history and shaped by cultures, beliefs, emotions and trends. Art often evokes mixed opinions, feelings, thoughts and views. It is therefore, important that pupils are taught that there are no boundaries or limits within art, no rights or wrongs, and that '*beauty is in the eye of the beholder.*' We aim to encourage our children to view different forms of art and to reflect, discuss, learn and develop personal opinions, interests and passions within the subject.

Through our art curriculum children will be taught using themed topics, which are intended to captivate the interests of the children. These topics are carefully matched with artists and designers, who specialise or focus in these areas and pupils will learn about their lives and explore examples of their work. However, with creativity comes choice and with a vast wealth of artists across the world to study and learn from others may be explored. In each unit children will be taught new knowledge and skills related to these topics and the media they are studying, which will inspire them to explore, develop and create their own artwork.

To enhance the art curriculum and broaden experiences it is our intention to ensure our children have the opportunity to work with local professional artists and to showcase and celebrate their own work with key stage or whole school exhibitions. Children will also be given the opportunities to visit galleries, exhibitions, museums and places in order to explore, learn and inspire their own work.

Our art curriculum is planned within key stages and delivered on a 2-year cycle.

Our Implementation Statement:

Our Curriculum

Our bespoke art curriculum has been created to allow more flexibility, to inspire and engage and to allow children to develop their own creativity, knowledge and skills. In addition, we intend to evoke a sense of wonder and curiosity about the world of art around us.

The long term plans have been designed around six core areas: drawing, painting, 3D/sculpture, textiles, collage and printing, with an emphasis on drawing forming a key basis or starting point for each of these core areas. On occasions, links are made between core areas, allowing the continued development of similar themes to be explored using different techniques and media. Repeating these core areas in subsequent years allows children to revisit, consolidate and extend their skills and knowledge, building on their mastery of the subject. Key stage 1 children will be introduced to the seven elements of art (line, shape, space, value, form, texture, and colour). These elements form the building blocks of art and will continue to run through the art curriculum each year.

To support the growth of creativity, each core area has been given an open theme and carefully matched to the work of an appropriate artist or designer who specialises in that particular element and/or theme. Using examples of these artist's work, ensures children are subjected to an extensive range of work by a wide collection of artists and designers from different time periods and cultures. The intention of studying the work of others is used for various purposes. The first allows our children to reflect on these artist's styles and use of media, prompting them to make evaluations and to develop their communication skills and use of key art vocabulary. The second is to use the work as a teaching tool, to learn new techniques and to approach themes and ideas in new ways. Ultimately the work is used to inspire the imaginations of our children and to encourage them to explore their own styles of work motivated by these artists and designers. It is intended that children will not be impeded by expectations to recreate other artist's work.

Our Core Units of Work:

In our curriculum, drawing is taught first in each year group. The other units, painting, 3D/sculpture, textiles, collage and printing are not taught in specific orders. This allows for units to naturally follow those previously taught, due to content and themes or to allow units to tie in with other areas of the curriculum.

Each core unit of work will follow a set of 'way-markers', which will not only help inform planning but allow both teachers and pupils to understand the structure of lessons within each unit of work. These 'way-markers' will be as follows:

- Knowledge - What do I already know? What can I recall from precious units of work? Can I use key vocab?
- Explore – To learn about new artist, designers and architects and their work.
- Develop – To build on existing skills and techniques and learn new ones.
- Create – To create a final piece of art inspired by the artists, designers or architects I have studied and based within the theme of the unit.
- Evaluate – To share, reflect and discuss my work and those of other.

Drawing

In each academic year the art curriculum starts with a drawing unit and emphasis will be made on children making observations to inform their sketches and drawings and the importance of these through all art areas. Key stage 1 children will use architecture and natural forms to explore the element of line, shape and texture through mark making, patterns and rubbings. As children move into lower key stage 2 their drawings will continue to develop the elements of line and, shape & texture but they will begin to embrace the elements of form, shape and value, through gestural sketching of humans and animals. Upon reaching upper key stage 2 children will be confident with the seven key elements and focus will be made on the use of perspective and proportions within their drawings, using architecture and human forms.

Artists and designers focused on through the drawing units include Zaha Hadid, Amiria Gale, Charlie Mackesy, Laura Mckendry, Edward Degas, Henry Moore, Stephen Wiltshire, Sir Christopher Wren, Norman Foster and Quentin Blake. Children will learn about their work and lives to help teach them new skills and techniques and to inspire their work.

Painting

Our painting units explore all of the key elements but particular emphasis is made on the element off colour. Children in key stage 1 will be taught about the colour wheel, primary and secondary colours, shades and tones and will explore these through painting the elements of line and shape using poster paints. They will explore how colours can be regarded as warm or cold, how complimentary colours work together and how to mix secondary colours. As children progress in to lower key stage 2, they will continue to explore how paints can be used to create textures and movements in landscapes and how different surfaces can affect the way paint is applied and the outcome of an image. They will also study Tingatinga art, an African cultural themed style using bold colours and patterns to depict African wildlife. As children reach upper key stage 2, children will be confident in their knowledge and understanding of colours using

poster paints so will progress on to using acrylic and watercolour paints, which offer different properties. Children will learn about compositions, 3D forms along with light and shadow within landscapes and waterscapes.

Artists and designers focused on through the drawing units include Partick Heron, Christa Rijneveld, Beatriz Milhazes, Van Gogh, Edward Tingatinga, Chelsey Bonestell, Kieron Williamson and J.M.W. Turner. Children will learn about their work and lives to help teach them new skills and techniques and to inspire their work.

3D/Sculpture (& Photography)

Our 3D units encompass the key art elements of art throughout and starts in key stage 1. Here two very distinctive paths are taken to allow for exploration of different methods and materials and to understand the term 3 dimensional (3D). One unit explores the natural world around us, creating sculptures using natural materials such as leaves, stones and ice. Whilst basic manipulation of clay is used to create a 3D relief clay tile, inspired by mythical creatures in the second unit. The clay work for this piece links and follows on from the previous printing unit, where methods can be transferred across. As children move into lower key stage 2 they develop their 3D work and are introduced to other materials including wire manipulation encased with clay or tin foil to create simple insects and the use of Modroc over low relief cardboard bases to create masks. Upon reaching Upper key stage 2, children will have been taught a wide range of methods and used a variety of materials, which they will revisit and expand on and develop further. Children will create human figure sculptures from wire and Modroc and gargoyles using clay.

Artists and designers focused on through the 3D units include Andy Goldsworthy, Richard Long, Chris Kapono, Suren Manvelyan, Louise Bourgeois, Kimmy Cantrell, Walter S. Arnold and Alberto Giacometti. Children will learn about their work and lives to help teach them new skills and techniques and to inspire their work.

Textiles

Our textile units within art allow for cross curricular links with our Design Technology curriculum units on textiles. This allows children to make links and draw on similar skills and knowledge between the two curriculums. Key stage 1 children will focus on two different areas within their textile units. The first will allow them to explore how fabrics can be manipulated and altered by the element of colour. Making fabric backgrounds, based on the theme of summer sunset, children will explore the techniques of marbling and ice dying techniques, which will then be used for a linked unit on printing. The second aspect will incorporate the elements of shape, line and textures within weaving, whereby children will use a range of fabrics and wool to create webs. As children move into lower key stage 2 children will be shown how fabrics can be manipulated further allowing for more intricate colour ways and patterns. Children will achieve this through the more complex techniques of tie dying and simple wax resistant and flour batik work, using the themes of concentric circles and numbers and letters. As children move into upper key stage 2 they will further develop the skills already taught and have the opportunity to combine a range of techniques. The first aspect will see children progress to using hot wax batik techniques to create designs inspired by flora. With the second area children will design abstract landscapes on textiles which can encompasses the techniques of fabric painting, printing and stitching.

Artists and designers focused on through the textile units include Lynda Heinese, Tammy Kanat, Michael Phelan, Katherine Sands, Jasper Johns, Beverley Saville and Alison Butler. Children will learn about their work and lives to help teach them new skills and techniques and to inspire their work.

Collage

Our collage units start with key stage 1 building on their knowledge of the elements of colour and shapes. Children will create two styles of collage using a selection of different papers. The first style will look at concentric circles created using torn paper and complementary colours. The second will focus on the use of bold geometric shapes based on a castle style image. In lower key stage 2 they will explore collage further using two distinctive paths. Children will explore mixed media collages based on a landscape theme using a wide range of materials. For the second, pupils will explore mosaics, to discover how simple regular or irregular tiles can be arranged to create patterns and images. Children will be able to use a range of materials in their mosaic work and be inspired by the sun and Northern Lights. Upper key stage 2

children will refine their collage skills creating more intricate styles of work. Making use of bold colours and irregular shapes, along with photography children will create mixed media portraits. The second unit will link with the drawing unit based on cityscapes, where children will develop collages based on urban places and spaces.

Artists and designers focused on through the collage units include Wassily Kandinsky, Paul Klee, Alfie Carpenter, Sonia King, Megan Coyle and Andy Gellenberg. Children will learn about their work and lives to help teach them new skills and techniques and to inspire their work.

Printing

Printing within key stage 1 will look at how we can use every day found objects to print with and how these can be used to create simple and repetitive patterns. They will also look at simple ways to make simple printing tiles based on animal skin textures. Both units of work will link closely with other units taught within the year, showcasing how art can be created using different techniques, skills and media. As children progress into Lower key stage 2 they will develop their printing skills to producing collagraph printing blocks to create patterns and create trace monoprinting, inspired by the theme of their surroundings. Upon reaching upper keys stage 2 children will learn how to make and use block press reductions to create Pop Art and layered relief block printing inspired by The Great Wave painting.

Artists and designers focused on through the printing units include Lynda Heines, Kate Heiss, Glen Alps, Linda Germain, Picasso, Andy Warhol Katsushika Hokusai and Ando Hiroshige. Children will learn about their work and lives to help teach them new skills and techniques and to inspire their work.

Recording of Pupil's Work:

Children will use A3 sketchbooks for their art work. These will be used for sketching and drawing, development of ideas and preparatory work. The A3 scale allows for smaller art pieces to be created within the books and any larger scale or 3D work will be photographed and added. Examples of key artist's work may also be added to pupil's sketchbook as part of their preparatory or development work and allows evaluation and knowledge annotations to be made. Key stage 1 children will predominately evaluate work verbally; teachers can create notes or mind maps of discussions to add to their sketchbooks where relevant. key stage 2 children will be encouraged to make annotations when evaluating other artist's work and their own within their sketchbooks.

Curriculum Enrichment & Cross Curricular Application of Skills.

Experiencing art of others is always inspiring and thought provoking and an important part of how children learn and evolve as artists themselves. It is therefore important that that children have the opportunity to visit art galleries, meet artists and take part in workshops to learn new skills whenever possible.

During their time in key stage 2 children will have at least one opportunity to visit the local Artworks Exhibition. This project is a 2-week exhibition showcasing the works of highly skilled and talented local contemporary artists. The children will explore the gallery, giving them first-hand experiences & opportunities to reflect, discuss, learn and develop personal opinions, interest and passions about the art they are viewing. The children can then collaboratively choose an artist who can be assigned to work with the children in school. These workshops enable the children to learn directly from the artist, building on their own knowledge and skill and inspires them to explore beyond their own concepts. Staff also benefit from these visits and workshops, up levelling their own skills but also having the opportunity to see how children engage with physical art rather than from books and screens. The work created and produced from these projects will exhibited in our school exhibition.

From time to time we have an artist in residence. The late Alfie Carpenter was a regular visitor to our school. The artist's work closely with children across the school delivering age appropriate workshops whereby children learn and develop their own skills. The artist will also set up a studio in school to work on their own art and children are able to drop in during break and lunchtimes to observe and ask questions and often work alongside the artist.

Whenever possible children across the school, will be given the opportunities to visit local galleries, museums or places of interest to support their art. These may include Gainsborough's House, Henry Moore Sculpture Park, Sainsbury's Art Centre. These opportunities culminate in Year 6s visiting London to view world renowned art exhibitions such as The National Gallery, Portrait Gallery or Tate Modern.

An annual art exhibition is held for parents and carers in the summer to showcase children's work created through the year. This is a great opportunity for children to reveal the skills they have learnt and how they have evolved as artists. The exhibition will house art created in all 6 key units of work, alongside photos, materials and equipment used for these processes, allowing children to share their knowledge and discuss their art with their guests. We often have mini workshops on the evening demonstrating different areas of art taught. The Year 6s host the evening in the manner of a private gallery viewing, sending invitations and serving drinks and light refreshments.

Skills taught and learnt in Art are often linked in other areas of the National Curriculum. Drawing and annotating are skills needed in subjects such as science, geography, history and DT. Communication and evaluating skills are comprehensively used in all areas. These transferable skills ensure children make links between their learning and are continually working on their art development.

Our Impact Statement:

By the time children leave Great Finborough Primary School, they will have learnt how to develop and apply their knowledge and skills in fundamental areas of Art.

Our pupils will:

- have solid artistic skills and knowledge in the 6 key units of work: drawing, painting, collage, 3D/sculpture, textiles and printing.
- be able to recognise the work of a range of artists and designers from different cultures and time periods.
- be able to talk about their own work and that of others, make comparisons and have a greater understanding of the creative processes used.
- have developed their communication skills by reflecting, discussing, learning and developing personal opinions, interests and passions within the subject and other areas of life.
- have taken responsibility, ownership and personal pride in their sketchbooks and their work.
- have reflected on how important their preparatory work and visual referencing is, within their art journeys, in order for them to be creative as individuals.
- have visited galleries to experience and view art in different ways and to appreciate the scale of work and to understand how the textures, colours and materials used have an impact on the art.
- have seen their own art in a school exhibition to understand and see how art is perceived and viewed by others.
- have worked alongside an artist to learn and develop their own skills.

Ultimately, we want our children to develop a love and passion for Art and be ready to embrace the next stage of their learning in the subject.