

Artists at Wilton C of E Primary



Intent

Artists who leave Wilton CE Primary school will have had the opportunity to share their art throughout the school. Over the course of their school years children will develop a healthy appreciation of art and artists and be able to compare and contrast giving reasons for their opinion. Children will be able to produce a variety of art using a range materials and methods which share their own opinions and feelings. Being an artist is very personnel, children will be encouraged to be an individual and express their own thoughts and feelings.

As a school, we believe that high-quality art lessons should inspire children to think innovatively and develop creative procedural understanding. Our art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art, and are given the opportunity to explore and evaluate different creative ideas. Children are introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists from EYFS. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire their own work. Children should be clear what the intended outcomes are and have a means to measure their own work against this. In art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not, for a particular project.

Implementation

It is suggested that as part of the planning process, teachers need to plan the following:

- a knowledge organiser which outlines knowledge (including vocabulary) all children must master
- a cycle of lessons for each subject, which carefully plans for progression and depth
- a low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory
- trips and visiting experts who will enhance the learning experience

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- a means to display and celebrate the children's artwork in their class



Impact

Our art curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- a reflection on standards achieved against the planned outcomes
- a celebration of learning for each term which demonstrates progression across the school
- pupil discussions about their learning, which includes, discussion of their thoughts, ideas, processing and evaluations of work.

By the end of Key Stage 2 children will have had the opportunity to explore a range of artists and artistic techniques in a variety of media, including using technology to create art. Every child will have taken part in an Art gallery within the school that parents are invited to attend. Children will have had sufficient experience during their time at Wilton to be able to discuss what they like and dislike about art and artists.



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Key Concepts in Art



Colour and Tone



Pattern



Shape and Form



Line



Texture



Expression



Creativity and Composition



Interpretation

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Year	Curriculum Drivers	Curriculum Content	
		Skill	Knowledge
EYFS	Creativity	<ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs Have confidence in their own abilities Children are confident about trying new activities, and say why they like some activities more than others Children take account of one another's' ideas about how to organise their activities They talk about the features of their own immediate environment and how environments might vary Children make observations of animals and plants 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; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. Explore, use and refine a variety of artistic effect to express feelings and ideas. 	
	To have imagination, turning ideas in to reality.		

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Year 1	<p>Creativity</p> <p>To have imagination, turning ideas in to reality.</p>	<ul style="list-style-type: none"> A. Design and make art to express ideas. B. Communicate their ideas simply before creating artwork. C. Say what they like about their own or others' work using simple artistic vocabulary. D. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. E. Use textural materials, including paper and fabric, to create a simple collage. F. Identify and use paints in the primary colours. G. Use soft and hard pencils to create different types of line. H. Make simple prints and patterns using a range of liquids including ink and paint. I. Make transient art and pattern work using a range of natural materials. J. Represent the human face from observation, imagination or memory with some attention to facial features. K. Draw or paint a place from memory, imagination or observation. L. Identify similarities and differences between two or more pieces of art. M. Describe and explore the work of a significant artist. 	<ul style="list-style-type: none"> A. Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). B. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. C. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. D. Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. E. Collage is an art technique where different materials are layered and stuck down to create artwork. F. The primary colours are red, yellow and blue. G. Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. H. A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. I. Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. J. A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. K. Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). L. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. M. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.
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Year 2	Creativity	<ul style="list-style-type: none"> A. Select the best materials and techniques to develop an idea. B. Make simple sketches to explore and develop ideas. C. Analyse and evaluate their own and others' work using artistic vocabulary. D. Press objects into a malleable material to make textures, patterns and imprints. E. Create a range of textures using the properties of different types of paper. F. Identify and mix secondary colours. G. Use the properties of pencil, ink and charcoal to create different textures and tones in drawings. H. Use the properties of various materials, such as clay or polystyrene, to develop a block print. I. Draw, paint and sculpt natural forms from observation, imagination and memory. J. Represent the human form, including face and features, from observation, imagination or memory. K. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. L. Describe similarities and differences between art on a common theme. M. Explain why a painting, piece of art, body of work or artist is important. 	<ul style="list-style-type: none"> A. Materials and techniques that are well suited to different tasks include ink, smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. B. A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. C. Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. D. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. E. Art papers have different weights and textures. For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. Different media, such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers. F. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. G. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. H. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. I. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. J. A drawing or painting of a human face is called a portrait. K. A landscape is a piece of artwork that shows a scenic view. L. Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends and stories and historical events. M. Pieces of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.
	Communication To have imagination, turning ideas in to reality. To be able to share thoughts and ideas with others.		

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Year 3	Creativity	<p>A. Use and combine a range of visual elements in artwork.</p> <p>B. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>C. Make suggestions for ways to adapt and improve a piece of artwork</p> <p>D. Create a 3-D form using malleable or rigid materials, or a combination of materials.</p> <p>E. Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</p> <p>F. Identify, mix and use contrasting coloured paints.</p> <p>G. Add tone to a drawing by using linear and cross hatching, scumpling and stippling.</p> <p>H. Make a two-colour print.</p> <p>I. Use nature and natural forms as a starting point for artwork.</p> <p>J. Draw, paint or sculpt a human figure in a variety of poses.</p> <p>K. Draw, paint or photograph an urban landscape.</p> <p>L. Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>M. Work in the style of a significant artist, architect or designer.</p>	<p>A. Visual elements include colour, line, shape, form, pattern and tone.</p> <p>B. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p>C. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <p>D. Malleable materials, such as clay, papier mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p> <p>E. Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.</p> <p>F. Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel.</p> <p>G. Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p> <p>H. A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</p> <p>I. Nature and natural forms can be used as a starting point for creating artwork.</p> <p>J. Artists draw, paint or sculpt human forms in active poses.</p> <p>K. An urban landscape is a piece of artwork that shows a view of a town or city.</p> <p>L. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p>M. The work of significant artists, architects and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</p>
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Year 4	Creativity	<ul style="list-style-type: none"> A. Develop techniques through experimentation to create different types of art. B. Create a series of sketches over time to develop ideas on a theme or mastery of a technique. C. Give constructive feedback to others about ways to improve a piece of artwork. D. Use clay to create a detailed 3-D form. E. Use a range of stitches to add detail and texture to fabric or mixed-media collages. F. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. G. Use the properties of pen and ink to create a range of effects in drawing. H. Combine a variety of printmaking techniques and materials to create a print on a theme. I. Represent the detailed patterns found in natural phenomena, such as water and weather. J. Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points. K. Choose an interesting or unusual perspective or viewpoint for a landscape. L. Compare and contrast artwork from different times and cultures. M. Explain the significance of art, architecture or design from history and create work inspired by it. 	<ul style="list-style-type: none"> A. Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. B. Artists use sketching to develop an idea over time. C. Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. D. Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. E. Stitches include running stitch, cross stitch and blanket stitch. F. Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. G. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. H. Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. I. Natural patterns from weather and water are often used as a subject matter. J. Art can be developed that depict the human form to create a narrative. K. Art can display interesting or unusual perspectives and viewpoints. L. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. M. Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.
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Year 5	<p>Creativity</p> <p>To have imagination, turning ideas in to reality.</p>	<p>A. Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p>B. Review and revisit ideas and sketches to improve and develop ideas.</p> <p>C. Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>D. Create a relief form using a range of tools, techniques and materials.</p>	<p>A. Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p> <p>B. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.</p> <p>C. Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.</p> <p>D. Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculpture do not project far out of the surface and are visibly attached to the background.</p>
	<p>Communication</p> <p>To be able to share thoughts and ideas with others.</p> <p>Community</p> <p>To appreciate the opinions of others and share own learning within the community.</p>	<p>E. Make paper using traditional craft techniques.</p> <p>F. Mix and use tints and shades of colours using a range of different materials, including paint.</p> <p>G. Use pen and ink (ink wash) to add perspective, light and shade to a composition.</p> <p>H. Add text or photographic samples to a print.</p> <p>I. Record natural forms, animals and landscapes with clarity, using digital photography.</p> <p>J. Explore and create expression in portraiture.</p> <p>K. Use a range of materials to create imaginative and fantasy landscapes.</p> <p>L. Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>M. Investigate and develop artwork using the characteristics of an artistic movement.</p>	<p>E. A traditional technique for making paper is soaking paper and blending it to make pulp, straining the pulp through wire mesh, tapping the paper onto absorbent cloth to remove moisture and pressing the paper between weighted wooden boards for at least two days.</p> <p>F. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p>G. Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.</p> <p>H. Some artists, such as Kurt Schwitters, use text or photographic images to add interest or meaning to a print.</p> <p>I. Various techniques can help children take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.</p> <p>J. A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.</p> <p>K. Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.</p> <p>L. Visual elements include line, light, shape, colour, pattern, tone, space and form.</p> <p>M. Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.</p>

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Year 6	<p>Creativity</p> <p>To have imagination, turning ideas in to reality.</p>	<p>A. Create innovative art that has personal, historic or conceptual meaning.</p> <p>B. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>C. Adapt and refine artwork in light of constructive feedback and reflection.</p> <p>D. Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p> <p>E. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p> <p>F. Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> <p>G. Use line and tone to draw perspective.</p> <p>H. Use the work of a significant printmaker to influence artwork.</p> <p>I. Create art inspired by or giving an environmental message.</p> <p>J. Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</p> <p>K. Draw or paint detailed landscapes that include perspective.</p> <p>L. Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>M. Explain the significance of different artwork from a range of times and cultures, and use elements of these to create artwork.</p>	<p>A. In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p> <p>B. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</p> <p>C. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</p> <p>D. A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p>E. Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.</p> <p>F. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</p> <p>G. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).</p> <p>H. Printmakers create artwork by transferring paint, ink or other art materials from one surface to another.</p> <p>I. Environmental art addresses social and political issues relating to natural and urban environments.</p> <p>J. In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life.</p> <p>K. Perspective is the art of representing 3-D objects on a 2-D surface.</p> <p>L. Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>M. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</p>
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