

## Art Curriculum Scheme of Work – Reviewed 2023

### Curriculum Intent and Vision Statement:

Our vision in Art is to encourage the children to have a life-long love of Art. Children are taught the skills, concepts and knowledge necessary for them to express responses to ideas and experiences so that they can gain a better understanding of the world around them. Art stimulates creativity, imagination and inventiveness, which in turn contributes to both academic and creative development.

Through studying the Art curriculum children are able to do the following :

- Develop an interest in the world around them through the use of sketch books to collect and organise ideas for all their projects.
- Experiment with their ideas and develop their skills and techniques in the use of colour, texture, form, pattern and different materials and processes.
- Develop an understanding of colour mixing and colour theory.
- Systematically build a bank of Art vocabulary so they can communicate effectively about what they see, feel and think.
- Evaluate their work and that of their peers and be resilient to achieve their goals.
- Express their inner feelings and thoughts through the medium of Art.
- To build knowledge and appreciation of a variety of artists both historical and contemporary, and to use this knowledge to influence and enhance their own artwork.
- Show an awareness and understanding of different cultures and times through the study of Art in different countries and in different historical periods.

### Implementation of Art at our school:

All children will be taught at least 1 hour of Art a week in a purpose built Art studio, although some lessons may be blocked from time to time to allow for children to study in greater depth. Topics are taught in either half or termly blocks, ensuring that projects can begin with ideas, which can be developed and final pieces can be completed and evaluated. All children use sketch books to document thoughts and ideas throughout every project and are at the centre of their creativity. They will be encouraged to collect stimulus, experiment independently and practice their skills through the use of this tool. Warm-up activities will run through every year group (e.g. continuous line drawings and loose mark making)

### The following educational trips and special activities will enhance the teaching and learning in this subject:

Historically our Art curriculum has been complimented by various events, competitions and educational visits, including:

- Year 3 Art focused visits to Birtley Woodland Art Space and Rural Life Living Museum.
- Year 4 school visit from local abstract artist Kathrine Lodge.
- Whole school Arts Week including involvement from illustrator and author Marcia Williams.
- Introduction of Arts Award for Year 3 during the Summer Term.
- Whole School involvement in the David Shepherd Wildlife Foundation Global Canvas Competition and visit to The Natural History Museum.
- Upper school involvement in partnership Art workshops and competitions at Aldro School and Highfield School.
- We have hosted Art Competitions and Exhibitions for the local Haslemere Confederation of Schools.
- We strive to get involved in community projects such as the Haslemere Hogs, Haslemere Hounds and most recently Haslemere Hens, as well as showcasing our work at community events such as the Fringe Festival or in collaboration with Cooperative Funeral Care. Year 5 art work is currently on display at Haslemere trains station in association with Haslemere Art Society.
- Plans for Year 2 children from Shottermill Infant School to participate in an Art lesson during the Autumn Term to help with future transition from infant to junior school.

## Scheme of work to be taught:

### Year 3

#### Drawing - throughout the year

Experiment with ways in which surface detail can be added to drawings.  
Draw for a sustained period of time, at an appropriate level.  
Experiment with different grades of pencil and other implements to create lines and marks as well as different forms and shapes.  
Begin to show an awareness of objects having a third dimension.  
Ongoing development of observational drawing.

#### Autumn

##### Painting: Portraits

Discuss the work of Picasso and the importance his work had on developing art styles such as Cubism and Abstract art. To create portraits based on his Cubist style.  
To create observed self portrait drawings focusing on proportion and the individual elements of the eyes, nose and mouth.  
Look at the work of Andy Warhol and his collection of portraits; to produce a self portrait using his bold use of line and colour palette.  
Mix colours and know how to make secondary and tertiary colours.  
Use more specific colour language (warm, cold, complementary colours).

#### Spring

##### Ceramics: Greek Patterns and Pots

Look at the work of Greek Artists, particularly potters in relation to History topic.  
Investigate and create repeating patterns; to incorporate these into 2D designs of Greek pots using a variety of medium.  
To produce a 3D pot out of clay using hand building techniques and to include additional features such as handles. To add surface patterns and textures using underglazes and the technique of sgraffito.

##### Drawing and Painting: Flower Gardens

Observational drawings of spring flowers and bulbs.  
To create imaginary flower gardens with the focus on line and form.  
Look at the work of Henri Rousseau's picture 'Surprise', referencing his combined use of imagination with observation drawing.  
To colour mix a variety of greens and to produce own interpretation of 'Surprise'

### Year 4

#### Drawing - throughout the year

Experiment with ways in which surface detail can be added to drawings.  
Draw for a sustained period of time, at an appropriate level.  
Experiment with different grades of pencil and other medium (such as chalk, charcoal and pastels) to create lines and marks as well as different forms and shapes, building variations in tone.  
Ongoing development of observational drawing

#### Autumn

##### Textiles: Weaving and traditional crafts

Look at the traditional art of weaving.  
To understand the basic concept of warps and wefts using paper weaving  
Draw on inspiration from the school environment to identify contrasting colour, texture and patterns to make a 2D design. Develop weaving skills to use yarns and fabrics with hand-loom to create textile work.  
Look at traditional art work in relation to Stone Age History topic.  
To investigate different natural dyes and pigments  
To mix and blend warm and cool colours and to understand how to make tints and shades using colour combined with white and black.  
To create a Stonehenge inspired piece of artwork.

#### Spring

##### Painting and mixed media (painting with sound)

Look at the work of The Blue Riders including Kandinsky, Klee and Marc.  
To make visual representations of emotions in response to listening to pieces of music, e.g. calm, peaceful, excited.  
To make more refined observational drawing of the work of the Blue Riders.  
Basing work on the contemporary female American artist Kindah Khalidy and local abstract artist Kathrine Lodge. Use a diverse range of medium to create a Khalidy inspired group collaborative piece of artwork.  
Children will work on a range of scales and make choices about colour in relation to mood and emotions.

<p><b>Summer</b></p> <p><b>Printing and Sculpture: Victorian Collectables</b></p> <p>Look at the Victorian’s insatiable love of collecting things, in relation to History topic. Investigate the work of artist Beatrix Potter. To make curiosity boxes to house personal collection and ceramic tiles made during visit to Rural Life Centre. To achieve Discover Arts Award.</p> <p>Observational drawings of a variety of insects, leading to mono and relief prints with overlay of colour and mark making to create additional depth.</p>	<p><b>Summer</b></p> <p><b>Ceramics: Dragons Eyes</b></p> <p>Look at the illustrations of Cressida Cowell’s ‘How to Tame Your Dragon’.</p> <p>Make detailed observational studies of her dragon’s eye. Develop studies into 2D designs to then make into 3D ceramic sculptures. To reinforce understanding of some of the techniques used within hand building and the use of glazing when using a kiln.</p>
<p><b>Year 5</b></p> <p><b>Drawing - throughout the year</b></p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Draw for an extended period of time, at an appropriate level.</p> <p>Experiment with different grades of pencil and other medium (such as chalk, charcoal and pastels) to create lines and marks as well as different forms and shapes, building variations in tone.</p> <p>Discover depth, perspective, foreground/background as well as composition of work</p> <p>Ongoing development of observational drawing developing accuracy.</p> <p><b>Autumn</b></p> <p><b>Illustration</b></p> <p>Look at the work of Jane Hissey, Quentin Blake and other children’s book illustrators.</p> <p>Undertake observational drawings of a variety of toys.</p> <p>Use of a wide range of medium to create their own illustrations.</p> <p>Developing the skills of using watercolours, washes as well as inks.</p> <p>Understand the difference between permanent ink and water soluble.</p> <p>To collaboratively illustrate the poem The Jumblies by Edward Lear.</p> <p><b>Sculpture: Set Design</b></p> <p>Look at the work of set designer Rea Smith (designer for the theatre set War Horse by Michael Morpurgo). To create and make a theatre set considering perspective, characters and lighting.</p> <p>To use i-media to create a short film using the theatre as the creative tool.</p> <p><b>Spring</b></p> <p><b>Drawing: Outer-space</b></p> <p>Linking to the Science topic, using a number of different medium including chalks, oil pastel, inks, water colours and acrylic paints to build a collection of ‘space’ samples, experimenting with layering, smudging, blending and scratching.</p> <p>To explore how an analogous colour palette can be used to create a 3D visual effect.</p>	<p><b>Year 6</b></p> <p><b>Drawing - throughout the year</b></p> <p>Refine observational and imaginative drawing skills, showing advanced levels of detail, perspective and representing differences in tone, light and shadow.</p> <p>Make self-led choices about the composition of work.</p> <p>Make self-led choices about equipment and media used.</p> <p>Draw for an extended period of time at an appropriate level.</p> <p><b>Autumn</b></p> <p><b>Self Portraits.</b></p> <p>Make a variety of detailed self portrait drawings - working on form, placement, shade and tonal value. To create a self portrait using mixed media and collage that encapsulates their personalities.</p> <p><b>Sculpture: Chinese Opera Masks</b></p> <p>Look at the history of Chinese opera masks and the use of colour to symbolise character traits. To design, considering form and construction, a 3D mask which will then be made from papier-mâché. To decorate with consideration to colour choice and pattern to represent themselves as a character from Chinese opera</p> <p><b>Spring</b></p> <p><b>Drawing, Painting and i-media</b></p> <p>Look at how the human form is represented through the work of Henry Moore / Giacometti / Leonardo de Vinci / Barbara Hepworth.</p> <p>Begin to understand proportion in relation to the human figure.</p> <p>Be able to draw using mannequins, showing the human figure in different poses using various medium including large scale charcoal</p> <p>Focusing on the artistic movement of Futurism, show movement through the use of multiple lines.</p>

<p>To produce a final piece of space inspired artwork with connection to the American artist Peter Thorpe.</p> <p><b>Ceramics: Clay Aliens</b></p> <p>Using the work of James DeRosso as a starting point. To design and make 3D ceramic aliens/monsters using clay and the variety of hand building techniques. To decorate with glazes and to learn about the firing process using a kiln.</p> <p><b>Summer</b></p> <p><b>Painting and Collage: Abstract Art</b></p> <p>Look at the work of Mondrian, focusing on how he developed his style from realistic to abstract with particular focus on his love of trees. Undertake observational drawings of woodland including charcoal and graphite. Investigate abstract pattern and shapes from drawings. Experiment with form and colour.</p> <p>Study the work of Matisse 'Painting with Scissors'. Create a stained glass window using acetate and vinyl based on the theme of SJS School Values.</p>	<p>Using one stop animation to produce a short film capturing the figure in movement using a variety of props.</p> <p><b>Summer</b></p> <p><b>3D Sculpture: The Green Man</b></p> <p>Look at the illustrations and historical / folk law stories of The Green Man. Undertake observational drawings of natural forms found in the woodland (leaves, branches, plans, pine cones etc.) Develop studies into 2D designs to then make into 3D clay sculptures on trees, in-situ.</p> <p><b>Mixed media: Street Art</b></p> <p>Look at the work of Banksy and create imaginative graffiti responses to either current world issues or personal beliefs.</p>
---	---