



ART PORTFOLIO

**For Shalfleet and Yarmouth Church
of England Primary Schools**

NATIONAL CURRICULUM STATEMENT

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- *produce creative work, exploring their ideas and recording their experiences
- *become proficient in drawing, painting, sculpture and other art, craft and design techniques
- *evaluate and analyse creative works using the language of art, craft and design
- *know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

OUR INTENT

Art should be fully inclusive to every child. Our aims are to: fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, understand the evolution of various artforms, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works and effectively communicate their evaluations of their own work using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

Art and design teaching instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. It should develop children's analysis and evaluation skills whilst studying a range of artists, designers and craftspeople throughout history as well as when critiquing their own work.

The aims of teaching art and design in our school are:

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The Federation of the Church Schools of Shalfleet and Yarmouth - Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement and Wellbeing

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Conscious Community, Community Map, Cultural Capital

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

**Broad, relevant and balanced
Local, Mainland, Global**

How do we implement?

Components

Teaching for Learning

Approaches

EYF5/National Curriculum

The curriculum as the entire planned learning experience

Lessons | Topics | Events/Trips | Environment | Enrichment/Inspire | Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skillful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL | PSED | PD | Literacy | Maths | UW | EAD

Eng | Ma | Sci | Comp | D&T | Hist | Geo | A&D | Music | PE | MFL | PSHE | RE

Positive relationships and interactions | Appropriate learning opportunities understood by pupils | Children understand how to be successful | Oral and written feedback that has impact | Dialogic talk and rich questioning | Developing meta-cognition | Moderation underpins standards | Effective use of assessment driving tailored learning | Target setting and review

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?
Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners

Federation Vision for Art and Design – Intention for Children

Art should be fully inclusive to every child. Our intent is to: fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, understand the evolution of various artforms, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works and effectively communicate their evaluations of their own work using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

Big Ideas

- Producing creative work – exploring ideas through recording using a range of artistic platforms.
 - Proficient in a range of techniques – these include drawing, painting, sculpture, craft and design.
 - Analysing works – using the correct terminology of art, craft and design, extending this through the key stages.
- Knowledge of great artists – understanding the historical importance and cultural development of their art forms.



EYFS (see further guidance at bottom of page)

This PRIME area of the curriculum is a thread which runs through all subjects:

Communication and Language

Listening and Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back and forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Links to Art

Expressive Arts and Design

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.

Physical Development: Fine Motor Skills:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.






Content and Sequencing (Broad, relevant and balanced)

- Using a range of materials (KS1) developing the control and use of these materials for creative experimentation and function (KS2)
- Developing a wide range of art and design techniques such as use of colour, pattern, texture, line, shape, form and space (KS1) Improving the mastery of the aforementioned areas (KS2)
- Being able to make notes about differences and similarities between different pieces of work by different artists (KS1) increasing awareness through to architects and designers through history.



Vision for the Federation Learning Principles in Art and Design

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
The use of cultural and /or historical art pieces linking to the topics the children are studying in other foundation subjects such as the humanities.	Opportunities to work in pairs or small groups to create collaborative art projects encompassing their collective creativity.	Through the study, practise and mastery of artistic techniques, the children will be able to achieve high quality outcomes.	Studying a wide range of artists to show that art is for everyone. Celebrating the achievements of all children through the use of displays and as a result encouraging a sense of personal gratification.	Giving a range of topics for children to base their artistic creations on that will motivate and engage. Allowing children to have the opportunity to be creative and develop their own styles.	Enabling children to experience a breadth of engaging cultural stimuli that they otherwise would not experience. This could include the study of local artist from the IOW.	Giving children the chance to apply their learned skills to unlock their human creativity. Allow children the chance to try new things and not be afraid to experiment.	Delving into the global and local influences that has shaped the artistic endeavours of famous artists as well as artists from the Isle of Wight.

Links with English and Maths 	Progress 	Support 
Maths: Measurement, ratio and proportion and shape both 2d and 3d. English: Researching, reading and comprehending information about important artists through history.	Sketching books in KS2 will show development of children's sketching and observation skills. Artistic creations will show the use of a variety of techniques and range of materials increasing in complexity appropriate for their key stage.	Everyone has access to the art and design National Curriculum. Children will be supported with recapping any basic skill not achieved in previous year groups. Scaffolding art tasks, for example the use of guide lines, pre-made elements.

EYFS - The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child's development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve.

A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.

Practitioners not only develop children's subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.

Subject leads must also consider that EYFS does not operate in discrete subjects but rather through class themes and child interests, a particular focus/observation may be littered with references to several of the subject areas found within the National Curriculum.

PROGRESSION OF SKILLS

1. Knowledge
2. Skills
3. Vocabulary
4. Resources
5. Overview of coverage

Art and Design	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	<p><u>Expressive arts and design</u> <u>Understanding the World / Being Imaginative</u></p> <p><u>Creating through exploration:</u> Safely explore and use a variety of materials, tools and techniques, experimenting with design, texture, form and function.</p> <p><u>Shaping own ideas:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Children represent their own ideas, thoughts and feelings through art and stories.</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. KS1 Art and Design National Curriculum</p> <p>To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; 	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives;
Skills	<p><u>Drawing:</u> Children can: Draw from imagination and first hand observation – representing their own ideas/observations. Explore making different lines – of growing complexity – linked to hand control/dexterity and gross/ fine motor development. Have experience of drawing with a range of tools and experience techniques to colour – and the effect of pressing lightly and hard.</p>	<p><u>Drawing</u> Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p><u>Drawing</u> Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p><u>Drawing</u> Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum</p> <p>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

<p>Painting: Children can: Select colours to create their desired effect. Children can mix colours to make new colours, commenting on the change they see. They begin to see the effect of adding white and darker colours to their base colour.</p>	<p>Painting Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> - name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix primary colours to make secondary colours; - add white and black to alter tints and shades; - use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 	<p>Painting Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> - use varied brush techniques to create shapes, textures, patterns and lines; - mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; - create different textures and effects with paint; - use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p>Painting Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> - create a colour palette, demonstrating mixing techniques; - use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; - use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
<p>Sculpture Children can: Use a range of materials, including junk modelling/recycling and clay to shape and recreate a range of shapes, artefact and models. Experiment with shaping clay and malleable materials with a range of tools and techniques including rolling and squeezing.</p>	<p>Sculpture Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use a variety of techniques, e.g. rolling, cutting, pinching; - use a variety of shapes, including lines and texture; - use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p>Sculpture Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> - cut, make and combine shapes to create recognisable forms; - use clay and other malleable materials and practise joining techniques; - add materials to the sculpture to create detail; - use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>Sculpture Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> - plan and design a sculpture; - use tools and materials to carve, add shape, add texture and pattern; - develop cutting and joining skills, e.g. using wire, coils, slabs and slips; - use materials other than clay to create a 3D sculpture; - use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

	<p>Collage</p> <p>Children can represent their own ideas by exploring a range of materials and by combining and joining them in different ways.</p> <p>Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.</p> <p>They experiment with how they place materials so that their desired effect is achieved.</p> <p>Children give time and thought to add finishing touches to enhance their work.</p>	<p>Collage</p> <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>Collage</p> <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Collage</p> <p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
	<p>Textiles</p> <p>Children have opportunities to feel, cut and use a variety of fabrics in their work, including felt.</p> <p>Children have opportunities to use thread (wool and cotton) to sew – using a needle to make lines/shapes.</p> <p>Children explore with joining materials with glue to create desired effect/items.</p>	<p>Textiles:</p> <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>Textiles:</p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Textiles:</p> <p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

	<p>Printing: Children use a variety of tools to print to make pictures, repeating patterns and to express their own ideas. (sponges, shapes, numicon, shaped vegetables, polystyrene, hands and feet etc)</p> <p>Children explore printing with different paints, inks, water, mud and other suitable mediums in the indoor and outdoor classroom and observe the different finishes created when pressing lightly and hard.</p>	<p>Printing: Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Printing: Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>Printing: Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Vocabulary	Paint, draw, print, mix, colour names, light and dark, roll, press, stamp, make, shape (and shape names), create, portrait, patterns.	Paint, draw, sketch, light (pressing), hard, smudge, blend, portrait, printing, landscape, first-hand observation, mixing, artist, rolling, pressing, stamping, shades, light (colour), dark, primary colours, self portrait, city/sea scape.	Paint, draw, sketch, light, hard, smudge, blending, portrait, printing, landscape, first-hand observation, mix, vertical, horizontal, artist, famous, gallery, shading, primary and secondary colours, spectrum, sculptures, sculpt, texture, weave, stitch, mosaic, tessellation, 2D/3D,	Paint, draw, sketch, light, hard, smudge, blending, portrait, printing, landscape, first-hand observation, mix, vertical, horizontal, artist, famous, gallery, shading, primary and secondary colours, spectrum, sculptures, sculpt, texture, weave, stitch, mosaic, tessellation, 2D/3D, perspective, symmetry, focal point, horizon, vanishing point,
Resources – Including link to Reading	Books, Internet, Real-life examples, Paints – ready mix, Chalks, Brushes, Pallets, Sponges, Clay, Papier-Mache, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, sewing (threads and fabric), different materials to paint on (fabrics, card, coloured backgrounds), scissors, glitter, sequins, rubbers, i-pad, computer,	Books, Internet, Real-life examples, Paints – ready mix, , Chalks, Brushes, Pallets, Sponges, Clay, Papier-Mache, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, rollers (printing items), sketching pencils, scissors, rubbers, coloured pencils, dyes, sewing (threads/wool), sketch books.	Books, Internet, Real-life examples, Paints – ready mix, watercolour, Chalks, Brushes, Oil Pastels, Charcoal, Pallets, Sponges, Clay, Papier-Mache, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, scissors, wire (sculpture), coloured pencils, sewing (threads/wool), sketch books.	Books, Internet, Real-life examples, Paints – ready mix, batik, Chalks, Brushes, Pallets, Sponges, Clay, Papier-Mache, Mod-rock, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, wire (sculpture), coloured pencils, dyes, sewing (threads/wool), sketch books.

Shalfleet and Yarmouth EYFS LTP 2021 -2022

Aut 1	Aut 2	Spr 1	Spr2	Sum1	Sum2
Exploring media and using to create different effects, including painting, drawing, construction.	Christmas inspired art work projects.	Represent own ideas in a variety of ways including collage, art, digital art, junk modelling.	Easter artwork projects.	Making models and artefacts related to travel through a variety of mediums including artwork, digital art and construction.	Art projects related to under the sea including painting, digital art, drawing, collage, textiles.

Shalfleet and Yarmouth Year 1 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
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Sculpture, collage, sketching.

Andy Goldsworthy
Nature art.

Painting/ Printing

firework art.
Kandinsky artwork.

Textiles

Make a paper lantern using
weaving techniques.

Drawing

sea animals

Sculpture

Clay lighthouses.
Weather and lighthouse art.

Shalfleet and Yarmouth Year 2 LTP 2021-2022

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum2

Drawing, Printing and Sculpture

Still life drawings of animals-
Choose an animal and develop techniques and using different materials to draw with.
Look at a range of artists who do drawings and still life

Drawing, Painting

Look at the artwork in Osborne house- mainly portraits
Look at the artwork of various portrait artists and give their opinions. Use as inspiration for their work.
Create self-portraits, portraits, silhouettes- Cameo style broches etc
Victorian artwork

Collage and Textiles

Look at the local artists- Zoe Sadler, and artists that create collages- use as inspiration for their work.
Create a collage of the Isle of Wight using a variety of materials or of an Isle of Wight landmark.

Shalfleet and Yarmouth Year 3 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><u>Drawing</u> Cave Painting Sketch of Mammoth</p> <p><u>Artist study</u> Banksy (Street Art)</p> <p><u>Collage</u> In style of street art Silhouette of Stone Henge</p>		<p><u>Painting</u> Impressionism Post Impressionism</p> <p><u>Artist Study</u> Monet/Van Gogh</p> <p><u>Painting/Printin</u> g Starry Night Abstract</p>	Reference to Mondrian/Kandinsky	<p><u>Sculpture</u> Tin foil men, wire work movement & clay models</p> <p><u>Artist Study</u> Rothko (Colour) Giocometti</p>	

Shalfleet Year 4 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><u>Knowledge</u> Investigate famous artist, sculptures by Andy Goldsworthy</p> <p><u>Sculptures</u> recreate a Roman settlement</p>		<p><u>Drawing, painting.</u> Impressionism Artist Study – Monet Landscapes Artists scenes</p>		<p><u>Painting</u> In depth study of a famous artist – Van Gogh</p> <p><u>Knowledge</u> Express an opinion of famous artists</p> <p><u>Collage</u> River Nile</p>	<p><u>Textiles</u> skill of stitching,</p>

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Artist</u> – Henri Rousseau, recreate then create own <u>painting</u> in his style - watercolours</p> <p><u>Printing</u> – Tribal Patterns, recreate then create own patterns</p> <p><u>Rock Painting</u> – use dot style painting technique as seen on traditional masks to decorate pebbles</p> <p><u>DT link</u> – make and <u>collage</u> moving models of rainforest animals</p>		<p><u>Stone Age Art</u> – cave paintings, engravings, sculptures, create <u>paintings</u> with natural paints (DT link- which natural resources create the best paints?),</p> <p><u>Sculpture</u> <u>clay work</u> engravings The Lion Man of Hohlenstein Stadel = inspiration for <u>sculpture</u> – Modroc?</p> <p>Virtual tour of British Museum Stonehenge <u>silhouettes</u> with sunset/moon rise</p> <p><u>Iron Age Art</u> <u>Sculpture- Jewellery making</u> – torc bracelets, wire work</p> <p><u>Textiles</u> – make a tunic and woven belt</p>		<p>Study of Ancient Egyptian Art = look at art, sculpture, carvings from British History Museum Hieroglyphs and frontalism</p> <p><u>Painting</u> – recreate then create own version of a brick within a tomb, use hieroglyphs and frontalism to create a self-portrait – acrylic or poster paint</p> <p><u>Artist</u> – modern graffiti artist Alaa Awad blends colourful neo-pharaonic style with modern techniques to create stunning murals. Recreate then create own <u>painting</u> in his style.</p> <p>DT link – <u>clay</u> sculptures for inside of tomb</p>	

Shalfleet and Yarmouth Year 5 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><u>Knowledge</u> Pop Art- Roy Lichtenstein, Andy Warhol, Make observations about their work/ styles and known facts about their lives and links to Pop Art movement of the 1960s.</p> <p><u>Printing</u> Create Lichtenstein using printing with foam and block colour painting with acrylic.</p> <p><u>Textiles/ Collage</u> Create the Flag of USA OR a landscape image - .felt, wool, sequins, beads</p>		<p><u>Printing and Textiles</u> Saxon Weaving and Printing</p>		<p><u>Knowledge</u> Space artists – Peter Thorpe Make observations about their work/ styles and known facts about their lives</p> <p><u>Drawing</u> Peter Thorpe space rocket artist- Chalks in stencils for planets, chalk dust.</p> <p><u>Sculpture</u> Using clay/junk modelling, create space rocket or space station.</p>	

Shalfleet Year 6 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><u>Painting</u> Artist Study = Paul Nash Recreate their own version of a Paul Nash WW2 painting using water colours. Create a colour palette, demonstrating mixing techniques; Use a range of paint to create visually interesting WW2 scenes.</p>	<p><u>Drawing</u> Artist Study=- Henry Moore Recreate their own version of a Henry Moore WW2 drawing using pastels. To improve their mastery of art and design techniques, including drawing, with a range of materials</p>	<p><u>Printing</u> Artist Study= William Morris Recreate their own versions of William Morris. Design and create printing blocks/tiles; Develop techniques in mono, block and relief printing; Create and arrange accurate patterns.</p>	<p><u>Collage</u> Plan and design a collage creature: Add collage to a painted or printed background; Create and arrange accurate patterns; Use a range of mixed media;</p>	<p><u>Sculpture</u> Artist Study = Naum Gabo Recreate their own version of a Naum Gabo Cut, make and combine shapes to create recognisable forms; Use clay and other malleable materials and practise joining techniques; Add materials to the sculpture to create detail.</p>	<p><u>Textiles</u> Design and create a Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; Add decoration to create effect.</p>

Yarmouth Year 6 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Printing and Sculpture</u> Using the treasures of Sutton Hoo to create multicoloured motif prints and a piece of clay knotwork.</p>	<p><u>Drawing and Painting</u> Children will study the Bayeux Tapestry and will recreate a piece of the tapestry before creating a new section of a more modern event in the same style.</p>	<p>Artist Studies (in bold) <u>Painting and Collage.</u> Children will recreate and use the works of Kazimir Malevich to inspire their own geometric designs. <u>Painting</u> Children will study the dream scape paintings of Marc Chagall then design and paint their own. <u>Drawing and Painting</u> Children will study 2 female artists Lyubov Popova AND Varvara Stepanova also known for their constructivist style like Malevich. Then choose one style to blend with their earlier work.</p>	<p><u>Textiles</u> Children will study, draw and paint a range of Ancient Mayan Masks before recreating one using embroidery. Children will dye fabric creating a multicoloured background then use a variety of stitches to create a line drawing of a mask in thread.</p>		

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the computing subsections. This can influence next steps for pupils and the level of support needed. I will use assessment to analyse summative data through the monitoring and evaluating process.

Key art targets for each sequence of lessons and children should be assessed against these.

The assessment model is designed to support all pupils to access the art curriculum and also challenge higher attaining pupils.

The assessment of art is supported by the targets from the art progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

SHALFLEET CE PRIMARY SEALDAN-FLEET		FEDERATION CURRICULUM ASSESSMENT								THE COUNCIL OF ENGLAND SCHOOLS WIMBORNE PRIMARY SCHOOL	
Y	E	Computing		PE		RE		Art			
		INFORMATION TECHNOLOGY		DANCE		COMMUNICATE		KNOWLEDGE			
			Use the keyboard confidently to type a suitable page		Designing to create a digital artwork using appropriate software (e.g. drawing, animation)		Describe/ explain my own response to the concept of friendship.			Give detailed observations about notable artists', artists' and designers' work	
		INFORMATION TECHNOLOGY - GENERAL	Use mouse keyboard effectively		Describe/dance through a sequence of movements		Describe/ explain my own response to the concept of interpretation.			Offer facts about notable artists', artists' and designers' lives	
			Organise files effectively using folders (e.g. 5)		Confidence flexibility, technique and awareness in a range of dance sequences		Describe/ explain my own response to the concept of citizenship			SKILLS	
			Operate a digital camera using appropriate controls		Move appropriately and with the required skills in relation to the stimulus, e.g. using various levels, ways of travelling and motifs		Describe/ explain my own response to the concept of justice			Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching	
		DATA	Draw and create a digital artwork		Designing to show a concept of space and timing in their movements		Describe/ explain my own response to the concept of sacred places			Digital movement and progression in drawing	
			Create a graph from a data (table/diagrams and spreadsheets)		Use the space provided in the movement pattern		Describe/ explain my own response to the concept of names			Use a variety of tools and extend the model appropriately	
										Use key concepts in	



FEDERATION CURRICULUM ASSESSMENT



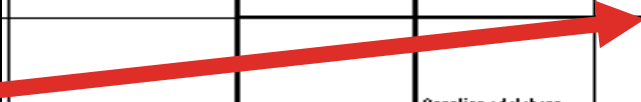
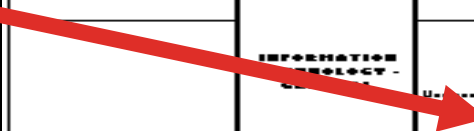
Key area of subject

Individual target

Insert names of individual s not achieving target

Key sub-area of subject

	Computing INFORMATION TECHNOLOGY		PE DANCE	RE COMMUNCIATE		Art KNOWLEDGE	
		Use the keyboard confidently to type a 400 character page			Describe/ explain my own responses to the concept of belonging.		Give detailed observations about notable artists', artists' and designers' work;
	INFORMATION TECHNOLOGY -	Use mouse keyboard			Describe/ explain my own responses to the concept of interpretation.		Offer facts about notable artists', artists' and designers' lives;
		Organise files effectively using folders (up to 5)			Describe/ explain my own responses to the concept of stewardship		SKILLS
		Operate a database using more complex searches			Describe/ explain my own responses to the concept of justice.		
	DATA	Design and create a database			Describe/ explain my own responses to the concept of sacred places.		Display work and progression in drawings;
		Create a graph from a data (both databases and spreadsheets)				Describe/ explain my own responses to the concept of water.	
							Use key vocabulary to



MONITORING AND EVALUATING

Impact of the implementation of the computing curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)

MEDIUM TERM PLANNING DOCUMENTS

- Autumn



MEDIUM TERM PLANNING DOCUMENTS

- Spring



Document 1



Document 2



Document 3



Document 4



Document 5



Document 6



Document 7



Document 8



Document 9



Document 10



Document 11



Document 12



Document 13



Document 14

MEDIUM TERM PLANNING DOCUMENTS

- Summer



Summer 2014



Summer 2014



Summer 2014



Summer 2014



Summer 2014



Summer 2014



Summer 2014



Summer 2014



Summer 2014

EXPRESSIVE ARTS AND DESIGN

Expressing ourselves and exploring our interests through art, colour, dance, music and construction.

Gaining confidence to try new things and explore the resources in class.

Use imaginative play to develop stories and narratives. To join in and share ideas with others.

ART IN EYFS AUT 1

Rainbow Class

Early Learning Goal we are working towards:

Expressive Arts and Design:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Over Autumn term 1 Rainbow Class have been learning the story of 'Supertato' following two boys' idea of drawing their own Superheroes. The artwork is as a result of this story. The children have painted their own characters, used potatoes to print with, made their own Supertatos using potatoes.

Responding to a child's idea of having gold leaves, the children selected leaves from the forest area and printed their own leaves using the technique of printing.

Autumn 1 – Beach Class

Early Learning Goal we are working towards:

Expressive Arts and Design:

Safely use and explore a variety of materials, tools and **techniques, experimenting with colour**, design, texture, form and function.

This half term we have allowed the children opportunities to use paints for free design, creating their own pictures, mark making and exploring how new colours are created when paints merge. We have also had adult-led painting activities where a painting is modelled (giving the children an idea for a picture linked to our theme) and children then try to recreate adding their own interpretation too.

SHALFLEET – EYFS AUT 1



Painting:

Children can:

Select colours to create their desired effect.

Children can mix colours to make new colours, commenting on the change they see.

They begin to see the effect of adding white and darker colours to their base colour.



Making our own
Supertato heroes!

Sculpture

Children can:

Use a range of materials, including junk modelling/recycling and clay to shape and recreate a range of shapes, artefact and models.



Printing:

Children use a variety of tools to print to make pictures, repeating patterns and to express their own ideas. (sponges, shapes, numicon, shaped vegetables, polystyrene, hands and feet etc)



Supertato Paintings!



Potato and Leaf
Printing!

SHALFLEET – EYFS AUT 2

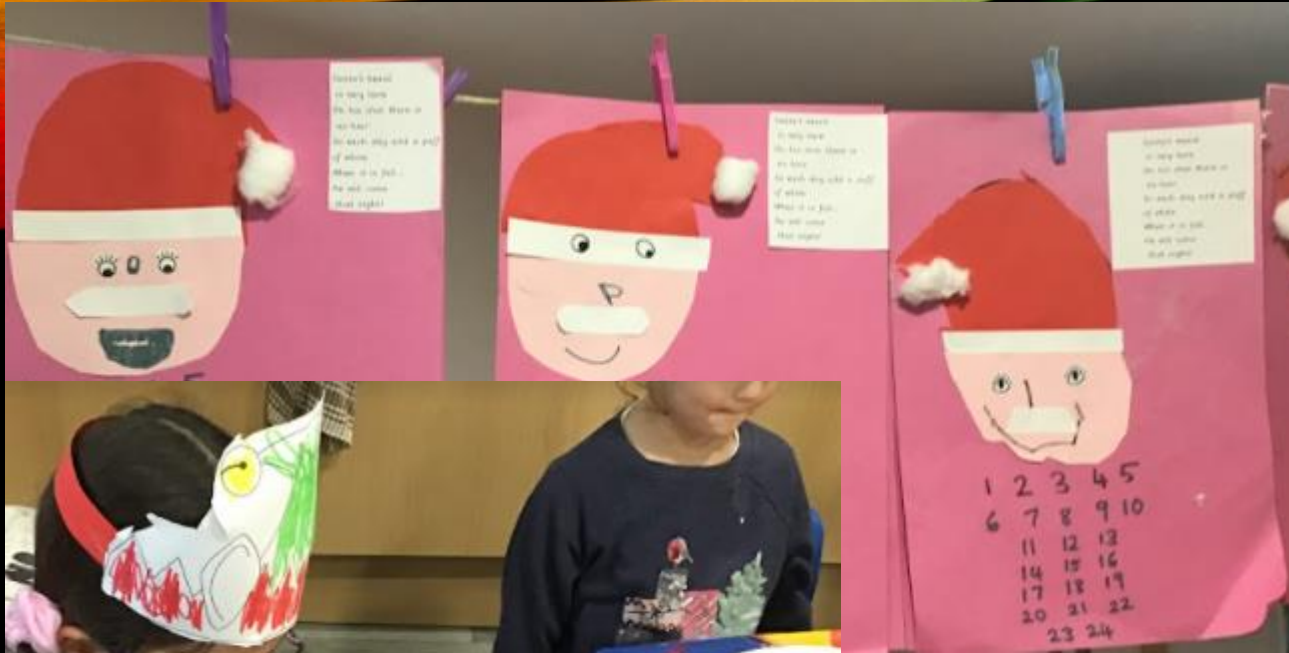


Collage
Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.

Making Pudsey
Bears for Children
In Need



SHALFLEET – EYFS AUT 2



Making Pudsey Bears and Christmas crafting linking to our Cultural Calendar!

SHALFLEET – EYFS SPR 1

Colour Mixing



Painting:
Children can:
Select colours to create their desired effect.
Children can mix colours to make new colours, commenting on the change they see.
They begin to see the effect of adding white and darker colours to their base colour.



Chinese New Year –
children made lanterns
and springy decorative
dragon puppets.

SHALFLEET – EYFS SPR 1

Collage

Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.



Textiles- making sock puppets



Mixed media outdoor collage



Decorating Musical Instruments that the children designed.

Textiles

Children have opportunities to feel, cut and use a variety of fabrics in their work, including felt.

Children have opportunities to use thread (wool and cotton) to sew – using a needle to make lines/shapes.

Children explore with joining materials with glue to create desired effect/items.

SHALFLEET – EYFS SPR 2

Painting eggs and twigs to make an Easter Tree



Sculpture
Children can:
Use a range of materials, including junk modelling/recycling and clay to shape and recreate a range of shapes, artefact and models.



Painting:
Children can:
Select colours to create their desired effect.
Children can mix colours to make new colours, commenting on the change they see.
They begin to see the effect of adding white and darker colours to their base colour.

SHALFLEET – EYFS SUM 1

A whole range of activities celebrating the Queens Jubilee as part of our Cultural Calendar.

Sculpture

Children can:

Use a range of materials, including junk modelling/recycling and clay to shape and recreate a range of shapes, artefact and models.



Making Windsor Castle and The Crown Jewels. Fantastic for fine motor skill development!



Making Medals out of clay

Collage

Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.

Jubilee Puppet Role Play



SHALFLEET – EYFS SUM 2

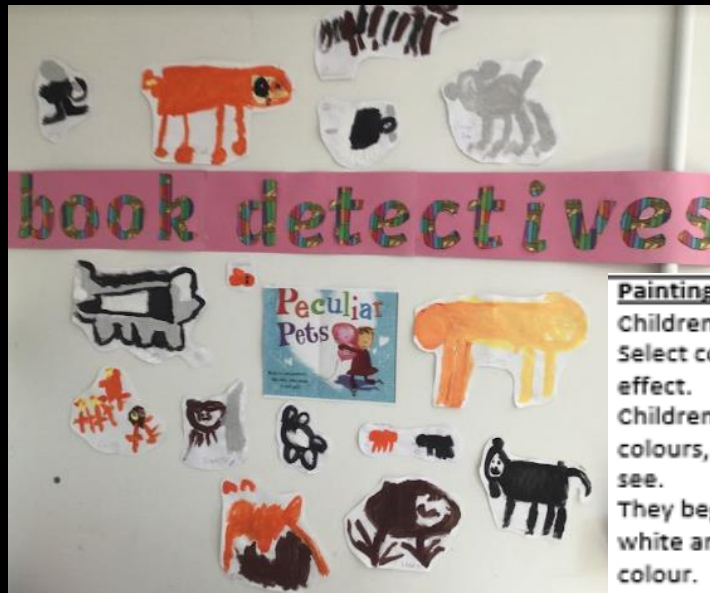
Paintings of our pets. Work inspired by text-driver “Peculiar Pets”.

Sculpture

Children can:

Use a range of materials, including junk modelling/recycling and clay to shape and recreate a range of shapes, artefact and models.

Children made their pets out of clay and then painted them. They also used pebbles to make more pets!



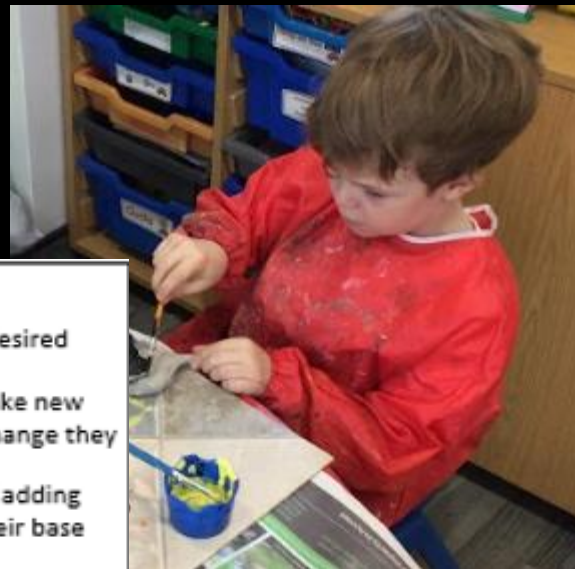
Painting:

Children can:

Select colours to create their desired effect.

Children can mix colours to make new colours, commenting on the change they see.

They begin to see the effect of adding white and darker colours to their base colour.



YARMOUTH- EYFS AUT 1

Pictures linked to the story of Owl Babies – paints (focus on keeping discrete colours and washing brush between colours) and washing brush between colours) and ripping paper to create texture and effect of branch.



Collage

Children can represent their own ideas by exploring a range of materials and by combining and joining them in different ways.

Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.



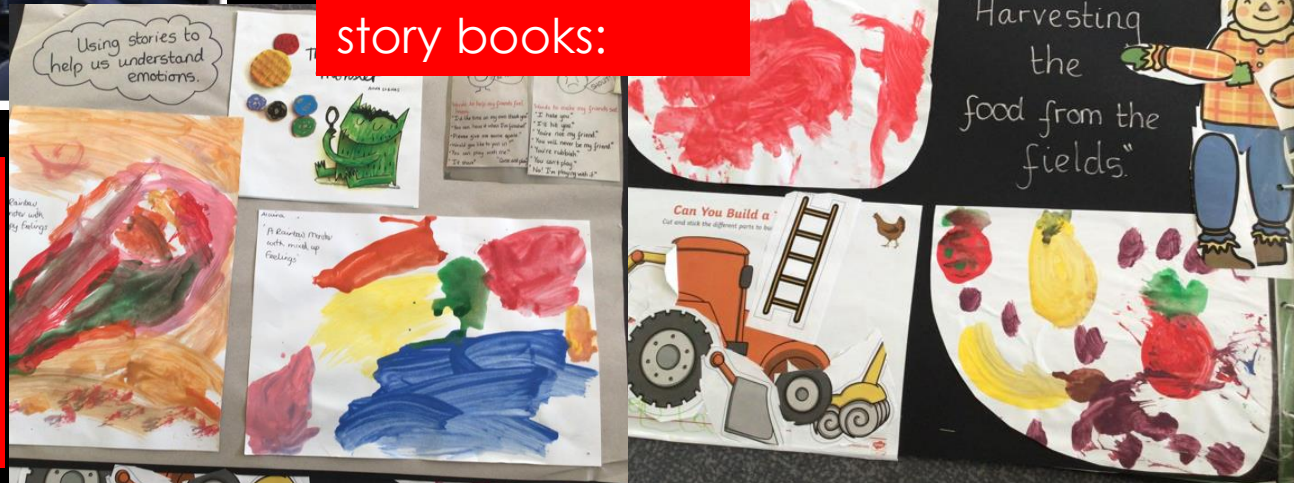
Free play – colour mixing through potions theme



Free choice painting linked to Harvest and story books:



Portraits – we explored tones of colours, mixing to create skin tones and linking to celebration of difference.

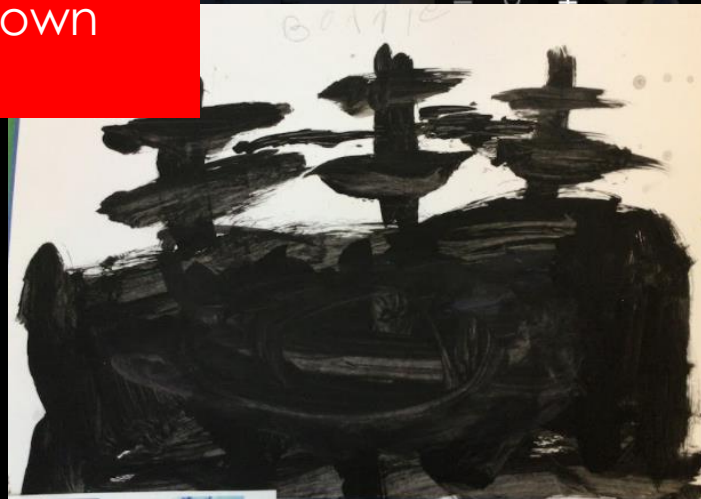


YARMOUTH- EYFS AUT 2

Making a Remembrance wreath linked with our Cultural Calendar.



Children went to look at a real pirate ship in Yarmouth Harbour, took photos and then used these to paint their own version!



YARMOUTH- EYFS SPR 1



Children have been given a wide range of opportunities for painting based on London Buses, still life and their own ideas



Painting:

Children can:

Select colours to create their desired effect.

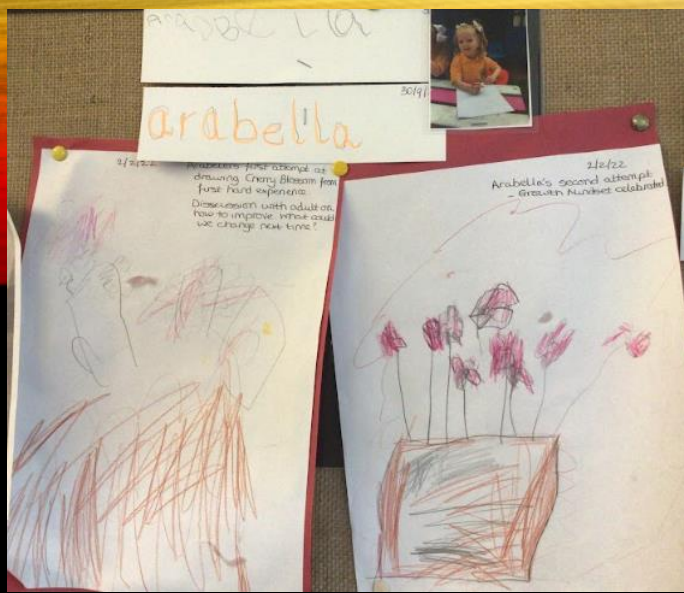
Children can mix colours to make new colours, commenting on the change they see.

They begin to see the effect of adding white and darker colours to their base colour.



YARMOUTH- EYFS SPR 2

Beautiful life drawing paintings for Mother's Day



Development of drawing skills with wax crayons and an individual child's progress



Drawing:

Children can:
Draw from imagination and first hand observation – representing their own ideas/observations.
Explore making different lines – of growing complexity – linked to hand control/dexterity and gross/ fine motor development.
Have experience of drawing with a range of tools and experience techniques to colour – and the effect of pressing lightly and hard.

Painting:

Children can:
Select colours to create their desired effect.
Children can mix colours to make new colours, commenting on the change they see.
They begin to see the effect of adding white and darker colours to their base colour.



Large outdoor painting

YARMOUTH- EYFS SUM 1



Paintings of The Queen and Buckingham Palace as part of our Cultural Calendar

Painting:

Children can:

Select colours to create their desired effect.

Children can mix colours to make new colours, commenting on the change they see.

They begin to see the effect of adding white and darker colours to their base colour.

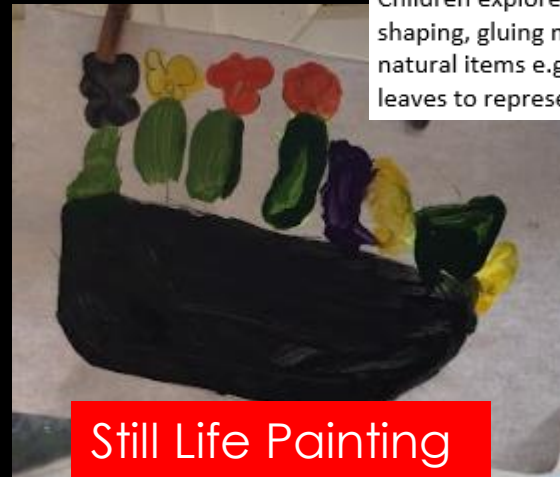
Creating a Woodland Habitat collage blending Art with Geography and Science!



Collage

Children can represent their own ideas by exploring a range of materials and by combining and joining them in different ways.

Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.



Still Life Painting



YARMOUTH- EYFS SUM 2



Father's Day cards as part of our Cultural Calendar. Children used wax crayons and neon paints to make these beautiful cards.



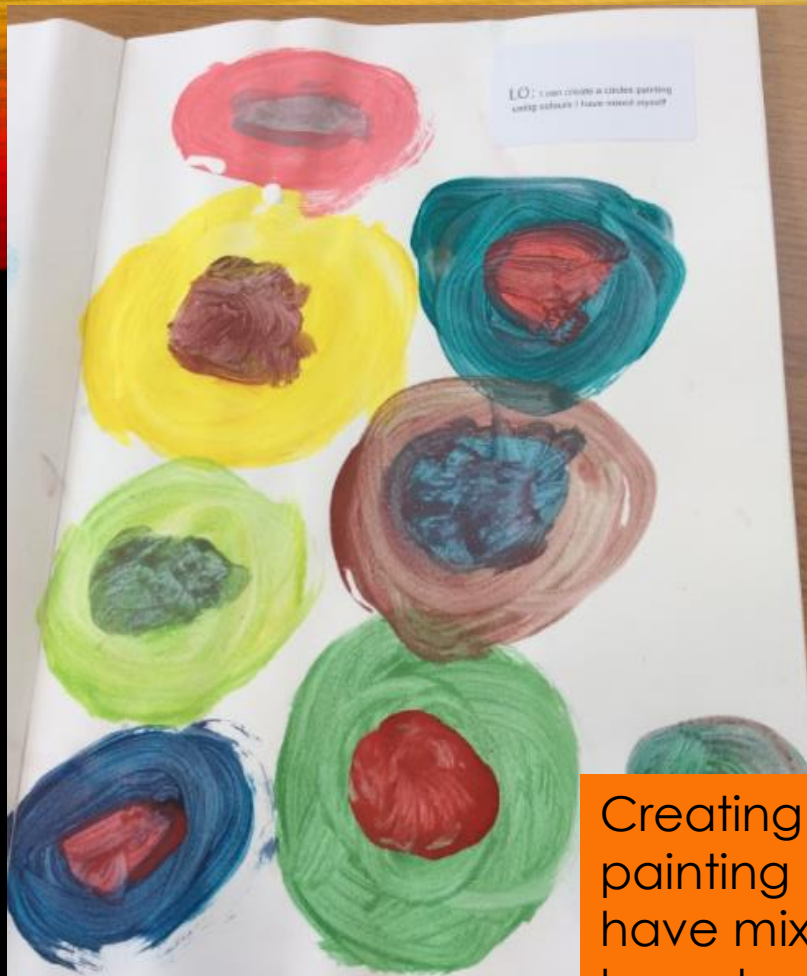
Art inspired by their class trip to the fire station!



As part of our Jubilee celebrations Beach class blended History with Art for their Jubilee banner.



SHALFLEET YEAR 1 AUT



Creating circles painting using colours I have mixed myself-based on Kandinsky



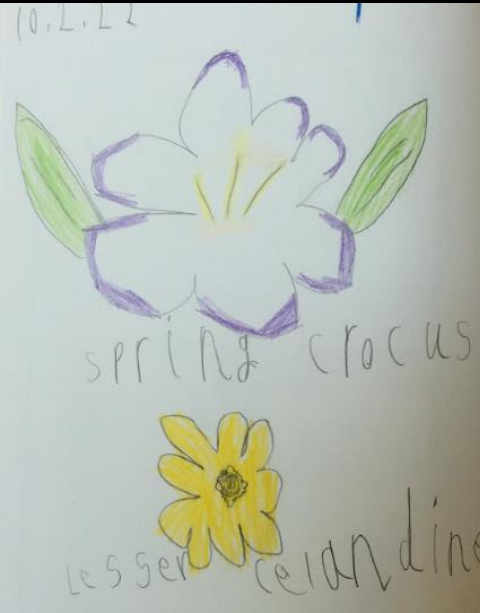
Blending Primary colours to make secondary colours



Links to skills of painting and knowledge of the artist Wassily Kandinsky.

SHALFLEET YEAR 1 SPR

Pastel drawings of significant landmarks on the Isle of Wight and pencil sketches of spring flowers.

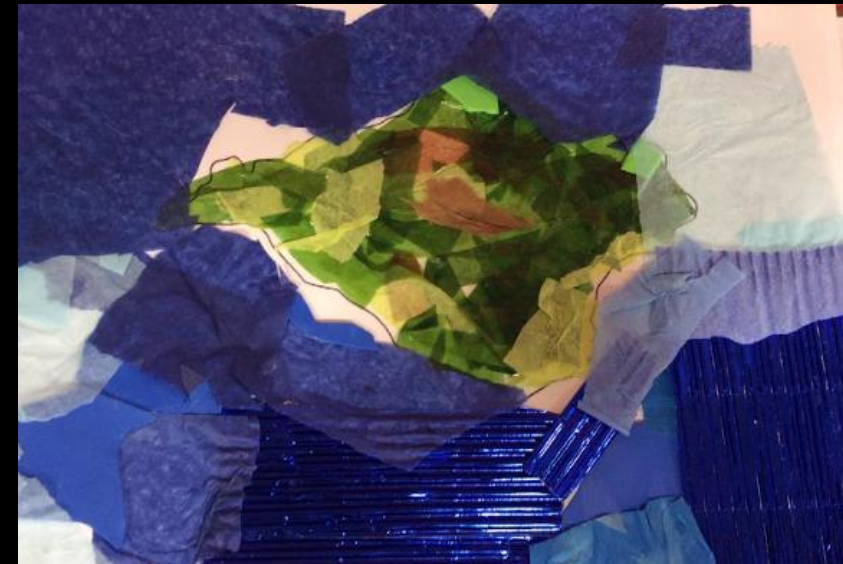
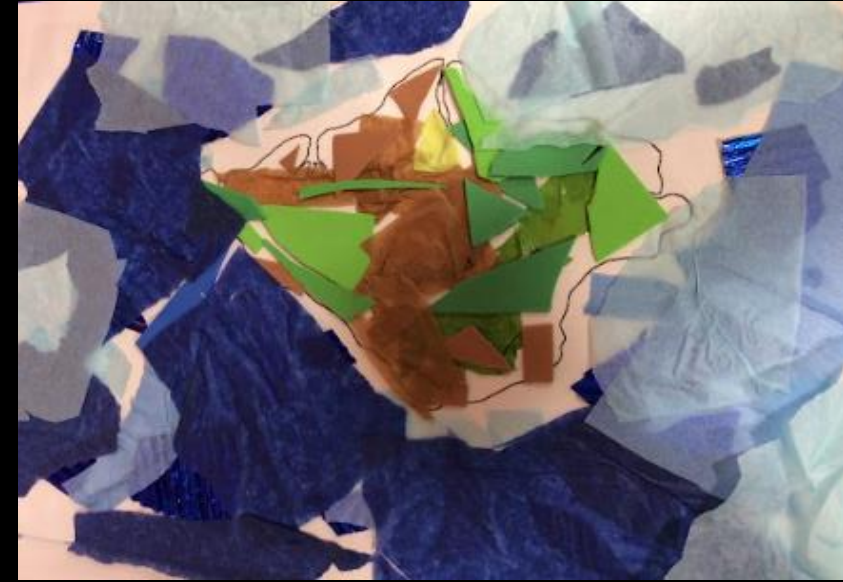


Drawing
Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

Collage
Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.



Collages of the Isle of Wight using a variety of materials.





Sir Quentin Blake

Born: 16th December 1932
He has been drawing since a young age. When he was 18 years old his first published drawing was printed in Punch magazine.
He is best known for his illustrations in the stories of Roald Dahl.

Artist Study – Sir Quentin Blake

SHALFLEET YEAR 1 SUM 1

Drawing and Painting in watercolours recreating the Artists work and creating their own animals in his style.

Drawing
Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

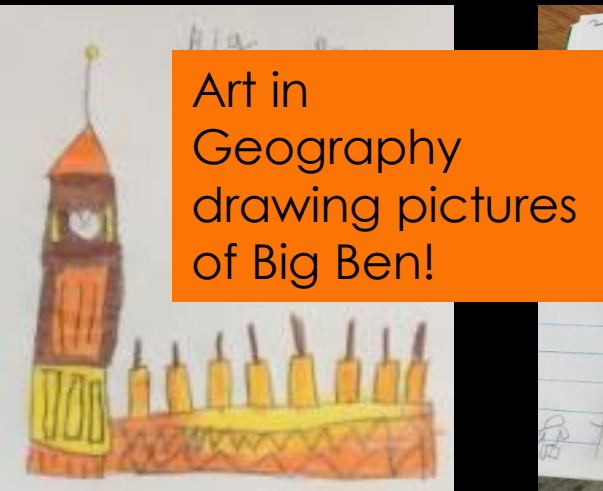
- Children can:
- draw lines of varying thickness;
 - use different materials to draw, for example pastels, chalk, felt tips.

Painting
Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

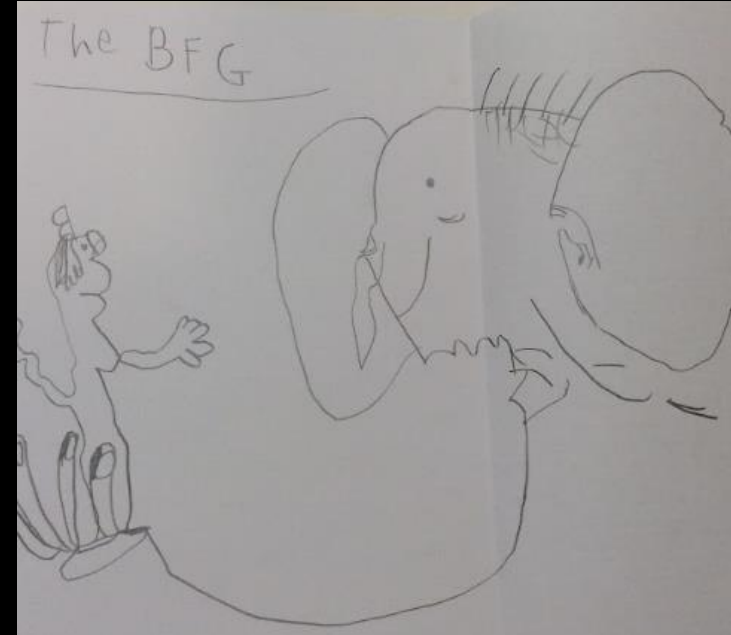


Drawing
Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

Knowledge:
Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.



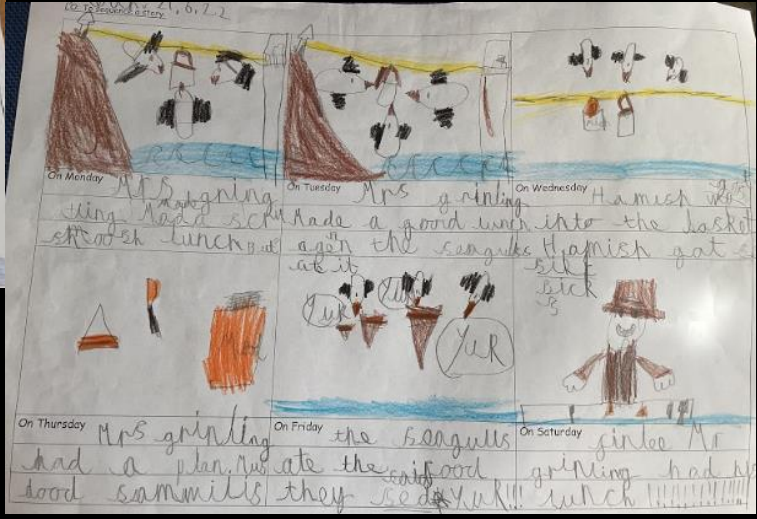
Art in Geography drawing pictures of Big Ben!



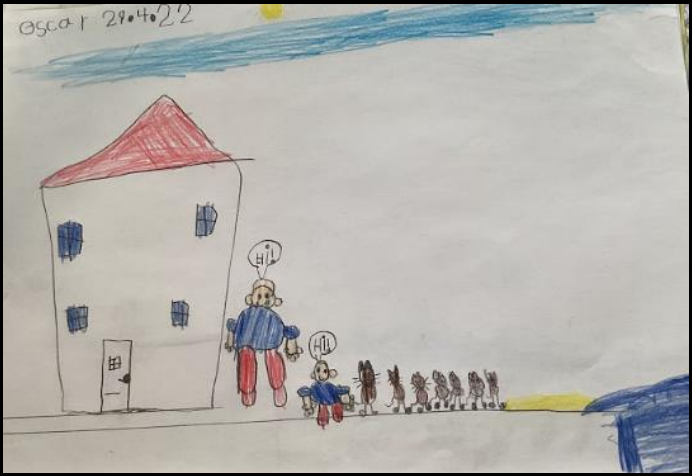
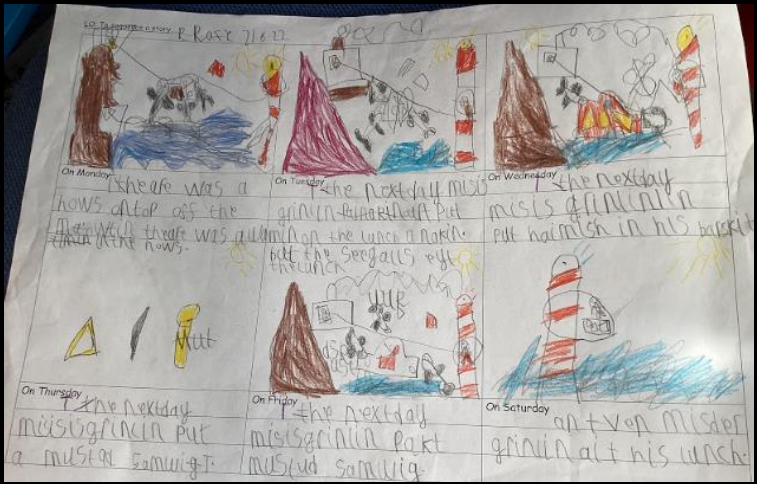
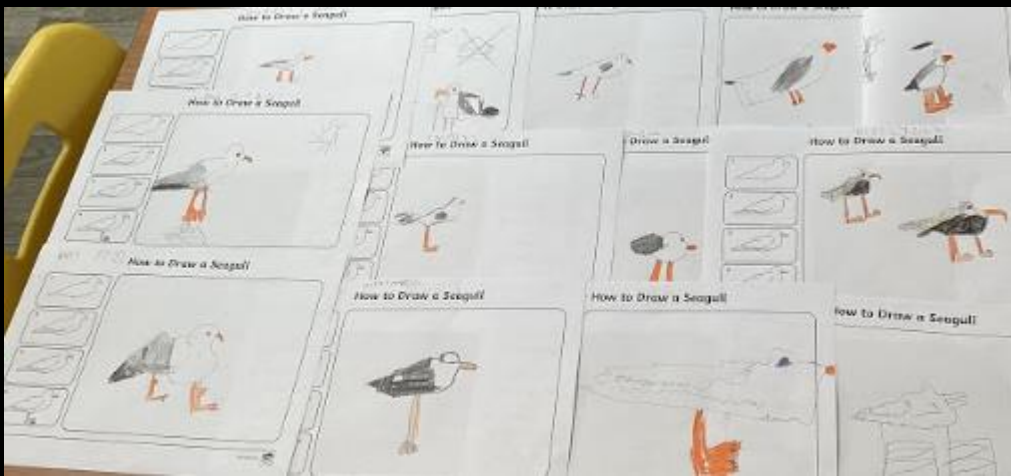
SHALFLEET YEAR 1 SUM 2



Art in Literacy inspired by the text-driver "The Light House Keeper". Children retold the story using storyboards as well as followed some instructions to learn how to draw seagulls and lighthouses!



Drawing: To use drawing to develop and share their ideas, experiences and imagination.



Art in Literacy inspired by the text-driver "The Storm Whale"

Wassily Kandinsky

1866-1944



Wassily Kandinsky was born in Russia, in 1866. When he grew up, he worked as a teacher at a university but it didn't make him happy.

Kandinsky thought a lot about what colours mean and how they make people feel. He believed that colours had a soul.

YARMOUTH YEAR 1 AUT

Blending Primary colours to make secondary colours

Links to skills of painting and knowledge of the artist Wassily Kandinsky.

Creating circles painting using colours I have mixed myself - based on Kandinsky

ing circles

as. Kandinsky liked to paint circles, one inside the other. He also liked to mix his own colours. He used to mix his own colours by mixing your circles inside the squares and colours inside the other.

Teabag fireworks and flicking paint through a straw!



YARMOUTH YEAR 1 SPR

Spring 2



Children will explore drawing lines of varying thickness; shading, thick and thin lines, patterns and shapes; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips

Romero Britto is a Brazilian artist. He loved art from an early age and so, taught himself to paint. He uses a mixture of pop art and cubism to create his images. For his he includes, patterns, bright, bold colours, and black border lines. In 2011, Romero created portraits of the Royal Family.

Knowledge:
Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.

Learning about Brazilian Artist Romero Britto, practising his pop art style using chalk pastels.

Children also studied Mark Hearld and his collages of the natural world. This work links with Geography and the study of our Island!

Collage

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

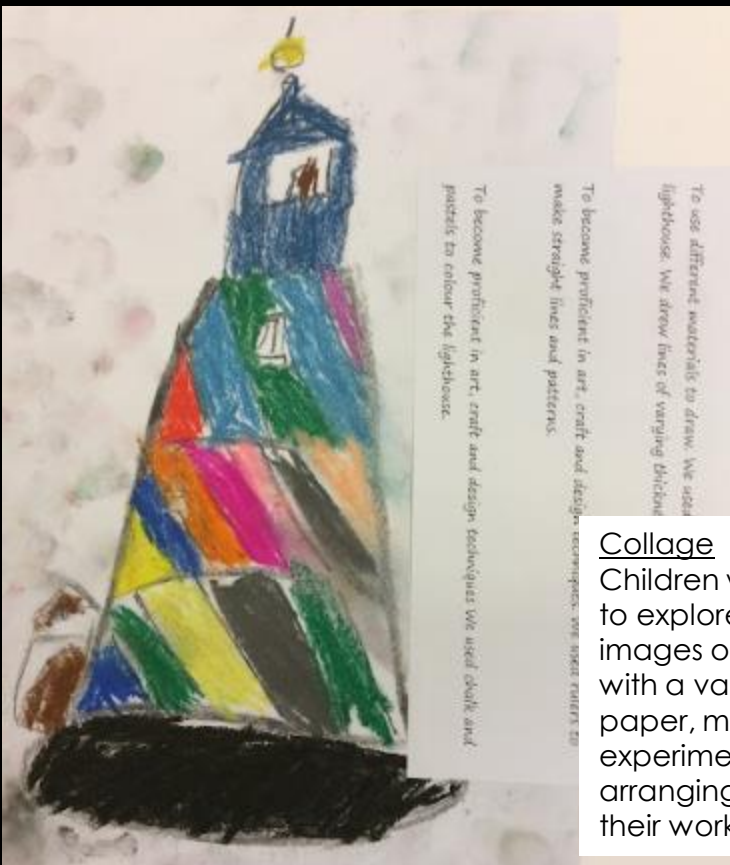
Spring 2

Mark Hearld



Children explore with cutting, tearing, shaping, gluing materials, paper, fabrics, magazines etc to represent their ideas

Born in 1974 and based in York, Hearld studied illustration at Glasgow College of Art before completing an MA in natural history illustration at the Royal College of Art. His work is based on his **observations of the natural world**, influenced by mid twentieth century Neo-Romanticism and the gaiety of 1930s Modernism.



To use different materials to draw. We use lighthouses. We draw lines of varying thickness.
To become proficient in art, craft and design techniques we used chalk and pastels to colour the lighthouse.



Summer 1



Sir Quentin Blake

Born: 16th December 1932

He has been drawing since a young age. When he was 16 years old his first published drawing was printed in Punch magazine.

He is best known for his illustrations in the stories of Roald Dahl.

Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

Children can:

- draw lines of varying thickness;
- use different materials to draw, for example pastels, chalk, felt tips;

Artist Study – Sir Quentin Blake

Knowledge:

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes.

Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.



Children used a range of media to create these line drawings. They used a range of techniques to create different types of line as well as patterns



YARMOUTH YEAR 1 SUM 1

YARMOUTH YEAR 1 SUM 2



Children used weaving techniques to create the scales of fish as part of their "Under the Sea" Topic.

Plus more work on using collage techniques to make images of the IOW.

Collage

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.



To draw a different noses



SHALFLEET YEAR 2 AUT 1

LO: To draw different lines



Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.

Children can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;

SHALFLEET YEAR 2 AUT 2



Sculpture

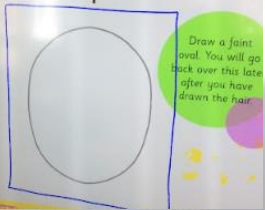
Children can:

- use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
- use a variety of techniques, e.g. rolling, cutting, pinching;
- use a variety of shapes, including lines and texture;

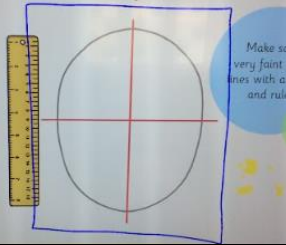


SHALFLEET YEAR 2 SPR

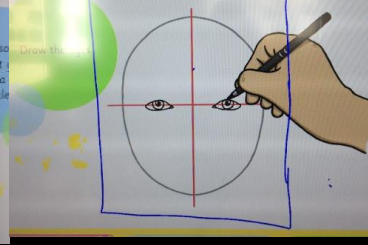
How to Draw a Self-Portrait
Step 1



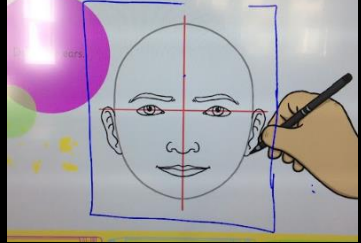
How to Draw a Self-Portrait
Step 2



How to Draw a Self-Portrait
Step 3



How to Draw a Self-Portrait
Step 7



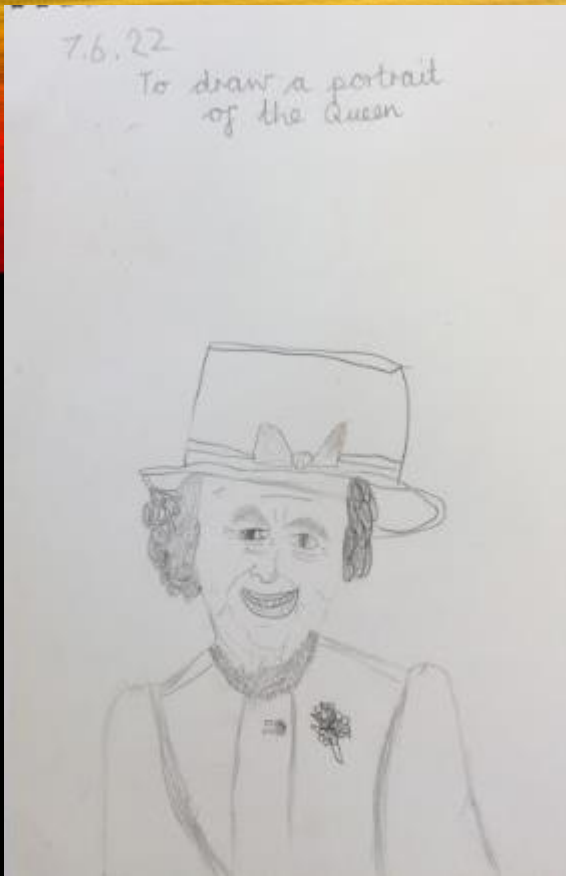
Children created self-portraits using a step by step guide. This helped them to focus on the dimensions of their faces

Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.



SHALFLEET YEAR 2 SUM

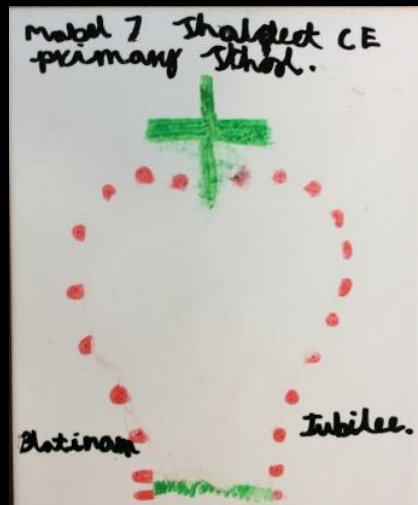


Children drew portraits of the Queen and painted ideas for their Jubilee Banner as part of our Jubilee Celebrations on our Cultural Calendar.



Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.



Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.

Children can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;

YARMOUTH YEAR 2 AUT



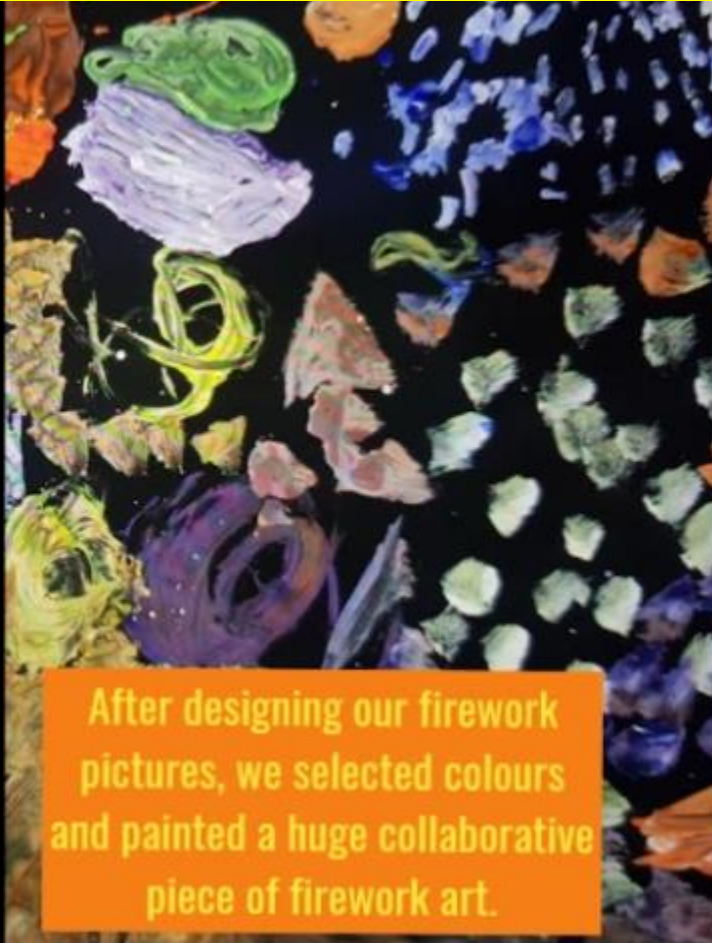
Painting

Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

Children can:

- experiment with different brushes (including brushstrokes) and other painting tools;
- mix primary colours to make secondary colours;

YARMOUTH YEAR 2 AUT



Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.

YARMOUTH YEAR 2 SPR



We made Indian drums, Rangoli patterns, photograms and a pandal that might be seen at the Durga Puja festival



Stunning collection of works linked to their topic of Hindu festivals and celebrations!



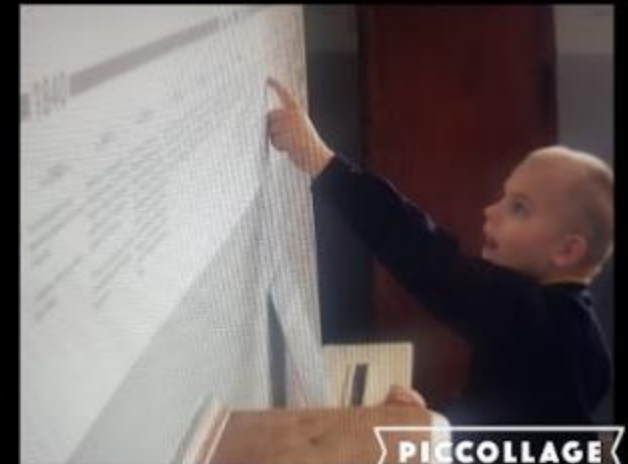
PICCOLLAGE



Beautiful vintage style portraits were created as a result of this trip.

YARMOUTH YEAR 2 SPR

Collection of evidence from their trip to Dimbola Lodge to view exhibitions linked to India. Wonderful opportunity for the class to have a go at photography and experience a dark room. This trip was extended to the children involved with the PEACH exhibition organised by myself



Summer 1

We are using clay to support our Maths learning -

Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.

Identify 2D shapes on the surface of 3D shapes.

Compare and sort common 2D and 3D shapes and everyday objects.

We watched an artist rolling, pinching, pressing and using tools to form 3D shapes out of plasticine then used the same skills working with clay. Our models are really useful to describe and compare shapes - to other 3D shapes and to everyday objects.



- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

YARMOUTH YEAR 2 SUM

Children combined Art with Outdoor learning and ICT when making Crowns for the Queen's Jubilee as part of our Cultural Calendar!

Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.

Children have been using Art in their Maths, creating 3D shapes out of clay to support their learning. A great way of discovering sculpting techniques and artistic vocabulary whilst also consolidating their learning on the properties of 3D shapes!

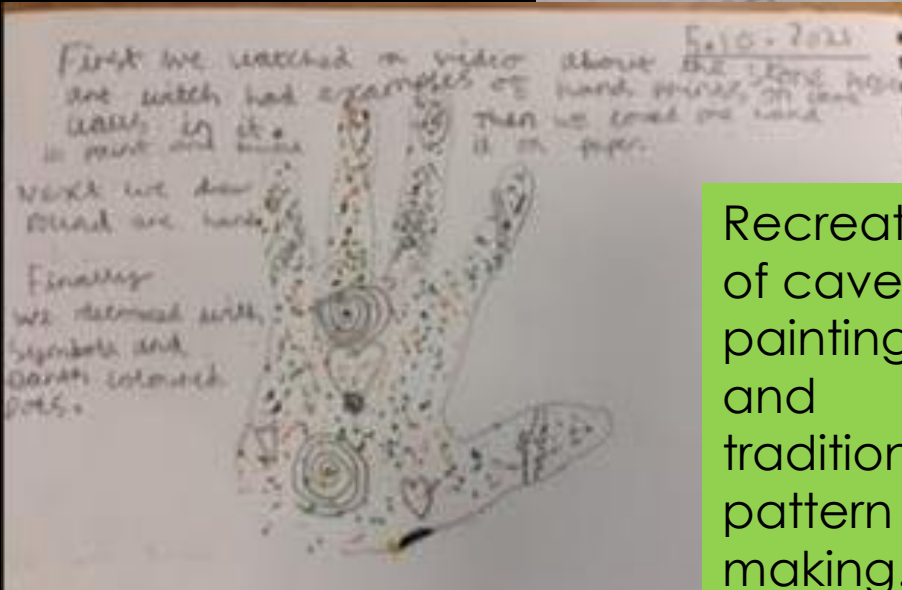
Sculpture - Children can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. They can use a variety of techniques, e.g. rolling, cutting, pinching and use a variety of shapes, including lines and texture.



To celebrate the Platinum Jubilee we created crowns fit for a Queen using natural materials and photographic design.

Drawing

Children can:
experiment with
showing line, tone
and texture with
different hardness
of pencils;
use shading to
show light and
shadow effects.



Recreations
of cave
paintings
and
traditional
pattern
making.

SHALFLEET YEAR 3 AUT 1

Sculpture

Children can:

- cut, make and combine shapes to create recognisable forms;
- use clay and other malleable materials and practise joining techniques;
- add materials to the sculpture to create detail.



Clay bowls based on Stone age design.

SHALFLEET YEAR 3 AUT 2



Painting

Children can:
create a colour palette,
demonstrating mixing
techniques;
use a range of paint (acrylic, oil
paints, water colours) to create
visually interesting pieces



Children created paintings of Flanders's Field as part of our Cultural Calendar celebrating Remembrance Day.

They also used collage to make Christmas cards for their families.



- I made 2 Christmas cards using:
- Cotton wool pads
 - Ribbon
 - Coloured strips of Paper
 - Lolly sticks
 - Twigs
 - Fabric
 - PVA glue
 - Glue



- I made a Christmas tree decoration using:
- Pine cones
 - Tinsel
 - Blue gum
 - Water
 - Ribbon
 - Bands

Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect.

SHALFLEET YEAR 3 SPR

Monday 31st January

L.O. To learn about the artist Claude Monet

Claude Monet was born in Paris, France in 1840 and as a child he showed great talent as an artist.

Monet's father wanted him to go into the family business but he wanted to be an artist.

He started drawing caricatures of his teachers and tourists on the beach.

In 1872 he made a painting called Impression Sunrise.

He painted a picture of a harbour using very loose brushstrokes.

He called it an Impression because he was trying to capture an impression of what the scene looked like. This painting was the reason why Monet and a few other artists became known as Impressionists.

Impressionism is a style of painting that began in France in the early 1860s when artists started painting pictures outside rather than in their studios.

This was called 'en plein air' (which is French for open air). An impression is a feeling or idea about something. These artists wanted to capture extraordinary like they saw in front of them. Their style was known for its bright colours and bold brushstrokes.

Monet and his fellow impressionist artists were known as rebels as they rejected their works. At the time in the 1800s, people thought their work was rubbish. But by the final impressionist exhibition in 1886 their work was very popular.

Monet painted water-lilies in all seasons and in all weathers for over years.

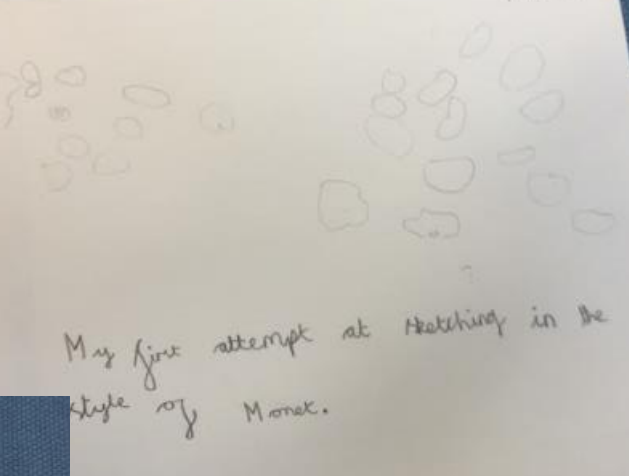
One painting of water-lilies was painted after 1916, during a very sad time in Monet's life. His wife had died and his son had been killed in the First World War. The fighting was so close to Monet's house that he could hear guns.

Do you think it is strange that he painted such a calm and beautiful picture when there was chaos all around him? Perhaps he wanted to paint something that made him happy, like his pond. I think he could have because it might cheer his mind.

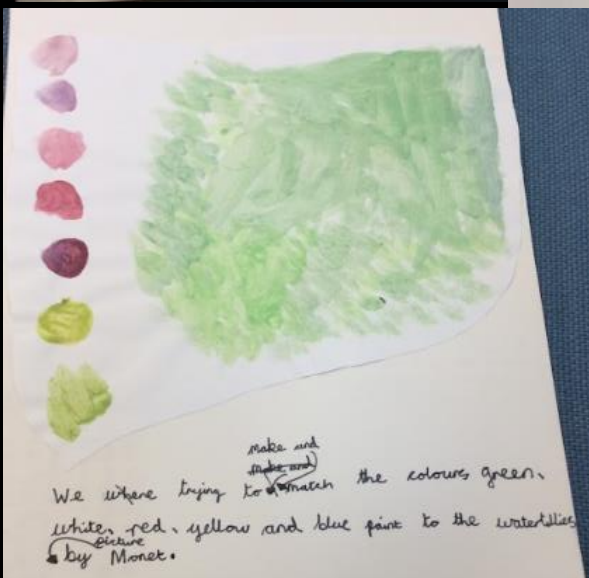


Water Lilies 1912

7.2.21



My first attempt at sketching in the style of Monet.



We were trying to make and match the colours green. White, red, yellow and blue paint to the waterlilies picture by Monet.

Artist Study – Claude Monet. Children found out about the artist in great depth, had a go at sketching from examples of his work and practised blending colours to recreate his painting effects!



This piece of a girl letting go of a heart-shaped balloon is one of Banksy's most famous artworks. It was created using a stencil and originally painted onto the wall of a printing shop in Shoreditch in London in 2002. In 2017, it was voted the nation's favourite artwork.



This picture appeared on the side of a classroom at a primary school in Bristol during half-term 2016. It turned out to be the work of Banksy.

What I've learnt about Banksy.

He was born in 1974 and brought up in Bristol.

He ^{does} did his art on train buildings and boats.

Banksy is a street artist and his art is valuable.

No one knows his true identity.


He uses stencils - so he can work quickly.

His art is often based on political issues.

Artist Study – Banksy, children looked at examples of their work and discovered facts about them.

Knowledge -Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

SHALFLEET YEAR 3 SUM 1




Vincent Willem van Gogh (31 March 1853 – 29 July 1890)
 Van Gogh Post-Expressionist painter who, after his death, became one of the most famous and influential figures in Western art history. In a decade, he created about 850 artworks, including around 860 oil paintings, most of which date from the last 2,000 artworks of his life. They include landscapes, still lifes, portraits, and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. Not commercially successful, he struggled with severe depression and poverty, eventually leading to suicide at the age of 37.

Born into an upper-middle-class family, Van Gogh drew as a child and was serious, quiet, and thoughtful. As a young man, he worked as an art dealer, but turned to religion and became depressed after he was transferred to London. He drifted in ill health and spent time as a Protestant missionary in southern Belgium. He drifted in ill health and solitude before taking up painting in 1881, having moved back home with his parents. His younger brother Theo supported him financially; the two kept a long correspondence by letter.

STARRY NIGHT
 Vincent van Gogh painted *Starry Night* in 1889 during his stay at the asylum of Saint-Paul-de-Mausole near Saint-Rémy-de-Provence suffering with mental health problems. Van Gogh lived well in the hospital; he was allowed more freedom than any of the other patients. If attended, he could leave the hospital grounds; he was allowed to paint, read, and withdraw into his own room. He was even given a studio. Unfortunately, he relapsed.

He returned to incorporating the darker colours from the beginning of his career and *Starry Night* is a wonderful example of that shift. Blue dominates the painting, blending hills into the sky. The little village loys at the base in browns, greys, and blues. Even though each building is clearly outlined in black, the yellow and white of the stars and the moon stand out against the sky.

He wrote to his brother saying
Starry night wouldn't be a success.
 He did 21 paintings from the same window in the hospital.
 His painting is believed to cost 100 million pounds - priceless.




Pablo Picasso
 Pablo Diego Eliseso Picasso was born in Malaga, Spain on 25th October 1881 and died on 8th April 1973. He was a Spanish painter and sculptor. Pablo Picasso created over 50,000 images.
 Even as a child he was better at drawing than many adults. He could draw and paint just about anything, and in any style. He liked to experiment and try out new ideas, even if it might not be the best, because the work is always changing. Picasso believed in the world to see what.
 He travelled to many different kinds of art that Picasso have loved but the one that he liked the most was the Blue Period and the Rose Period. These were followed by primitivism, cubism, collage (when he created many modernist or classic artworks), surrealism, warthorn and later World. He is considered one of the greatest artists of the 20th century. He is best known as the co-founder of cubism. A work of art is cubism when the artist tries to break up objects and reassemble them in abstract and geometric forms.
 He was 90 years old when a number of his works were shown in an exhibition at the Louvre (a famous art gallery) in Paris. He was the first living artist to have an exhibition at the Louvre.



Knowledge -Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.


Tuesday 16th April 2022

L.O. To develop blending skills using wax crayons.



We experimented with blending techniques, using wax crayons to create rough and smooth textures in the style of Vincent van Gogh.

Artist Study – Vincent Van Gogh. Sketchbooks show a lovely in depth study of the Artist as well as a development of skills based on his work!



Firstly in a separate piece of paper we drew an outline of a mountainous landscape. Then we carefully tore along that line to create a template. We then chose coloured pastels and chalked them along the jagged edge of the template. We then attached the template to another piece of paper and used our fingers to drag down the pastel to the paper to create the outlines you can see.

Artist Study – Pablo Picasso
 Children have recreated examples of his work then used those skills and observations to create their own pieces in his style!



SHALFLEET YEAR 3 SUM 2

Alberto Giacometti (10 October 1901 - 21 January 1966) was a Swiss sculptor, painter, draftsman and printmaker. Giacometti was one of the most important sculptors of the 20th century. His work was particularly influenced by artistic styles such as Cubism and Surrealism.

Giacometti was born in Borgognone, Switzerland, the eldest of four children. Coming from an artistic background, he was interested in art from an early age. Alberto attended the Geneva School of Fine Arts.

Between 1934 and 1940, Giacometti concentrated his sculpting on the human head, focusing on the artist's gaze. This was followed by a phase in which his figures became stretched out with limbs elongated. Obsessed with creating his sculptures exactly as he envisioned through his unique view of reality, he often carved until they were so thin as to be reduced to a small size. After his marriage his five sculptures became larger, but the larger they grew, the thinner they became.



Artist Study – Alberto Giacometti.
Sketchbooks show facts discovered about the artist and comments on his style.



Sculpture

Children can cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques and add materials to the sculpture to create detail.

Children molded their figures with foil, stabilized them with clay and then painted to finish.



Knowledge -Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

YARMOUTH YEAR 3 AUT 1

Children can:
use inspiration from famous
artists to replicate a piece
of work
-Banksy

Painting

Children can:

- use varied brush techniques to create shapes, textures, patterns and lines;
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;

Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect.



Transition day Self
Portraits
Drawing

Children can:
experiment with
showing line,
tone and texture
with different
hardness of
pencils;
use shading to
show light and
shadow effects;



YARMOUTH YEAR 3 AUT 2



Sculpture

Children can:

- cut, make and combine shapes to create recognisable forms;

Re Day Link with Angels Topic as well as Christmas.



Clay bowls based on Stone age design.



Sculpture

Children can:

- cut, make and combine shapes to create recognisable forms;
- use clay and other malleable materials and practise joining techniques;
- add materials to the sculpture to create detail.

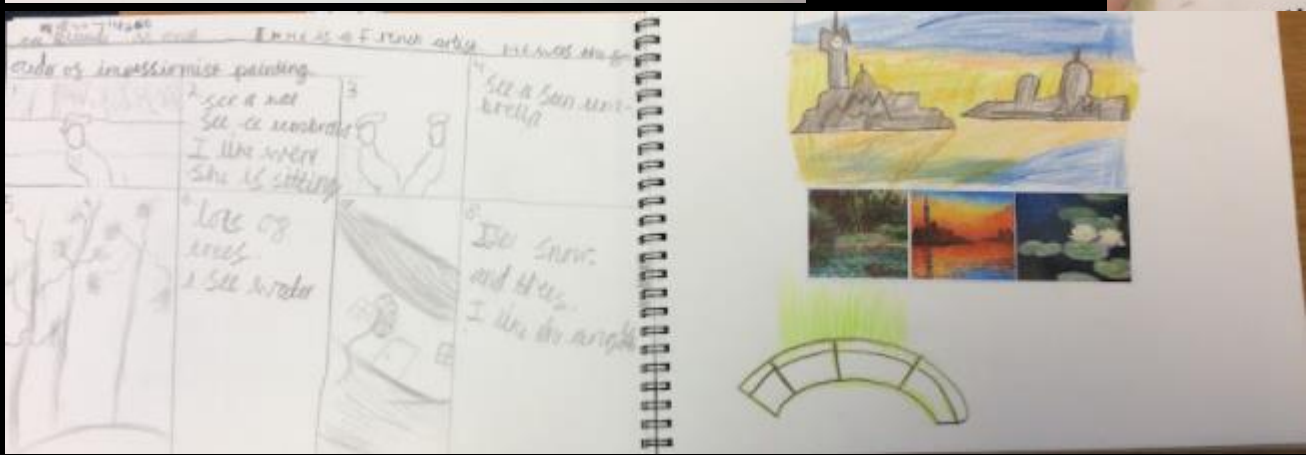


YARMOUTH YEAR 3 SPR 1

Knowledge: Children can:
give detailed observations about notable artists', artisans' and designers' work;
offer facts about notable artists', artisans' and designers' lives;

Initial sketches and observations of an artists work – Claude Monet

Painting
Children can:
create a colour palette, demonstrating mixing techniques;
use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces



Recreations of work by Claude Monet



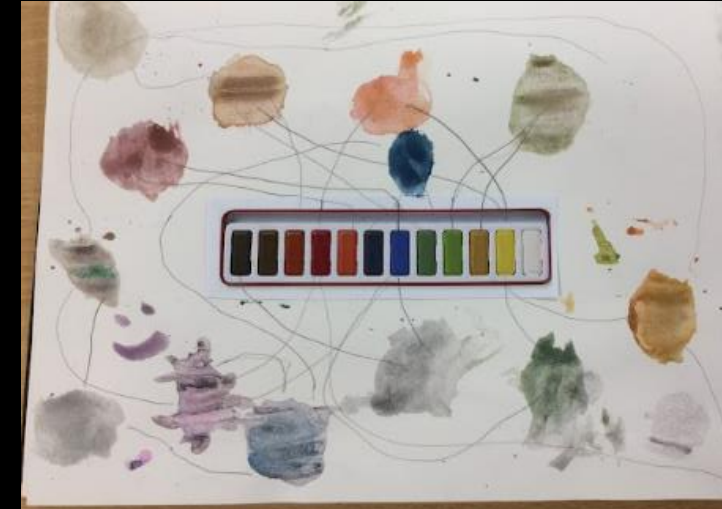
YARMOUTH YEAR 3 SPR 2

Recreations to the left of Claude Monet's work. Below are the children's own creations based on his style and local views.



Painting

Children can:
create a colour palette, demonstrating mixing techniques;
use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces



Activity to practise colour mixing as well as discover the range of colours that can be created from a water-colour palette.

Knowledge: Children

can:
give detailed observations about notable artists', artisans' and designers' work;
offer facts about notable artists', artisans' and designers' lives;



YARMOUTH YEAR 3 SUM 1

Sequence of lessons from studying the artist Lucas Samaras, to sketching self portraits, practising his style before using it to create their final piece!



L.O. To study the work of Lucas Samaras and create my own self-portrait in the same style.

I can see finger prints because there are little dots.
He might of needed confidence because you all were the to be positive in art and he is very creative because the different colours make it pop and since he could not see that he is very clever and also I don't know how he does it but he is very creative.
I like the colours because it makes the portrait pop and it is really pretty and it looks like nothing

originally because it looks like a face.
I liked the way I did the face because I love to draw.



Painting
Children can use varied brush techniques to create shapes, textures, patterns and lines, mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;

Knowledge: Children can:
give detailed observations about notable artists', artisans' and designers' work;
offer facts about notable artists', artisans' and designers' lives;

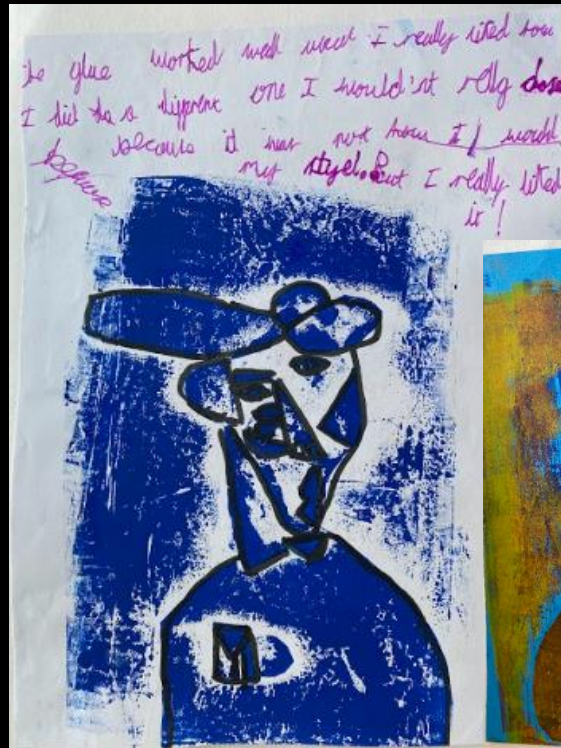
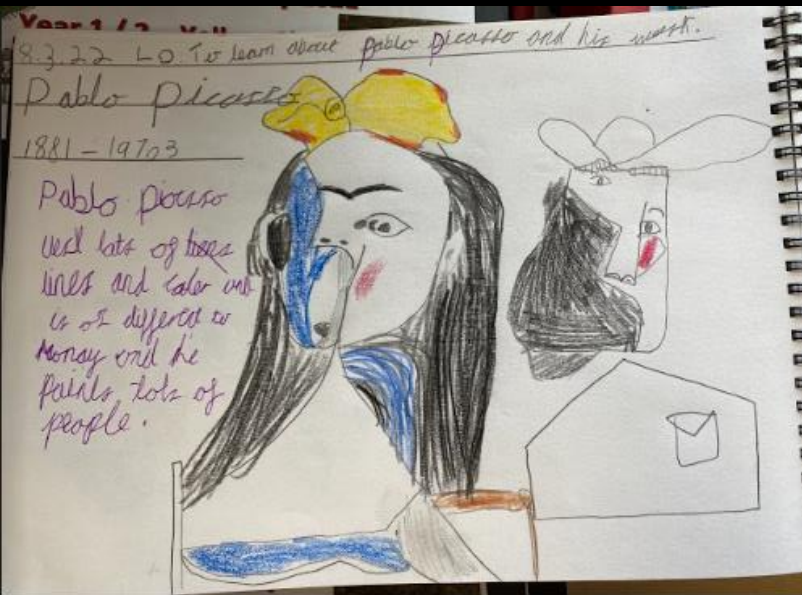


YARMOUTH YEAR 3 SUM 1



Ideas for the class banner as part of our Cultural Calendar celebrating the Queen's Diamond Jubilee.

Final display for the children's work on Claude Monet from the Spring Term.



Printing - Children can use more than one colour to layer in a print, replicate patterns from observations, make printing blocks, make repeated patterns with precision.

Children studied the work of Pablo Picasso creating their own images using printing. Children used cut out shapes to create the portrait before printing!

YARMOUTH YEAR 3 SUM 2

Life drawing two ways – flowers drawn and then painted with watercolours as well as sketched coloured with chalks!

Drawing:

They are introduced to new ways of making effect through tone, texture, light and shadow.

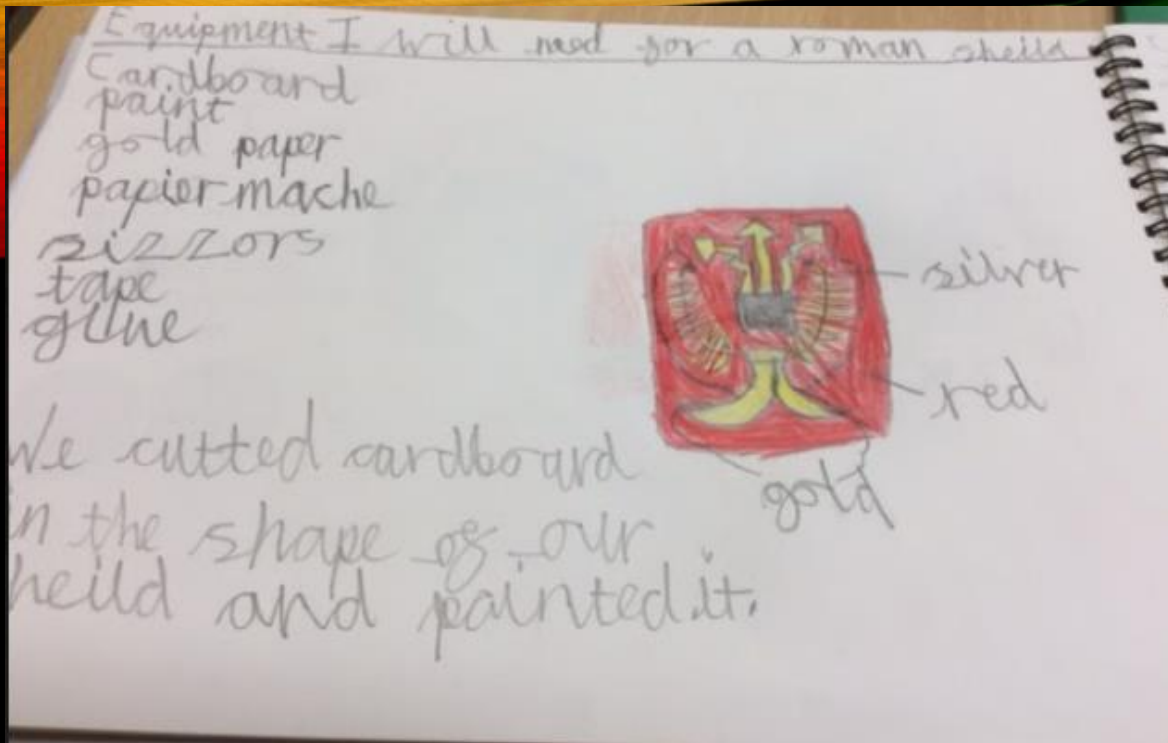
Painting:

Children continue exploring using a variety of different brushes to see what happens.

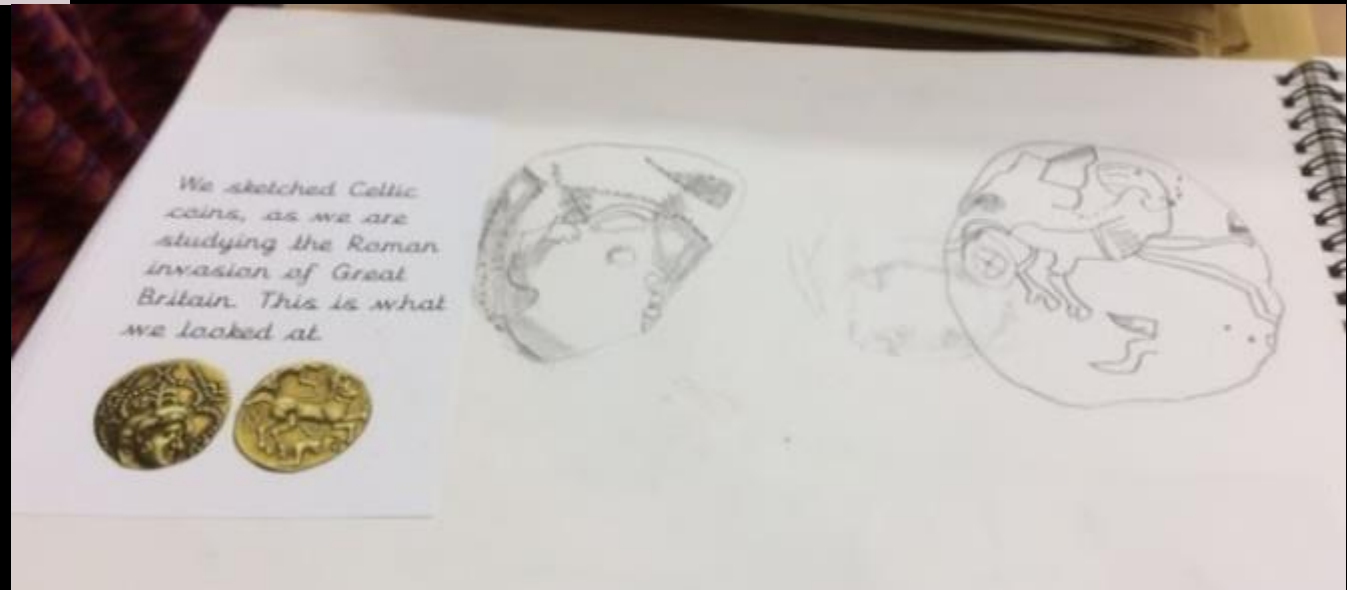


SHALFLEET YEAR 4 AUT

Knowledge: Children will be exposed to a range of different artists through history, studying their techniques and processes.



Drawing:
Children can:
experiment with showing line, tone and texture with different hardness of pencils;
use shading to show light and shadow effects;
use different materials to draw, e.g. pastels, chalk, felt tips;
show an awareness of space when drawing;





SHALFLEET YEAR 4 SPR

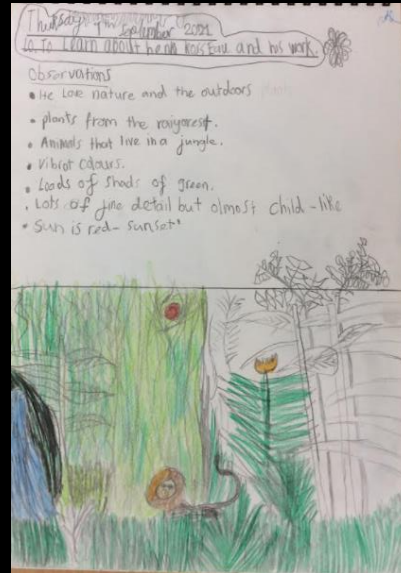


SHALFLEET YEAR 4 SUM

YARMOUTH YEAR 4 AUT 1



Children have recreated original paintings by Henri Rousseau, famous for his Jungle series. Children then used his techniques to create their own paintings featuring animals and plants of their choice!



Children made notes on his style, learnt about his life and practised sketching one of his works.



YARMOUTH YEAR 4 AUT 1 CONTINUED



Children did some scientific drawings of Plants during our Science Topic. Their focus was on the different parts from the roots up to the flowers.

Painting

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect.

Drawing

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow.

Children created paintings, collages and chalk pastel drawings to recreate the four layers of the Rainforest during our Geography Topic on South America.



Students studied the work of Brazilian Artist Irene Guerriero as part of their South America Topic

YARMOUTH YEAR 4 AUT 2

Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect.



Children were given freedom to use whichever materials they desired for their recreations allowing a true creative process.



YARMOUTH YEAR 4 AUT 2



Children were taught how to make positive and negative monoprints, then allowed free creativity to draw, use leaves, fingers and other tools to create these incredible prints based on Irene Guerriero's work.

YARMOUTH YEAR 4 SPR 1



Children moved around a carousel of mediums, making quick observations and representations in their sketchbooks. Children looked at examples of Cave Art from around the world and used charcoal, watercolours, powder paints, crayons and mono-printing to recreate them.

European cave art



Modern humans arrived in Europe about 40,000 years ago, and brought art with them. This is El Castillo cave in northern Spain where the art has been dated to about 39,000 years ago.



Painting

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.

Drawing

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow.

Printing

Children can replicate patterns from observations;

YARMOUTH YEAR 4 SPR 1



Examples of the children's sketchbooks following the carousel of activities.



YARMOUTH YEAR 4 SPR 1



Children created their own personalised cave art using their handprints and blew red ink to outline them. They stuck their work under the tables and had a go at recreating what it was like to draw inside a cave using willow charcoal to finish their designs.

YARMOUTH YEAR 4 SPR 1

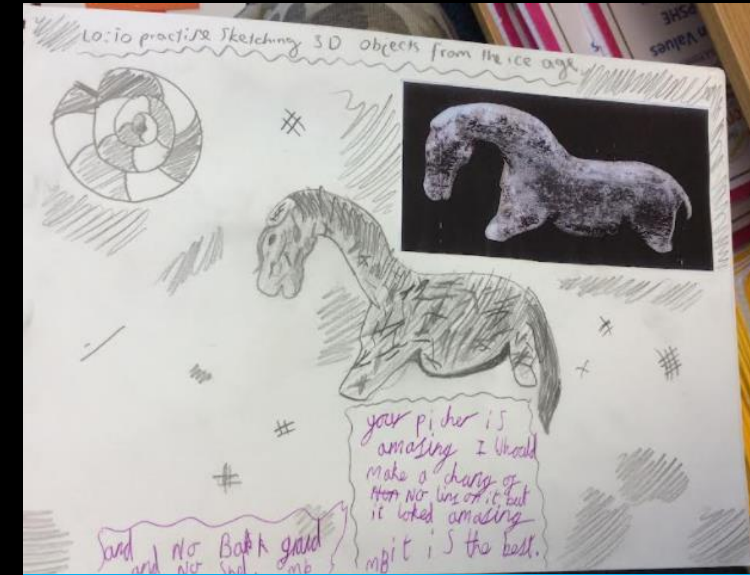


Children followed a How to Draw a Woolly Mammoth video as a class

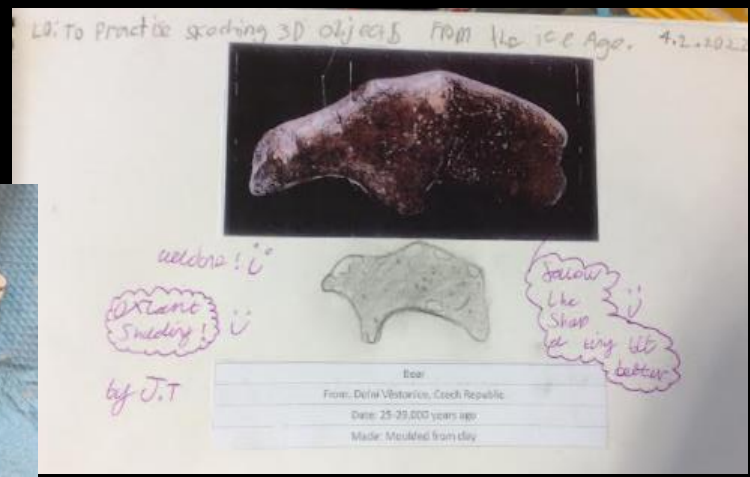
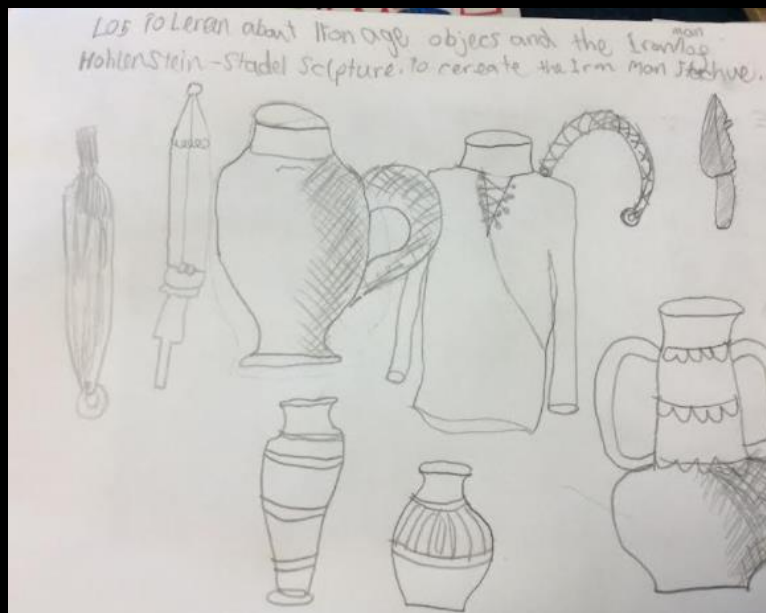


We used the virtual tour of The British Museum to sketch examples of Stone Age to Iron Age artefacts. Children also sketched examples of portable art before recreating them out of clay. Some children went on to create their own.

Sculpture: Children can: cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques;



Examples of peer assessment in purple pen



YARMOUTH YEAR 4 SPR 2



Children sculpted bowls in the style of artefacts from the Stone Age during our **History** workshop day.

Sculpture

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children can:

cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques;

Knowledge

To learn about great artists, architects and designers in history.

Children can:

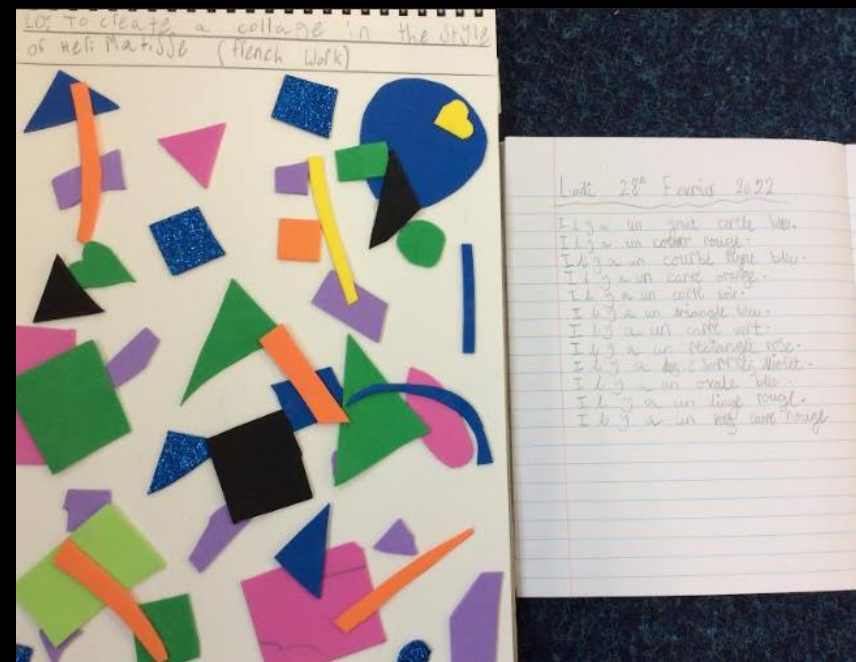
use inspiration from famous artists to replicate a piece of work;

Collage

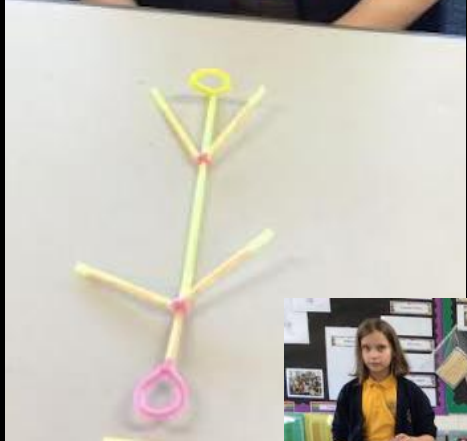
Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.



Children created collages in the style of French painter Henri Matisse in our **French** lessons. Then used them as inspiration for constructing sentences about colour and shape.



YARMOUTH YEAR 4 SPR 2



Children had a go at recreating The Lion Man of Hohlenstein-Stadel, a famous lion headed man, sculpted from mammoth tusk during the Stone Age. They created an internal skeleton first then applied newspaper and finally Modroc. Some children finished there's off with a clay base to help it stand.



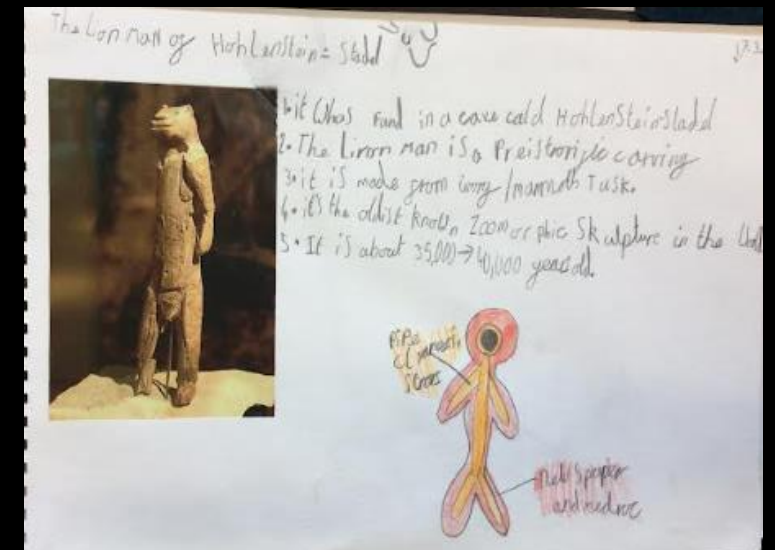
Sculpture

To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children can:

cut, make and combine shapes to create recognisable forms;

use clay and other malleable materials and practise joining techniques;



YARMOUTH YEAR 4 SPR 2 QUAY ARTS CENTRE TRIP



Children went on a trip to the Quay Arts Centre to see an exhibition compiled of 52 artists from across the country including the IOW. They responded individually to the pieces, recreating whichever detail caught their eye. Then they began to work collaboratively on large rolls of paper, drawing over and joining each others work into large abstract pieces. The children then used viewfinders to select sections and cut them out before curating them into little books.



YARMOUTH YEAR 4 SPR 2 QUAY ARTS CENTRE TRIP



YARMOUTH YEAR 4 SPR 2 QUAY ARTS CENTRE TRIP



YARMOUTH YEAR 4 SUM 1

Art in RE –
During our RE
day on Sacred
Places, children
produced
paintings of
Buddhist
Temples.

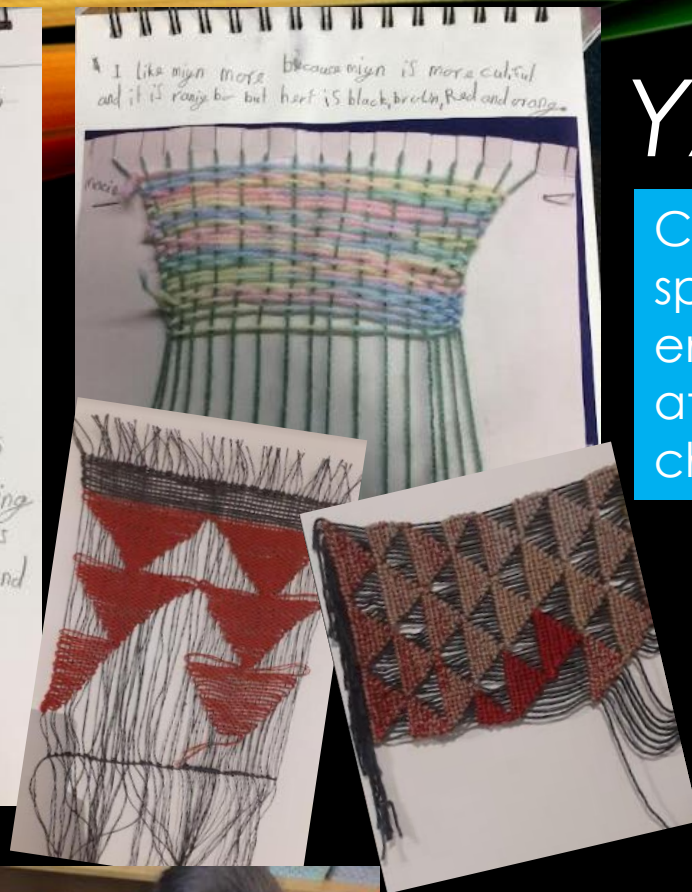
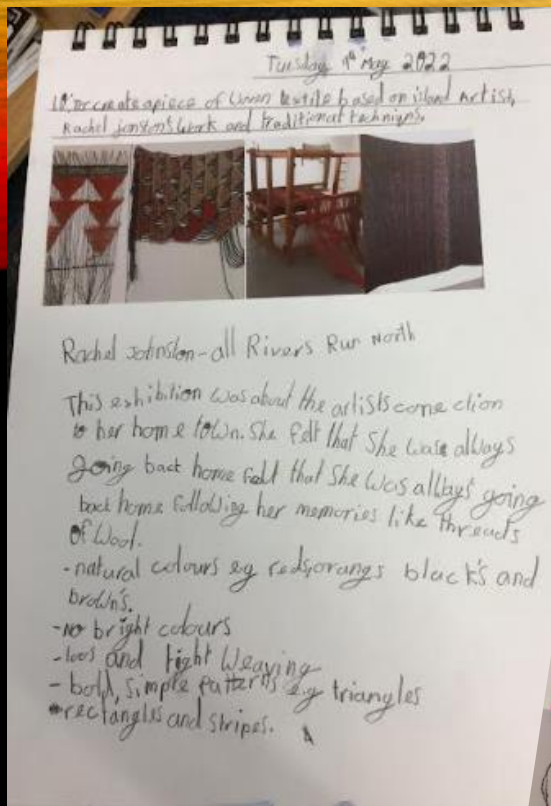
Painting
Children can:
use varied brush
techniques to
create shapes,
textures, patterns
and lines.

Art in Geography – During
our Outdoor Learning Day
we did our Geography
Field Trip examining how
the landscape changed
along the River Yar. The
children created paintings
from some of our
photographs that we had
taken.



YARMOUTH YEAR 4 SUM 1

Children studied the textile work of Rachel Johnston, specifically her exhibition at the Quay arts Centre entitled "All Rivers Run North". Children then had a go at creating their own weaving with colours of their own choosing.





Textiles - Children develop their weaving and colouring fabric skills further. Children can select appropriate materials, giving reasons, use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.

Full display of the children's weaving exhibition!



YARMOUTH YEAR 4 SUM 2

Using collage techniques to create our Punk inspired Jubilee Banner!



Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.



YARMOUTH YEAR 4 SUM 2

Textiles: Children can experiment with a range of media by overlapping and layering in order to create texture, effect and colour, and add decoration to create effect.

Drawing: To improve their mastery of art and design techniques, including drawing, with a range of materials.



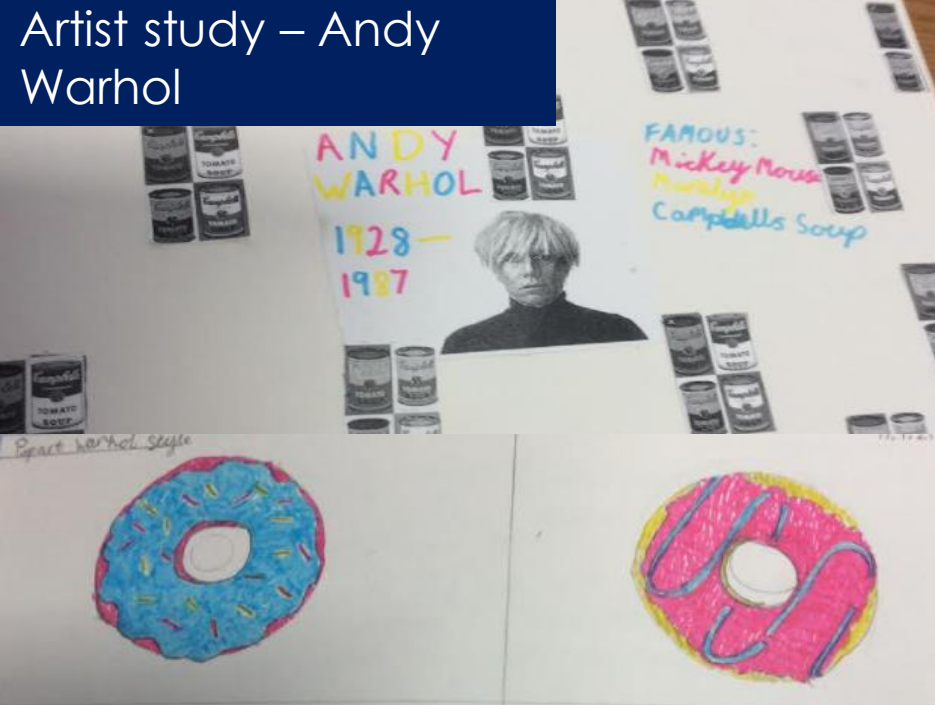
Mixed Media to create Rakti bracelets during our RE Day on Protection and Hinduism.



Fathers Day cards as part of our cultural calendar.



SHALFLEET YEAR 5 AUT 1



Painting
To improve their mastery of art and design techniques, including painting with a range of materials.



Children can:

- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.

Creating a piece of work inspired by the artist's style and techniques.



SHALFLEET YEAR 5 AUT 2



Painting

To improve their mastery of art and design techniques, including painting with a range of materials.



Work linked to Remembrance on our Cultural Calendar.



Collage

Children can: select colours and materials to create effect, giving reasons for their choices;

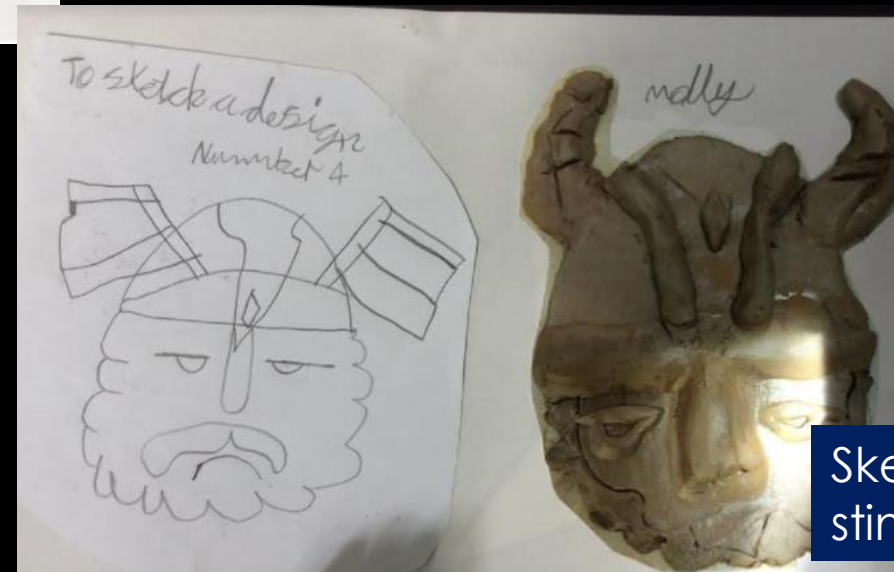


SHALFLEET YEAR 5 SPR

Clay sculptures linked to the Vikings topic

Sculpture

To use clay and practise joining techniques
To use a variety of natural materials-clay
To practise sculpting



Sketches from images as a stimulus for their designs.

SHALFLEET YEAR 5 SUM 1

Knowledge - Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work. Children can give detailed observations about notable artists', artisans' and designers' work, and offer facts about notable artists', artisans' and designers' lives.

Artist Study – Vincent Van Gogh, children looked at “Starry Night”, made observations about his style and learnt about his work and life. They made recreations using sketching and drawing techniques before developing these into paintings in their books.



Drawing - Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings.

Painting - Children can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.



SHALFLEET YEAR 5 SUM 2



Artist Study –
Children revisited their work on Andy Warhol when looking for inspiration for their Jubilee Art!



Painting: To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.



Children drew from their surroundings on their Geography Trip.

Drawing

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

YARMOUTH YEAR 5 AUT



Painting famous landmarks in the USA in the style of Edward Hopper and replicating ceramics by Clarice Cliff

Painting

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

Knowledge

To learn about great artists, architects and designers in history.

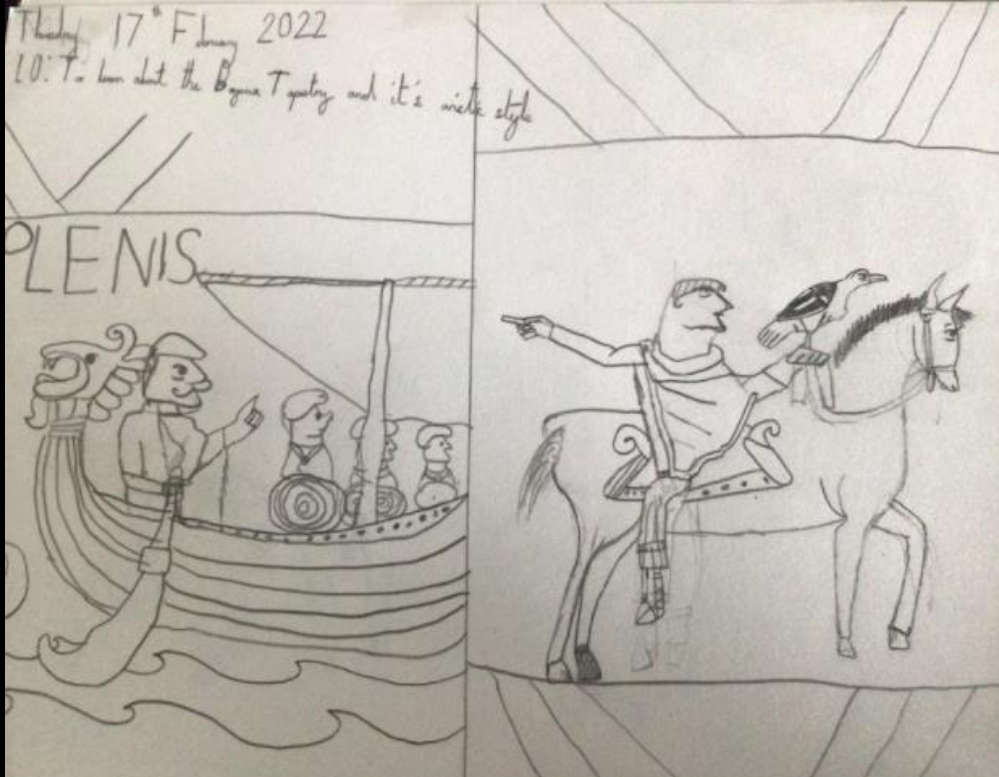


Children studied the Bayeux Tapestry and created new sections based on their History Topic.

Knowledge

To learn about great artists, architects and designers in history.

YARMOUTH YEAR 5 SPR 1



Painting

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

YARMOUTH YEAR 5 SPR 2

Children developed their work on the Bayeux Tapestry by recreating it as an embroidery using a range of stitches.

Knowledge

To learn about great artists, architects and designers in history.

Textiles

To improve their mastery of art and design techniques with a range of materials – textiles.

Children can:

experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
add decoration to create effect;



Friday 27th May 2022

LO: To discover about the life of artist Bridget Riley

Bridget Riley

- Born April 24th 1931
- Op art movement
- She lives in London, Cornwall, France
- Many of her art is in black and white.



YARMOUTH YEAR 5 SUM

Knowledge

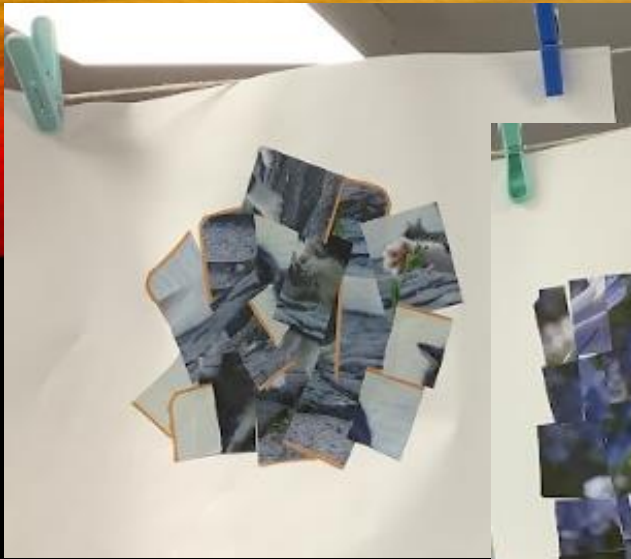
To learn about great artists, architects and designers in history. Children have looked at the work of Bridget Riley, creating their own works in her style,



Drawing - Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings.



YARMOUTH YEAR 5 SUM



Collage

Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. To improve their mastery of art and design techniques with a range of materials – collage. Children can create and arrange accurate patterns, use a range of mixed media, plan and design a collage.



Knowledge

To learn about great artists, architects and designers in history. Children have looked at the work of David Hockney, creating their own works in his style, this time focusing on photography and collage.



YARMOUTH YEAR 5 SUM

👉 Video!

Sculpture – Children can use materials other than clay to create a 3D sculpture.

Cross curricular Art – Children used Art in their Space Topic discovering the different planets in our Solar System, recreating them to form their own across the classroom.



SHALFLEET YEAR 6 AUT 1

- Give detailed observations about notable artists', artisans' and designers' work
- To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
- Children replicated one of Paul Nash's WW2 paintings by carefully observing how he uses lines to draw out the atmosphere in the picture

THE COLOUR WHEEL



The Colour Wheel



Primary colours are

Secondary colours are

Tertiary colours are

purple blue

Primary colours are Red Yellow Blue

Secondary colours are Orange Purple Green

Tertiary colours are Red - Red orange Orange - Yellow orange Yellow
Green yellow - Green - Blue green Blue - Purple blue Purple - Red purple



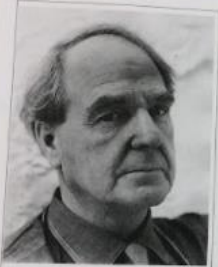
SHALFLEET YEAR 6 AUT 2

Drawing

Artist Study=-**Henry Moore**

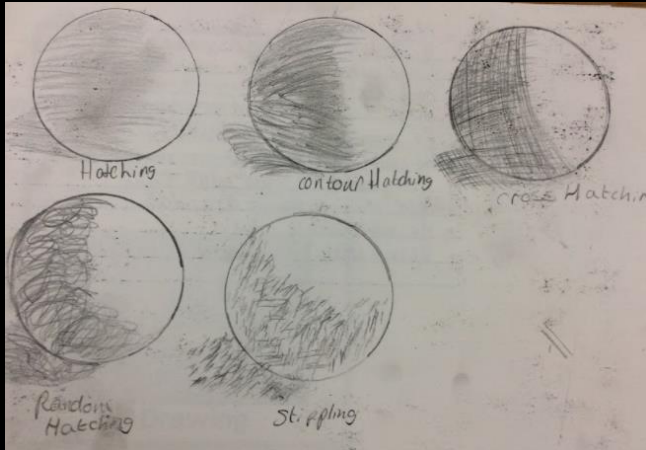
Recreate their own version of a Henry Moore WW2 drawing using pastels.

To improve their mastery of art and design techniques, including drawing, with a range of materials



HENRY MOORE

- Moore was born in Yorkshire.
- Moore died in 1986, 31st August.
- Large figure sculpture created in 1985-1986
- Born in 1898-1986.
- Upright Internal/External form created in 1952-1963
- He was the seventh of eighth child.
- His family often struggled for money alot.
- Moore married an artist called Irma.
- Moore studied the work of artists.
- He was a british artist.
- He was eighty nine or ninety when he died.



WW2
Bomb
Shelter's
in the
style of
Henry
Moore

SHALFLEET YEAR 6 SPR

Artist Study= William Morris. Give detailed observations about notable artists', artisans' and designers' work.

Children spent this half term exploring a range of different printing techniques before evaluating their effectiveness

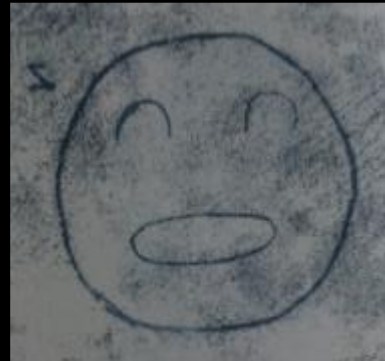
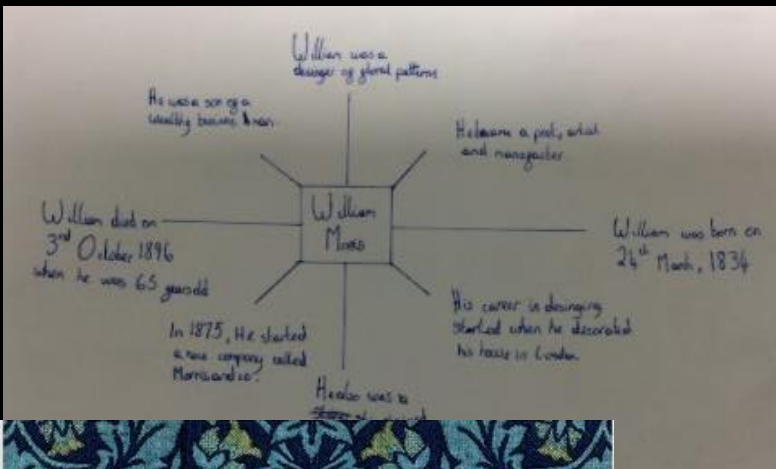
William Morris was born
born on 24th March
1834 and was an
influential designer
of the 19th century.
His father was a wealthy
business man.

Morris learned as an
architect at Oxford University
creating wallpaper designs,
stained glass windows,
tiles and tapestries. He was
a campaigner for environmental
change which inspired him
to create art of flowers and plants.

William Morris

By 1860 he mainly
created wallpaper
designs such as Trellis,
Daisy and Fruit. Unable
to draw birds,
Morris got his friend
Philip Webb to draw
them for him.

On the 3rd of October
1896, William Morris
died at the age of 65.
One of his doctors stated
Morris carried out the
work of ten men in one
lifetime and it was that
that brought about his death.



Mono-printing

Screen-printing

SHALFLEET YEAR 6 SPR

- Printing:
- Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.
- KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing.
- Children can:
 - design and create printing blocks/tiles;
 - develop techniques in mono, block and relief printing;
 - create and arrange accurate patterns;
 - use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;



What is hapa-zome printing? Quite literally meaning 'leaf dye', hapa-zome is the Japanese technique of smashing flowers and leaves into fabric. The plant matter is often arranged into a mandala, but you can create any pattern you like.

Hapa-Zome Printing



SHALFLEET YEAR 6 SPR



Collograph Printing



Printing Evaluation: Zoe

Mono Printing
I think that this style was creative and fun. It was cool how it was different to normal art. I thought my printing was decent so it was good but not too bad and needs to make it bigger.

Block Printing
I think that this style was good but was a little bit boring at times but cool how you do different styles. I thought my printing was pretty good because I had a good design but didn't get that much print on it.

Hapa Zome
I think that this style was a really good way to do art and not for a tie-die look.
with 3 blueberry on it and it really likes the printing art but I could textured materials improved. It was very different textures.

and you could have any turned out to be really nice.

a Zome because there's so many different ways of ideas.

Printing Evaluation: Fiona

Mono Printing
I think that this style was very creative in style and how fun it was trying to put words down and it turned out packages. He came out with a design then we had a piece of acetate then we rolled it all over and we had one design. I thought my printing was very fun and calming to do.

Block Printing
I think that this style was very gorgeous and calming because we made designs on paper then we rolled it on top and we placed it in a wet sand book. I thought my printing was very calming because it was just rolling it on top and pressing down, very calming.

Hapa Zome
I think that this style was very fashionable, I loved doing it because it was very colourful and pretty. This style again quite calm because the things we used were gloves and tubes. I thought my printing was very fashionable and calming. I would definitely recommend to people!

Collagraph
I think that this style was unique because we made a design and then put different materials in it like string. It was quite intricate, but it was a long process because of the glue drying. I thought my printing was very fun because I loved doing this it was just a bit difficult.

Screen
I think that this style was very unique. The style was quite cool just when we sponged it the letters didn't come out big enough because the letters were a bit small. I thought my printing was good and really good we just had a little little mistake.

My favourite printing style was Screen because it was really fun and I would definitely do it again.



Block Printing



Children's evaluations of each type of printing

SHALFLEET YEAR 6 SUM

Children used collage and embroidery techniques to create squares, stitched together to form a tapestry for the Platinum Jubilee.

Collage: Children can add collage to a painted or printed background, create and arrange accurate patterns, use a range of mixed media and plan and design a collage.

Textiles: Children can experiment with a range of media by overlapping and layering in order to create texture, effect and colour, and add decoration to create effect.



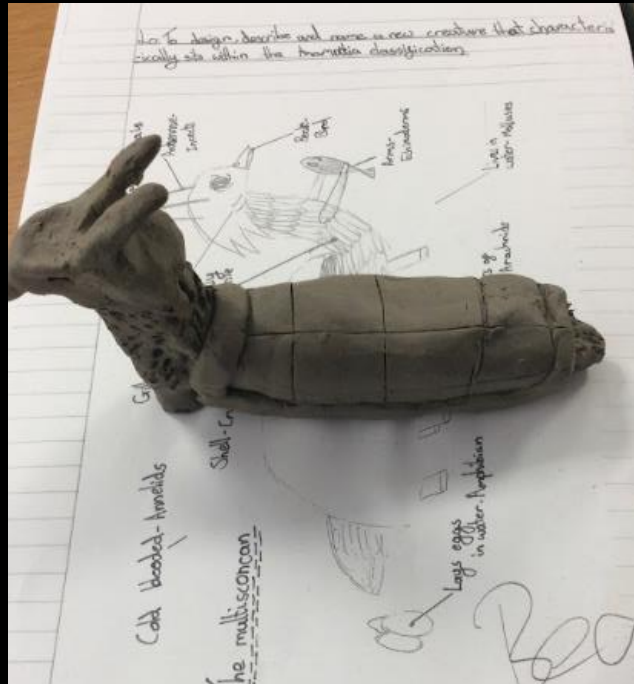
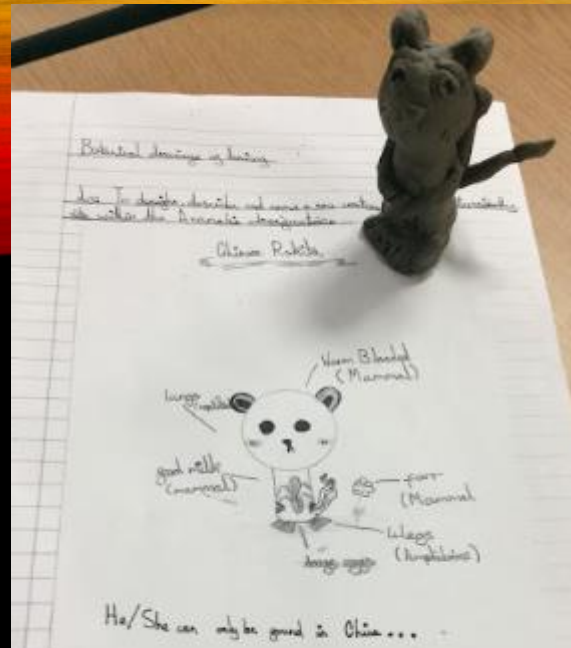
SHALFLEET YEAR 6 SUM



Children used a variety of fabrics to create flowers for their Leaver's Service. Wonderful to see Mrs Shinn back to help at this special time of the year!

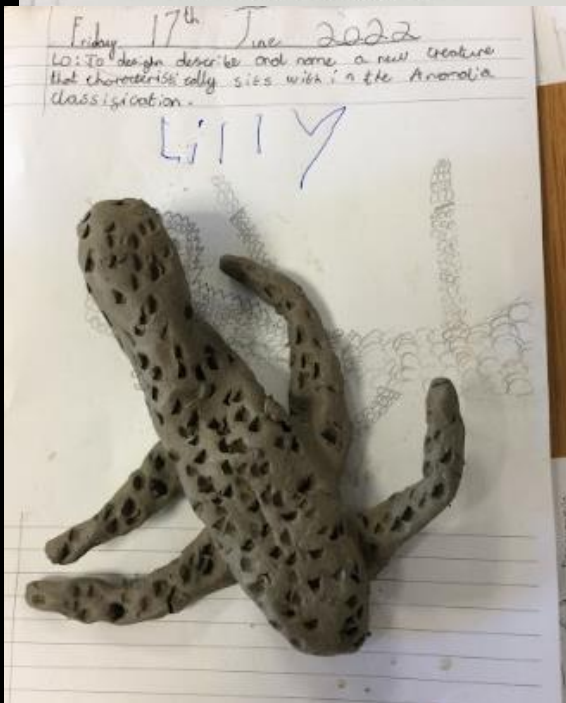


SHALFLEET YEAR 6 SUM



Sculpture

Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.



Children used clay in Science to create new creatures that met the specifications of a real species.



Children studied the Bayeux Tapestry and created new sections based on their History Topic

YARMOUTH YEAR 6 AUT 2

Painting

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;



Knowledge
To learn about great artists, architects and designers in history.

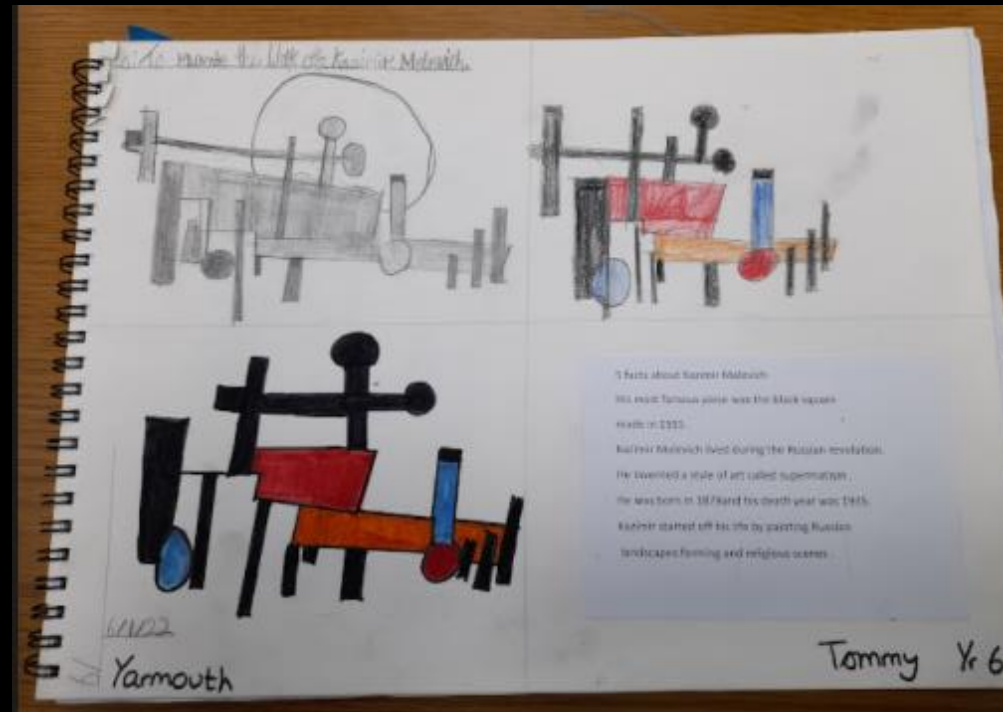
YARMOUTH YEAR 6 SPR 1

Knowledge

To learn about great artists, architects and designers in history. **Kazimir Malevich** - Children recreated one of his works but each quarter page uses a different medium. Children also researched and included five facts about the artist. Children also studied **Varvara Stepanova** who also uses geometric designs and follows the Constructivism style. She designs for a more practical purpose using them for textiles.



Painting: To improve their mastery of art and design techniques, including painting with a range of materials. Children can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces



YARMOUTH YEAR 6 SPR 2

Drawing

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

Knowledge

To learn about great artists, architects and designers in history.

Marc Chagall – children studying a selection of his work from his Dreamscapes series. They used viewfinders to pick out and enlarge small sections, then took other sections and expanded on them.



YARMOUTH YEAR 6 SUM

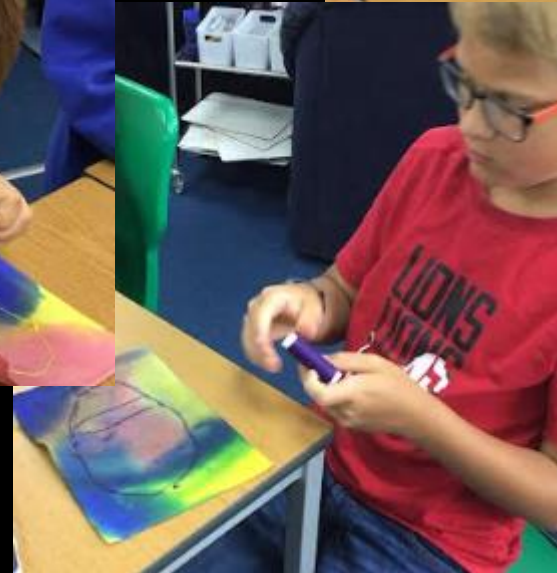
Textiles: Children can experiment with a range of media by overlapping and layering in order to create texture, effect and colour, and add decoration to create effect.



Knowledge

To learn about great artists, architects and designers in history. Children looked at **Ancient Mayan Masks**, made sketch recreations in their books, then designed their own mask which will be embroidered onto multicoloured dyed fabric.

This work will continue across the Summer Term after SATs.



YARMOUTH YEAR 6 SUM



Textiles: Children can experiment with a range of media by overlapping and layering in order to create texture, effect and colour, and add decoration to create effect.



Children used a variety of fabrics to create flowers for their Leaver's Service.



YARMOUTH YEAR 6 SUM



Children researched, designed and painted decades artwork for their Leaver's Performance as well as depictions of their decade for the Platinum Jubilee!



ART CLUB – PEACH AND THE QUAY ARTS CENTRE

The PEACH 'Relationships' Art exhibition at Quay Arts was an exciting opportunity for taking PEACH into the wider community. The exhibition was an opportunity to showcase quality art pieces from pupils across the Island on their interpretation of 'Relationships'. Both schools thought about how it linked to our school values as well as taking on a wide range of personal interpretations. The exhibition ran from Saturday 9th April to 30th April in the Clayden gallery of Quay Arts, in Newport, alongside a virtual showcase on their website. Both school submitted pieces from KS1 and KS2, Yarmouth also submitted a piece from Reception.

KS2
Yarmouth



Reception
Yarmouth



KS1 Shalfleet



KS2 Shalfleet

ART CLUB – RED FUNNEL “SAILORS AND SIRENS”



We received a Challenge from Red Funnel Ferries to create pieces of art related to the sea to be displayed in their terminals along the South Coast. The title was “Sailors and Sirens” but we went for something more unusual. I wanted the group to experience sculpting with Modroc as only the children in my own class had used it before. We began making the bodies of our jellyfish before the half term then painted them when we returned. Final touches were to add the jellyfish’s tentacles!





ART CLUB –
RED
FUNNEL
“SAILORS
AND
SIRENS”



EYFS

Year 1



Year 2

COMPLETED YARMOUTH JUBILEE BANNERS



Year 3



Year 4



Year 5



Year 6

Outdoor Learning Summer 6

Hapa Zome (leaf dye)

What a smashing time in the sunshine we had this week. After a spot of calming cloud bathing, we collected petals and soft leaves for our hapa zome pictures.



It's important to use petals and leaves that are fresh and not dried out. We found lots on the ground and we were allowed to pick a few if there were plenty left for everyone to enjoy.

First you have to make a pattern with your petals and leaves and make a sandwich with the magic fabric.

Next, you bash your sandwich with a hammer to release the pigment from the petals. We learnt how to use the hammer effectively and safely so that we didn't have to work too hard and our fingers and friends stayed safe.



ART IN FOREST SCHOOL

Printing: Children used Hapa Zome techniques to create beautiful fabric prints.

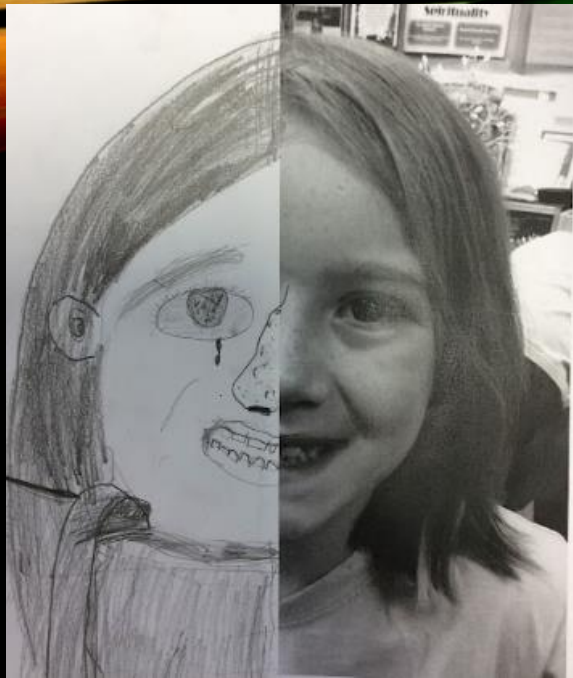
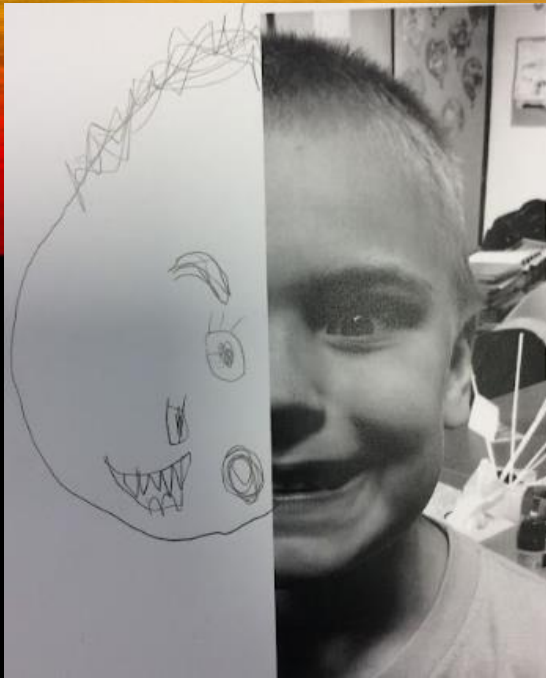
Collage: A whole range of natural materials were used to create these wild collages.

Sculpture: Mud Monsters were created by the children during their Outdoor Learning!



TRANSITION DAY ART

In Year 3 at Yarmouth, children used photography and their drawing skills to create these self-portraits.



In Year 1 at Shalfleet, children used paint to create these portraits.

Transition Day activities lend themselves really well to Art. We can get creative, a bit messy and settle into new classrooms with something relaxing and fun. Here is a selection of the Artworks created this year.



In Year 4 at Yarmouth we blended photography, ICT, collage and painting to make our self-firming portraits.



OUR IMPACT

- Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.
- Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:
 - Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
 - Summative assessment of pupil discussions about their learning.
 - Images and videos of the children's practical learning.
 - Interviewing the pupils about their learning (pupil voice).
 - Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
 - Annual reporting of standards across the curriculum.
 - Marking of written work in books.

Implementation:

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. We ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The art and design curriculum is based upon the Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills documents. Teachers can use these documents to plan their art and design lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

Art and design provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. Children showing extensive aptitude in art and design will be placed on our schools gifted and talented register. These children will be selected for appropriate enrichment opportunities throughout the year.

We provide a variety of opportunities for art and design learning inside and outside the classroom. Every year we have Inspire days where the class teacher plans fun, engaging activities for the children. These also offer an opportunity for parents to engage with the school and join in with their children's learning.

Educational visits are another opportunity for the teachers to plan for additional art learning outside the classroom. The children have opportunities to experience art and design on educational visits. The children will in the future have explored local museums/art galleries and had visitors into school to share art and design learning and have hands on experiences.

2021/2022 One Page Subject Action Plan

Subject – Art

Subject Lead – Gemma Whitehead

FDP Link - Every child in our Federation has a fantastic education. All children receive the highest quality teaching, learning and provision. All children receive the highest quality opportunities and life experiences.

ACTION	WHY?	HOW? <i>Success Criteria</i>	WHO?	COST/RESOURCES?	OBJECTIVE ACHIEVED?	EVALUATION <i>What has been the impact?</i>	NEXT STEPS
To develop the resources available for printing in order to effectively teach and develop the skill across the key stages.	So that teachers can effectively teach this skill in line with the National Curriculum.	Buy in a set of equipment that all classes can use. Class teachers buy ink and polystyrene sheets as needed from class budgets.	GW to purchase set. Class teachers replenish as needed.	Printing set was approx. £70 including range of rollers, trays, inks and polystyrene sheets.	Yes	Much more printing being taught across Yarmouth. <u>Also</u> an increase in types of printing happening in all year groups.	Have an Art day at Shalfleet to show staff how to use equipment- already discussed with Daryl.
To develop the resources available for sculpture in order to effectively teach and develop the skill across the key stages.	So that teachers can effectively teach this skill in line with the National Curriculum.	As well as a resource box being created for clay work, I have sourced other materials from the Freshwater site to enable us to sculpt using techniques more associated with KS3. We now have a good supply of Modroc which in KS2 can be used easily on its own or with newspaper/ junk modelling to create sculptures.	GW	None at present. Clay and Modroc etc bought using class budgets when required.	Yes	More variety of sculpture being taught across year groups including Modroc, wire, foil, junk modelling, natural resources etc.	Develop resource sets at Shalfleet so that staff can access kits easily for different skills.

ACTION
PLAN

<p>Develop a more universal approach to teaching Art whereby children always study an artist/ designer/ artifact from History in order to inspire the work that follows. Develop a more universal approach to the artistic journey for each topic from Artist study – to replication of famous works- to own creations inspired by the original artist studied.</p>	<p>This will better fit in line with the range of skills and artistic approaches outlined in the National Curriculum. It will better aid children to take an analytical approach, developing their observational and evaluation skills.</p>	<p>Use staff meeting and monitoring time to discuss changes with staff, offer advice for topics and artists and check new format is being used.</p>	<p>GW</p>	<p>Time to view all classes.</p>	<p>Developing.</p>	<p>I have already seen many improvements across several classes at Yarmouth first hand. Also, evidence sent for the Portfolio suggests these changes are being implemented.</p>	<p>Continue to monitor and develop.</p>
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ACTION PLAN

SUBJECT LEADER REPORT

- I feel it has been a really positive first year as Art Coordinator with many developments and successes.
- New equipment was purchased containing rollers and trays for the whole Federation from the Art Budget, plus inks and polystyrene sheets to be replenished when required from class budgets.
- As well as a resource box being created for clay work, I have sourced other materials from the Freshwater site to enable us to sculpt using techniques more associated with KS3. We now have a good supply of Modroc which in KS2 can be used easily on its own or with newspaper/ junk modelling to create sculptures.
- I have taught the HLTA for Year 6 in Yarmouth how to use the printing equipment and intend to show others so that we can teach printing properly in KS2 across the Federation.

SUBJECT LEADER REPORT

- I discussed in a staff meeting my expectations moving forward with regard to every unit needing an artist, designer or art/artifacts from a historical period. The first lesson of unit should focus on the artist. Children should look at examples of work, with a picture in their book, 5 facts about the artist and notes on their style to form a success criteria for later creation stage.
- I outlined the 3 stages- 1 Artist study, 2 – Recreate work, 3- Create own version. We discussed how every unit should contain an element of drawing and painting with then one other area from textiles, sculpture, collage and printing. Whilst Art and ICT is not a compulsory area it was mentioned as another fab cross-curricular link.

SUBJECT LEADER REPORT

- Staff made aware we have access to Hampshire Moodle + for ideas of schemes of work. Example of work [Nature and textiles.pdf \(hants.gov.uk\)](#) Link to resources page [Course: Primary Moodle+ Resources \(hants.gov.uk\)](#)
- Discussed the need for evidence of inclusion across the Federation, including differentiation and successes from children who may normally struggle. I also talked about seeing evidence from everything in sketchbooks, examples of individuals work, photos of whole classes work together either on the floor or as a display, examples of Art in other subjects.
- I am looking to develop examples of skills in sketchbooks. For example line making, colour mixing. As well as this I want to develop peer feedback and evaluation in books. To do this I will share good examples when I find them.