ART PORTFOLIO 2022-2023 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

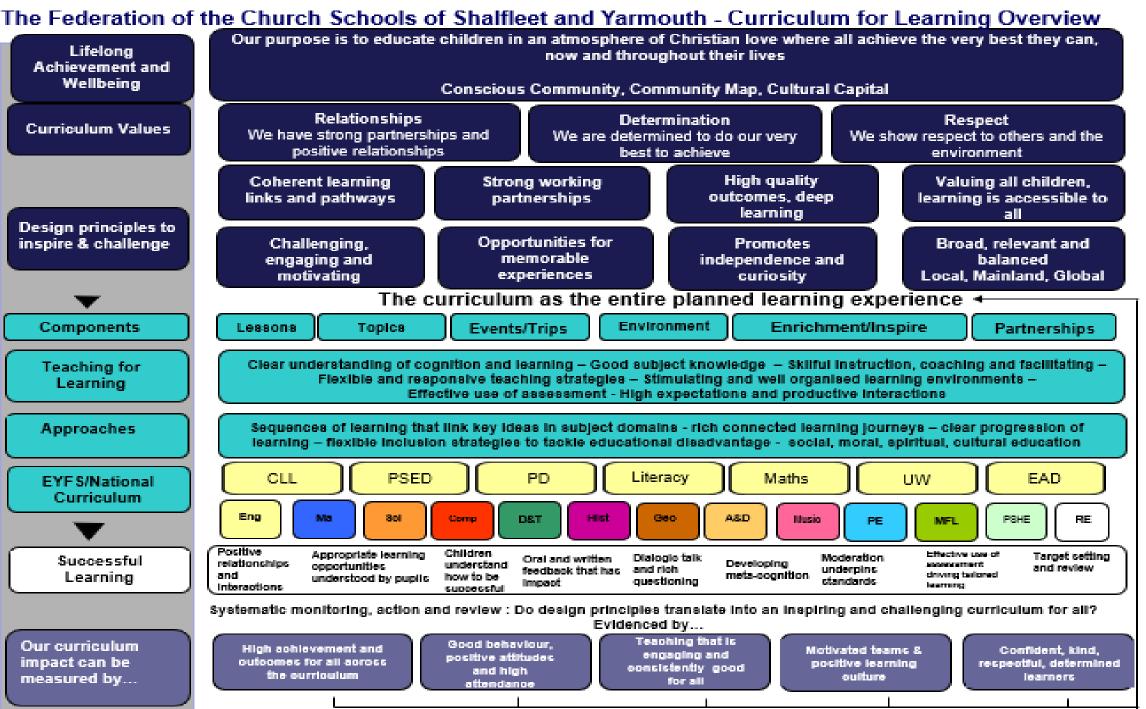
OUR INTENT

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.





ART AND DESIGN AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH



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.

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	Coherent Learning Links and Pathways: The use of cultural and /or historical art pieces linking to the topics the children are studying in other foundation	Strong Working Partnerships: Opportunities to work in pairs or small groups to create collaborative art projects encompassing their collective creativity.	High Qual Outcomes Learning: Through t study, pra and maste artistic technique children v	ty s/Deep the ectise ery of es, the vill be	the Federation Learnin Valuing All Children/Accessible Learning: Studying a wide range of artists to show that art is for everyone. Celebrating the achievements of all children through	Challenging, Engaging and Motivating: Giving a range of topics for children to base their artistic creations on that will motivate and engage. Allowing	Opportunities for Memorable Experiences: Enabling children to experience a breadth of engaging cultural stimuli that they otherwise would not experience.	Promotes Independence and Curiosity: Giving children the chance to apply their learned skills to unlock their human creativity. Allow children	Local, Mainland and Global: Delving into the global and local influences that has shaped the artistic endeavours of famous artists as well as artists from	
	subjects such as the humanities.	collective creativity.	high quality the use of displation outcomes. and as a result encouraging a sense of personal		the use of displays and as a result	children to have the opportunity to be creative and develop their own styles.	This could include the study of local artist from the IOW.	the chance to try new things and not be afraid to experiment.	the Isle of Wight.	
	Links with English and Maths				ss	Support				
	both 2d and 3d.				ing books in KS2 will sl Idren's sketching and c c creations will show th	observation skills.	Everyone has access to the art and design National Curriculum. Children will be supported with recapping any basic skill not			

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.

techniques and range of materials increasing in

complexity appropriate for their key stage.

achieved in previous year groups.

pre-made elements.

Scaffolding art tasks, for example the use of guide lines,

information about important artists through history.

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	Expressive arts and design Understanding the World / Being Imaginative Creating through exploration: Safely explore and use a variety of materials, tools and techniques, experimenting with design, texture, form and function. Shaping own ideas: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through art and stories.	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 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. Children can: 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;	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 To learn about great artists, architects and designers in history. Children can: 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;	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 To learn about great artists, architects and designers in history. Children can: give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives;
Skills	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.	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. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: 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.	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. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. 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; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	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. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: 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.

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.	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: name the primary and secondary colours;	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: use varied brush techniques to create shapes,	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: create a colour palette, demonstrating mixing techniques;
	 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. 	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.	 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.
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.	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: 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.	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: 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.	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: 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.

Collage	Collage	Collage	Collage
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. They experiment with how they place materials so that their desired effect is achieved. Children give time and thought to add finishing touches to enhance their work.	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. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: 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,	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. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: 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.	Collage 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. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: 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.
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.	Textiles: 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. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques — textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: 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.	Textiles: Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: 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.	Textiles: Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum 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; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

	Printing:	Printing:	Printing:	Printing:
	Children use a variety of tools to print to	Children experiment with shape and pattern,	Children use a variety of printing blocks, e.g. coiled	Children have more opportunities to make printing blocks and tiles. They
	make pictures, repeating patterns and to	looking at repeated patterns and different materials	string glued to a block, and explore what effect making	now reflect on their choice of colour for prints and develop their
	express their own ideas. (sponges,	to make texture,	their own blocks has on shape and texture.	accuracy with patterns.
	shapes, numicon, shaped vegetables,	e.g. sponges.	KS2 Art and Design National Curriculum	KS2 Art and Design National Curriculum
	polystyrene, hands and feet etc)	KS1 Art and Design National Curriculum	To improve their mastery of art and design techniques	To improve their mastery of art and design techniques with a range of
		To become proficient in other art, craft and design	with a range of materials – printing.	materials – printing.
	Children explore printing with different	techniques – printing.	Children can:	Children can:
	paints, inks, water, mud and other suitable mediums in the indoor and	To develop a wide range of art and design	 use more than one colour to layer in a print; 	 design and create printing blocks/tiles;
	outdoor classroom and observe the	techniques in using colour and texture.	 replicate patterns from observations; 	 develop techniques in mono, block and relief printing;
	different finishes created when pressing	Children can:	 make printing blocks; 	 create and arrange accurate patterns;
	lightly and hard.	 copy an original print; 	 make repeated patterns with precision; 	 use key vocabulary to demonstrate knowledge and understanding in
		 use a variety of materials, e.g. sponges, fruit, 	 use key vocabulary to demonstrate knowledge and 	this strand: Hapa-Zome, hammering, pattern, shape, tile, colour,
		blocks;	understanding in this strand: line, pattern, texture,	arrange, collograph;
		 demonstrate a range of techniques, e.g. rolling, 	colour, shape, block printing ink, polystyrene	
		pressing, stamping and rubbing;	printing tiles, inking rollers.	
		 use key vocabulary to demonstrate knowledge 		
		and understanding in this strand: colour, shape,		
		printing, printmaking, woodcut, relief printing,		
		objects.		
Vocabulary	Paint, draw, print, mix, colour names,	Paint, draw, sketch, light (pressing), hard, smudge,	Paint, draw, sketch, light, hard, smudge, blending,	Paint, draw, sketch, light, hard, smudge, blending, portrait, printing,
	light and dark, roll, press, stamp, make,	blend, portrait, printing, landscape, first-hand	portrait, printing, landscape, first-hand observation, mix,	landscape, first-hand observation, mix, vertical, horizontal, artist,
	shape (and shape names), create,	observation, mixing, artist, rolling, pressing,	vertical, horizontal, artist, famous, gallery, shading,	famous, gallery, shading, primary and secondary colours, spectrum,
	portrait, patterns.	stamping, shades, light (colour), dark, primary	primary and secondary colours, spectrum, sculptures,	sculptures, sculpt, texture, weave, stitch, mosaic, tessellation, 2D/3D,
		colours, self portrait, city/sea scape.	sculpt, texture, weave, stitch, mosaic, tessellation,	perspective, symmetry, focal point, horizon, vanishing point,
			2D/3D,	
	Books, Internet, Real-life examples,	Books, Internet, Real-life examples, Paints – ready	Books, Internet, Real-life examples, Paints – ready mix,	Books, Internet, Real-life examples, Paints – ready mix, batik, Chalks,
_	Paints – ready mix, Chalks, Brushes,	mix, , Chalks, Brushes, Pallets, Sponges, Clay,	watercolour, Chalks, Brushes, Oil Pastels, Charcoal,	Brushes, Pallets, Sponges, Clay, Papier-Mache, Mod-rock, Glue, Glue-
link to	Pallets, Sponges, Clay, Papier-Mache,	Papier-Mache, Glue, Glue-Spreaders, Materials –	Pallets, Sponges, Clay, Papier-Mache, Glue, Glue-	Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons,
Reading	Glue, Glue-Spreaders, Materials – fabric,	fabric, paper, wood, plastics (collage), crayons, felt	Spreaders, Materials – fabric, paper, wood, plastics	felt tips, mud, sand, foods, wire (sculpture), coloured pencils, dyes,
	paper, wood, plastics (collage), crayons,	tips, mud, sand, foods, rollers (printing items),	(collage), crayons, felt tips, mud, sand, foods, scissors,	sewing (threads/wool), sketch books.
	felt tips, mud, sand, foods, sewing	sketching pencils, scissors, rubbers, coloured	wire (sculpture), coloured pencils, sewing	
	(threads and fabric), different materials	pencils, dyes, sewing (threads/wool), sketch books.	(threads/wool), sketch books.	
	to paint on (fabrics, card, coloured			
	backgrounds), scissors, glitter, sequins,			
	rubbers, i-pad, computer,			

Early Learning Goals

Communication and Language

Listening, 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control
 their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- · Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

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.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- · Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Shalfleet and Yarmouth EYFS LTP 2022-2023

Aut 1	Aut 2	Spr 1	Spr2	Sum1	Sum2
Exploring media and using to create different effects, including painting, drawing, construction. Select and use resources and tools appropriately.	Christmas inspired art work projects.	Represent own ideas in a variety of ways including collage, art, digital art, junk modelling, deconstructed play, role play, music and song.	Using media and materials to make animal homes – thinking about properties and suitability for use. 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.
Henri Matisse due to the children's interest in snails!	Child Led links with Firework Night and Christmas	Child led study on penguins with a focus on drawing skills!			

EYFS will be linking art to artists as and when they can depending on the children's interests. This LTP will be updated throughout the year.

Shalfleet and Yarmouth Year 1 LTP 2022-2023

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum 2

Sculpture – Andy Goldsworthy

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.

<u>Painting – Wassily</u> <u>Kandinsky</u>

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.

Printing – Andy Warhol

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

Drawing - Quentin Blake

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 – Henri Matiise

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.

Textiles

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.











Shalfleet and Yarmouth Year 2 LTP 2022-2023

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum2

Art link in Here we are- Oliver Jeffers Artist- Maria Rivans

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.

Look at famous sculptors and their work around the UK.

Look at landmarks from around the UK and the world

Use clay or similar materials to create a 3D **sculpture** of the landmark.

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

Drawing- and **Painting** Self portraits

Printing-use printing techniques to print animal patterns

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

Textiles Create a toy puppet

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.











Shalfleet and Yarmouth Year 3 LTP 2022-2023

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Sketching and painting Cave Painting Sketch of	Sculpture Clay sculpture – recreate The Lion Man Statue	Sketching and painting Monet	Sketching Picasso	Sketching and painting Lucas Samaras	Sculpture Alberto Giacometti.
Mammoth	Textile	Digital	Printing		
Sculpture	Woven Island	painting	Picasso		
Clay sculpture – recreate The Lion Man Statue	Artist, Rachel Johnston's work and traditional techniques				

Shalfleet and Yarmouth Year 4 LTP 2022-2023

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum 2

Study of Ancient Egyptian Art = look at art, sculpture, carvings from British History Museum
Hieroglyphs and frontalism
Painting and Sculpture—recreate then create own version of a brick within a tomb, use hieroglyphs and frontalism to create a self-portrait—

Artist – modern graffiti artist Alaa Awad blends colourful neopharaonic style with modern techniques to create stunning murals. Recreate then create own painting in his style.

clay plus acrylic or poster paint.





Carousel of mediums to record **Historic Roman art – paint**, wax

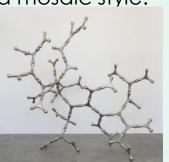
crayon, coloured pencil, powder

paints and **printing**

Loris Cecchini, Waterbones, sculpture

Nancy Wolff – Textile designer, drawing, printing, textiles

Make **Mosaics** following trip to Roman Villa out of broken pottery, pebbles, tiles etc plus create **prints** in a mosaic style.



Artist – **Henri Rousseau**, recreate then create own **painting** in his style – watercolours and pastels

Artist – Irene Guierro, recreate then create own **collages** in her style. Make own collage papers

Rock Painting – use dot style painting technique as seen on traditional masks to decorate pebbles





Shalfleet and Yarmouth Year 5 LTP 2022-2023

Aut 2

Knowledge - Space artists –

Aut 1

Peter Thorpe

Drawing - Peter Thorpe space rocket artist- Chalks in stencils for planets, chalk dust.

Sculpture – junk modelling rockets

Bridget Riley optical illusion Art

Spr 1

Spr 2

Sum 1

Sum2

Drawing – sketching skills with Viking longboats

Knowledge – Bayeux Tapestry

William Morris: 19th Century Tapestry artist

Textiles – Own class tapestry of Viking/ Saxon era, link to textiles artist

Knowledge 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.

Printing - Create Lichtenstein using printing with foam and block colour painting with acrylic. Textiles/
Collage- Create the Flag of USA OR a landscape image - felt, wool, sequins, beads





Shalfleet Year 6 LTP 2022-2023

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum2

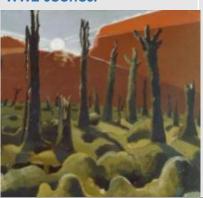
<u>Painting</u>

Give detailed observations about notable artists', artisans' and designers' work: -Paul Nash, John Piper, Edward Bawden and Edward Ardizzone

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.



Textiles

To improve their mastery of art and design techniques with a range of materials – textiles Using the MAKE DO & MEND theme from WW2, they will design and create a

Christmas stocking with 4 different gifts made from recycled materials

Drawing

Give detailed observations about notable artists', artisans' and designers' work: -

Henry Moore

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



Printing

Give detailed observations about notable artists', artisans' and designers' work: -

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.



Sculpture

Give detailed observations about notable artists', artisans' and designers' work: -

Alberto Giacometti

Recreate their own version of a wire body sculptor and a clay head

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

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.

Collage

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

Plan and design a Mayan collage using the Mayan artefacts.

Design and create a landscape and foreground using different media





Yarmouth Year 6 LTP 2022-2023

Aut 1 Aut 2 Spr 1 Spr 2 Sum 1 Sum 2

Knowledge - Wartime artists – John Piper, Jacqueline Hurley

Make observations about their work/
styles and known facts about their lives

Painting/Drawing - John Piper
commissioned WW2 artist from the time.
Bombed out buildings mixed media (wax relief, watercolours, perspectives, use inspiration from Blitz photographs).

Painting/Drawing - Jacqueline Hurley, modern, poppies. Uses silhouettes, charcoal/chalk and poppies in acrylics.

Knowledge - Jenny Kendler and Benjamin West Make observations about their work/ styles and known facts about their lives

Sculpture based on Birds Watching by **Jenny Kendler** creating sculptures of eyes of birds or animals impacted by Climate Change

Collage and Photography based on Benjamin West's series of works called Plant Machina





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.



FEDERATION CURRICULUM ASSESSMENT



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Key area of subject



Insert names of individual s not achieving target

Key subarea of subject



FEDERATION CURRICULUM ASSESSMENT



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MONITORING AND EVALUATING

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

These include:

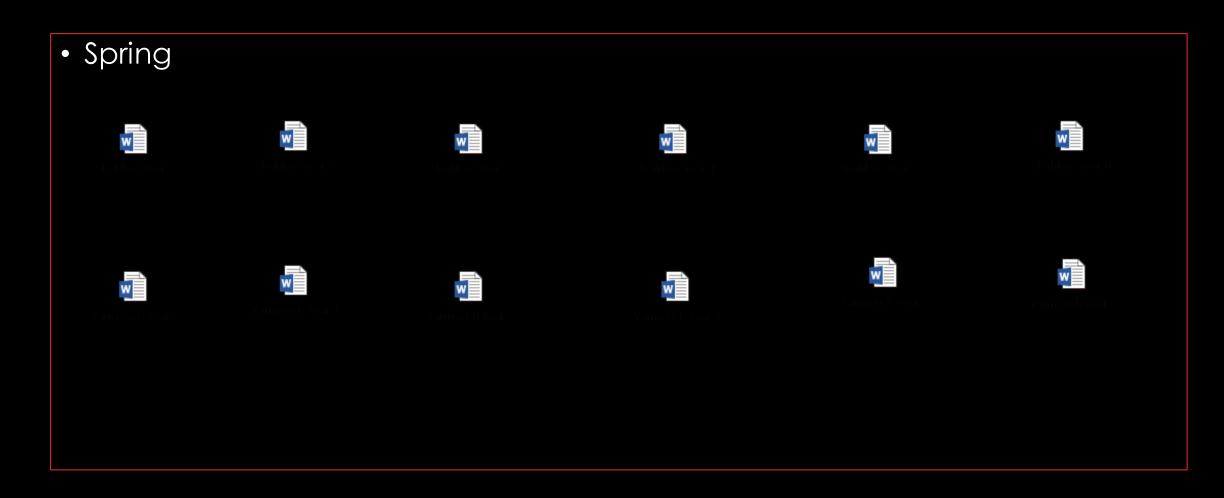
- Pupil Conferencing
- Work Scrutiny alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

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

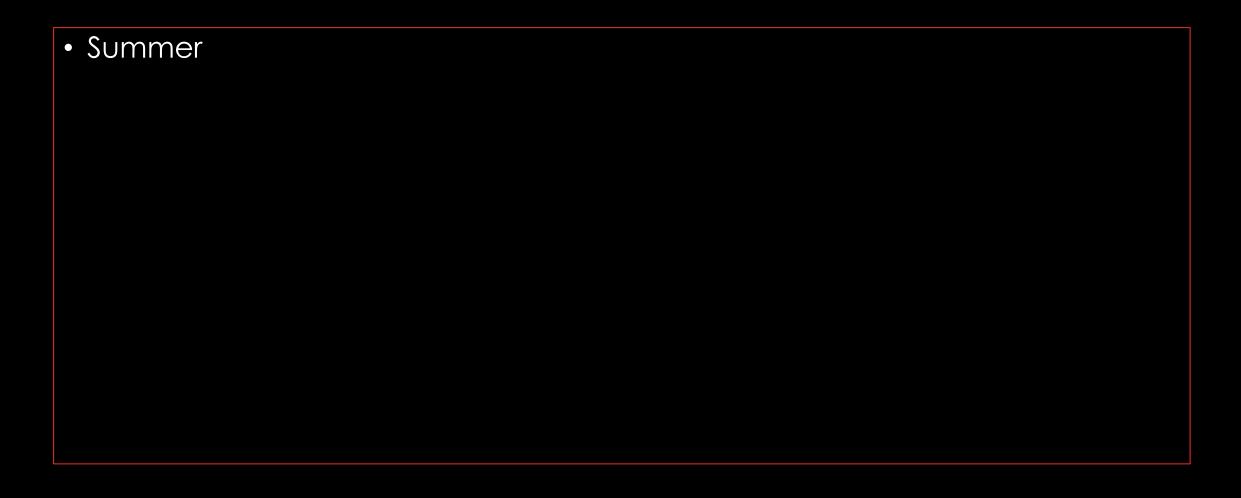
MEDIUM TERM PLANNING DOCUMENTS



MEDIUM TERM PLANNING DOCUMENTS



MEDIUM TERM PLANNING DOCUMENTS





Painting bears faces using paper plates and using forks to create texture. Literacy Link with story of Goldilocks and the three bears.





SHALFLEET EYFS AUT 1

Making parrots during learning on pirates.



Cutting and sticking, placing stickers and following patterns for funky fingers fine motor skill development.

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.

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.





SHALFLEET EYFS AUT 2

Firework paintings and collaging as well as Christams crafts as part of our Cultural Calendar.

Free drawing using ICT as well as a range of mediums mixed with collage plus creating characters for theatre play allows a wide range of child led creative play.





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.

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.





SHALFLEET EYFS SPR 1

Lots of child led learning around super heroes happening this half term! Children used their cutting, sticking and colouring skills to make these lovely masks as well as lollipop stick action heroes! Some children linked this to their test driver Supertato! We can also see some lovely embroidery skills sewing these hearts!









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.

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



SHALFLEET EYFS SPR 2



YARMOUTH EYFS AUT 1



Child-led learning colour mixing exploration



Rainbows for Queen Elizabeth

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.

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



YARMOUTH EYFS AUT 1





Artist study =
Henri Matisse
"The Snail".
This work
developed
from the
children
looking at
and
interacting
with live snails!





First hand observational drawing using pencils and pencil crayons.
Children looked at a variety of squash as part of their learning about Harvest. Their work was presented in our Harvest Festival worship linking to our Cultural Calendar.



YARMOUTH EYFS AUT 2

Exploring impact of adding white to a base colour and stamping!

Child led painting and collage skills.

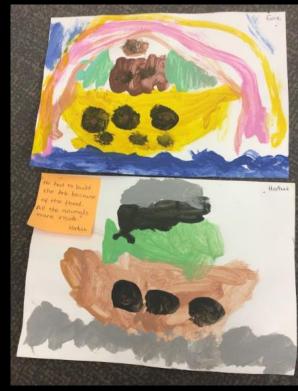
Expressive Arts and Design

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.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

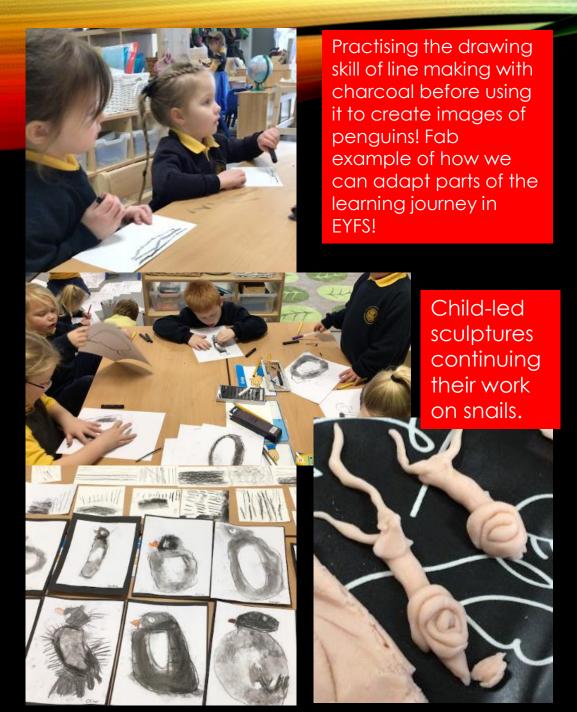




Children used clay to make Christmas Tree decorations which were then painted as part of our Cultural Calendar.





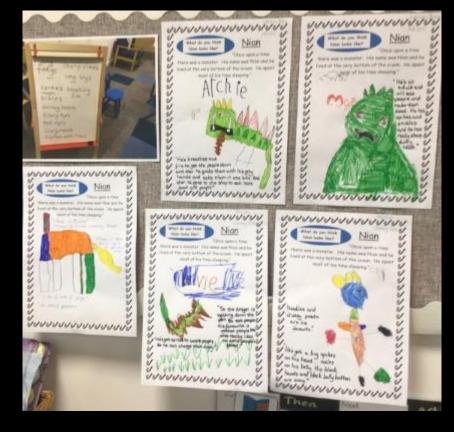


YARMOUTH EYFS SPR 1



Practising their painting skills to recreate tiger camouflage.

Children learnt about the work of illustrators and created their own for a text they had used in class.



SHALFLEET EYFS SPR 2

Andy Goldsworthy

Andy Goldsworthy was born on the 26th of July 1956, in Sale, Cheshire, UK. He has two brothers and a sister.



From the age of thirteen, Goldsworthy worked as a farm labouror in West Yorkshire, when he wasn't at achool.



Andy Goldsworthy lives and works in a vilage in Scotland, called Perport.



He describes his work as "ephemeral", meaning that it only lasts for a short time. He takes photographs of it at different stages, showing how it decays and disinfegrates with time.



Goldsworthy works with natural materials, and most of his art is made in the landacape. He has used stone, twigs, leaves and even on to make his sculptures



Five facts begin our Artist Study.



Sculpture - Andy Goldsworthy

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.



SHALFLEET YEAR 1 AUT



















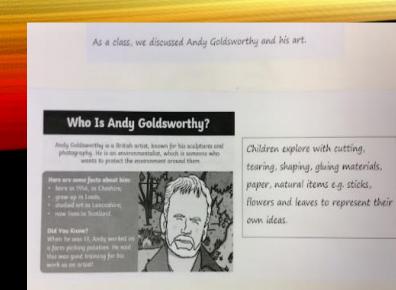
SHALFLEET YEAR 1 AUT

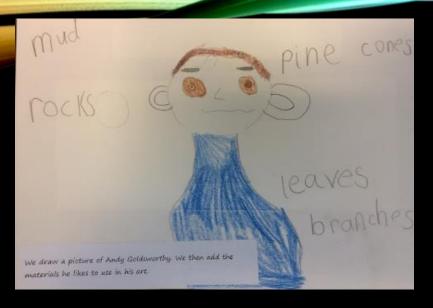


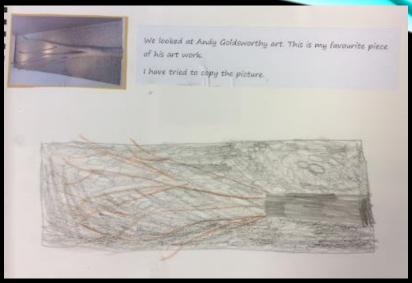
Children used a variety of natural resources from the school grounds to make more sculptures inspired by Andy Goldsworthy!



SHALFLEET YEAR 1 SPR

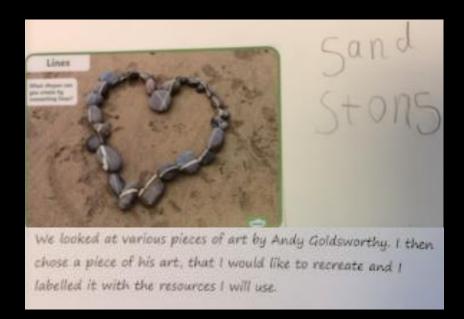




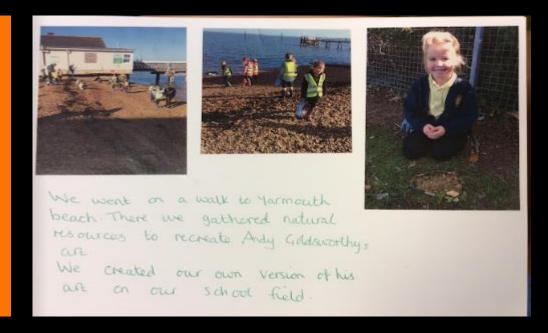


YARMOUTH YEAR 1 AUT 1

Knowledge: Children can describe the work of famous, notable artists and designers; express an opinion on their work and use them as inspiration to create their own work and compare.



Fantastic learning journey from Year 1 shown here in their sketchbooks. From artist study and analysis, to recreating their favourite piece and finally creating their own!



Autumn2 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.

When he was 30, he left his job and went to art school. He found art school easy and was very good at his

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

Children can explore using a variety of different brushes to primary colours and experiment with making paints to unde

RS1 Art and Design National Curriculum To become proficient in painting techniques

To use painting to develop and share their ideas, experi-

- experiment with different brushes (including brushstra
- mix primary colours to make secondary colours;
- add white and black to after tints and shades;



Primary colours

Secondary colours

Name Prinary

Secondary Colours

YARMOUTH YEAR 1 AUT 2

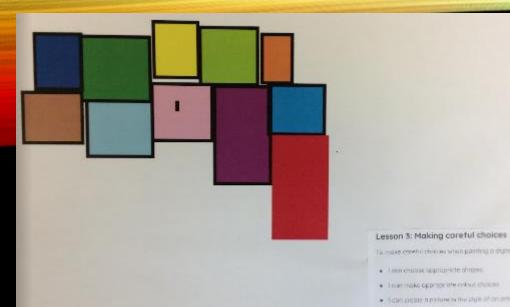
Another fab learning journey from Year 1 shown here in their sketchbooks. From artist study abour Wassily Kandinsky to looking at primary and secondary colours and then applying them to recreate one of his works on circles. Children then had an Art day creating their own versions of Kandinsky's works such as "Yellow Red and Blue".







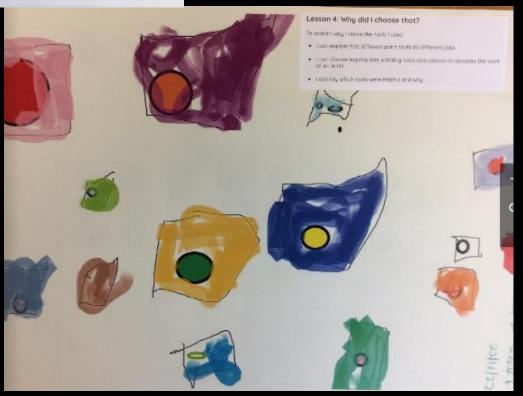




YARMOUTH YEAR 1 AUT 2

They then used their skills around primary and secondary colours to create their own digital paintings!

Children also linked their Art with ICT making careful choices of which colours complement each other well and which ones clash!



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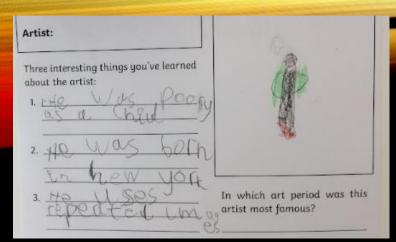
Lear make appropriate colour divisions.

. Topo preste a parture in the plan of on prest

. I can make data of colour on the page . I con change the colour and brush sizes. . I can use data of colour to create a picture in the style of an artist on my

Lesson 5: Painting all by myself

To use a computer on my own to point a picture



Andy Warhol Andy Worhol was a Pop Artist. He used a technique called screen printing to creede lots of prints that look the same. He often changed the colours of the pictures.



YARMOUTH YEAR 1 SPR 1

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

Printing:

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture.

Children followed a wonderful journey studying the work of Andy Warhol, recreating his work and practising combining contrasting and complementary colours before using these skills to create some wonderful printing linking to their text driver "The Smartest Giant in Town".







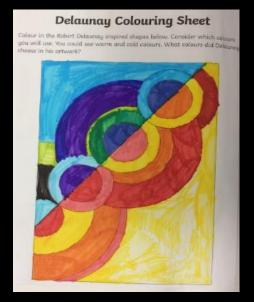


YARMOUTH YEAR 1 SPR 2



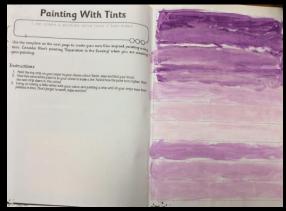


Mark Rothko Colouring Sheet Lo: To min primary colours to create new colours and create a painting in the style of Mark Rothko. Shour in the Mark Rothko inspired shapes below Consider which colours you will use What colour did style choses in his ertwork?



SHALFLEET YEAR 2 AUT 1

A learning journey with a different form, moving through a development of skills each one focusing on a different linked artist. Step 1 = Primary Colours with Pier Mondrian. Step 2 = mixing primary colours with Mark Rothko. Step 3 = creating tints with Paul Klee. Step 4 = Mixing shades with Jackson Pollock. Step 5 = Warm and Cool Colours with Robert Delauney. Step 6 = using skills learnt to create own version of Wassily Kandinsky









SHALFLEET YEAR 2 AUT 2

Children also used collaging techniques to make these scenes of Flanders field as part of our Cultural Calendar celebrating Remembrance Sunday.

Children looked at the illustrations of Zoe Sadler and recreated the Lighthouse Scenery from the book using collaged torn papers.

Collage:

Children can use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials



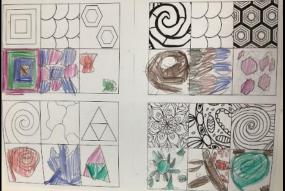




who was the artist? Zoe Sadier. What did Youen) 08? tear tiare. What was challenying?? Stiking.

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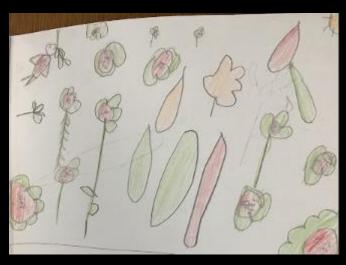
Drawing: Children can draw lines of varying thickness; use dots and lines to demonstrate pattern and texture.

Printing: Children can 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;

SHALFLEET YEAR 2 SPR 1

Really fantastic learning journey following input from the staff meeting. Children have studied William Morris in depth, researching his life, analysing his works and having a go at recreating one of his pieces. They developed their drawing skills focusing on patterns and shapes before designing and printing their own piece in his style!







SHALFLEET YEAR 2 SPR 2

Autumn, 1

We spent our transition day getting to know each other and some of our favourite things.

The collage artist *Maria Rivans* creates fabulous pictures that show what might be going on inside a person's mindwe made our own versions to introduce ourselves to Bay Class.

What makes you YOU? Choose the things that you enjoy and that make you smile – create your colourful, fantastical self portrait to show us the inside you.





- 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 AUT 1

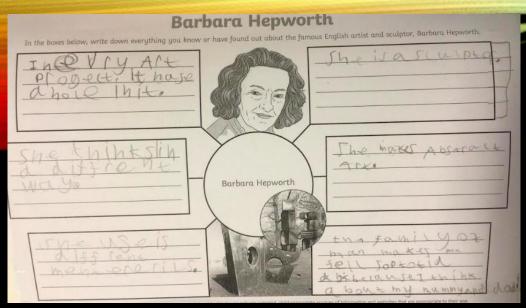
Wonderful collages using a variety of papers; pieces have been both torn and cut to make the shapes, layered to make more colours and detail added with pens.

Collage: Children can: use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials.

Beautiful creative work celebrating the children's own unique personalities!







Knowledge: Children can describe the work of famous, notable artists and designers and express an opinion on the work of famous, notable artists.

To Look at famous sculptors and their work around the UK To use a variety of material's for sculptin and experiment with joining and constructing



We found out about Barbara Hepworth; an artist who created huge sculptures inspired by the natural world.

We created our own Lego sculptures based on Hepworth's Family of









it was our turn to sculpt clay into an abstract model using our fingers to

What do you think about Barbara Hopworth's art? ILIKE the hole?
How does it make you feel? In spiral securior in the shape the hole?
In him in a start the shape shapes? The shape shape shapes? marked me ship of man or does it look like lots of strange shapes? marked me shipk about

CH12201

YARMOUTH YEAR 2 AUT 2

Wonderful learning journey in Year 2 with fab work in sketchbooks showing the children's reflections about the art itself and what inspired the Artist to create her sculptures. Excellent discussions were seen during monitoring and beautiful sculptures were created!

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;







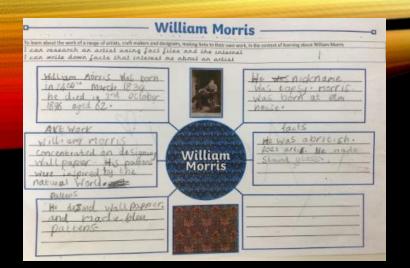
10 develop sculpting technique using shape and space

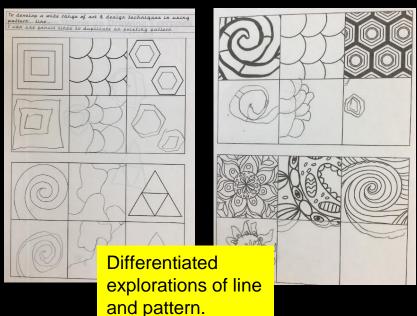
- · Look carefully at the sculpturer . Copy the features shapes, size . Use hands to shape the day.











A section of the final piece.

YARMOUTH YEAR 2 SPR 1

Drawing: Children can draw lines of varying thickness; use dots and lines to demonstrate pattern and texture.

Printing: Children can 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;

Children have studied William Morris, researching his life, They developed their drawing skills focusing on patterns and shapes before recreating a motif from one of his works. Then as a whole class they designed their own wallpaper in his style!

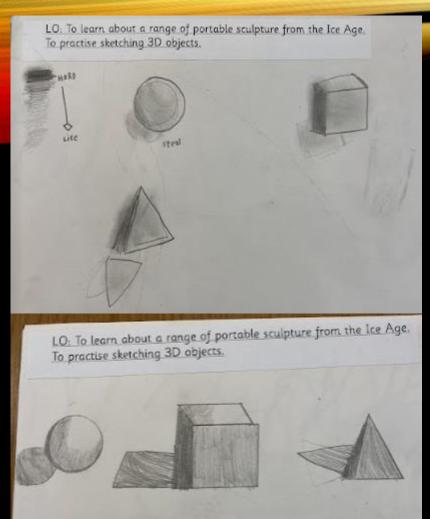
patterns







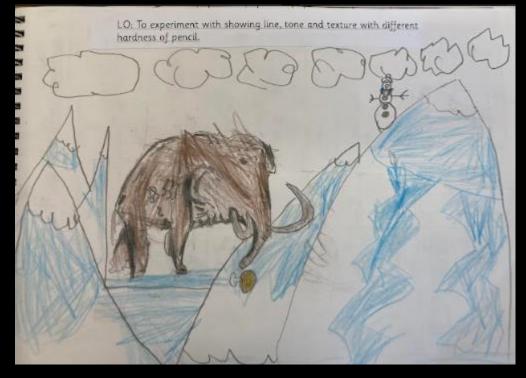
YARMOUTH YEAR 2 SPR 2



SHALFLEET YEAR 3 AUT 1

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.





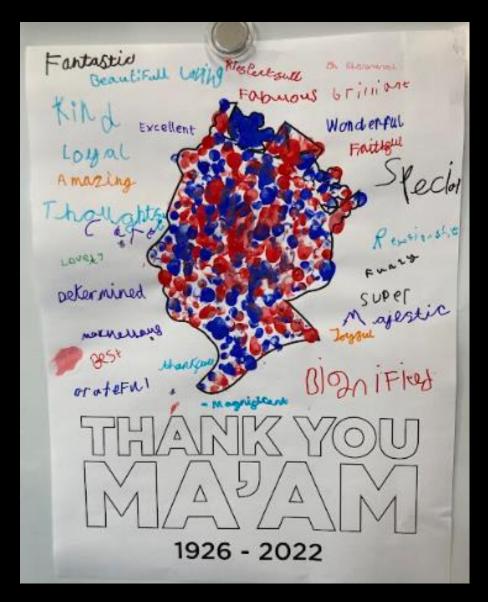
A range of artefacts were sketched such as this sculpture. Shading techniques were explored when drawing 3D objects. Children followed a step by step guide to draw there wooly mammoths, then created a background for them!

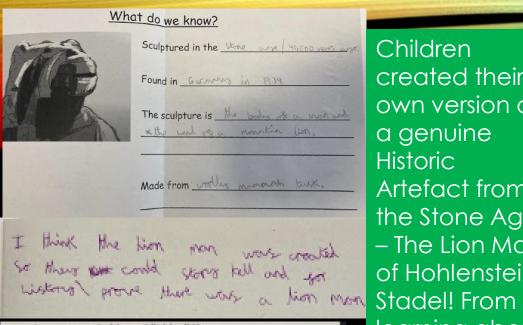
Our Memorial Day commemorating the passing of Queen Elizabeth II was explored in a number of ways. In Year 3 children used fingers and sponges and blue and red paint to colour in their template pictures of the Queen.

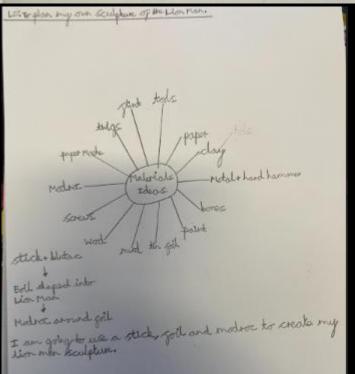
They also came up with lots of words to describe the Queen. Each child had a word and wrote it around an A3 template of the Queen. Every child also used red and blue paint to put their finger prints all over the Queens silhouette.



SHALFLEET YEAR 3 AUT 1







Children created their own version of a genuine Historic Artefact from the Stone Age - The Lion Man of Hohlenstein – learning about the original sculpture, to planning which materials they should use and finally on completion of their final piece - children were consistently evaluating and reflecting.

02/12/22

What Mark Local

I Pinkshed traking it

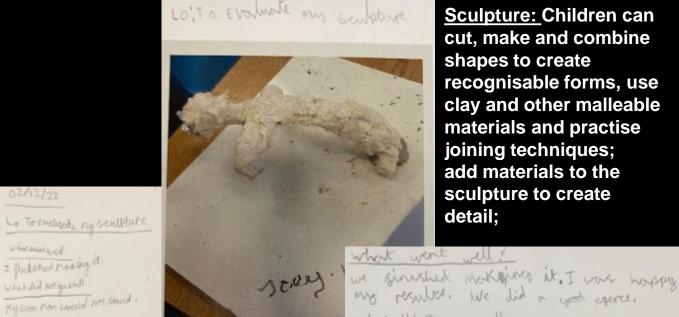
What did not operatell

how can improve it

if I had to make the tim ran

again in the stone and I would wise an arthry and other the death with an a hat opposit

SHALFLEET YEAR 3 AUT 2



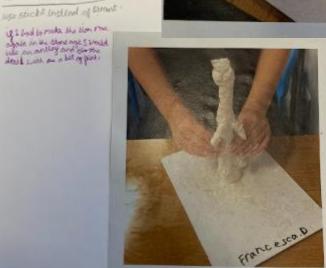
Sculpture: Children can cut, make and combine shapes to create recognisable forms, use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail;

strows were unstable,

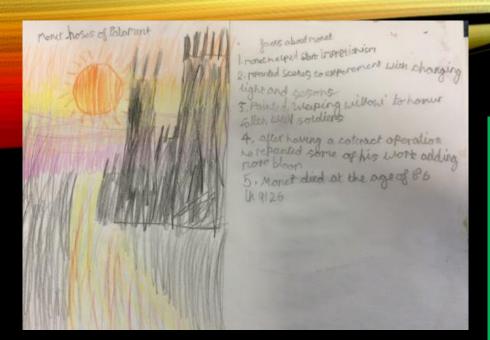
I have cost were improved my supplier?

use Sticks insted of of strows.

carrel it out of wood with glint.







SHALFLEET YEAR 3 SPR 1

In this learning journey children studied the works of classic Impressionist Claude Monet and discovered facts about the artist and his work. Children recreated his work using watercolours before creating their own piece based on his style.





Knowledge: Children can use inspiration from famous artists to replicate a piece of work. Children continue to study the works of famous artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

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, create different textures and effects with paint.



SHALFLEET YEAR 3 SPR 2



Stunning mixture of painting techniques being used here to create the backgrounds for these Stonehenge collage silhouettes.

Inspired development using Painting app on iPads to create digital versions of their work.

YARMOUTH YEAR 3 AUT 1







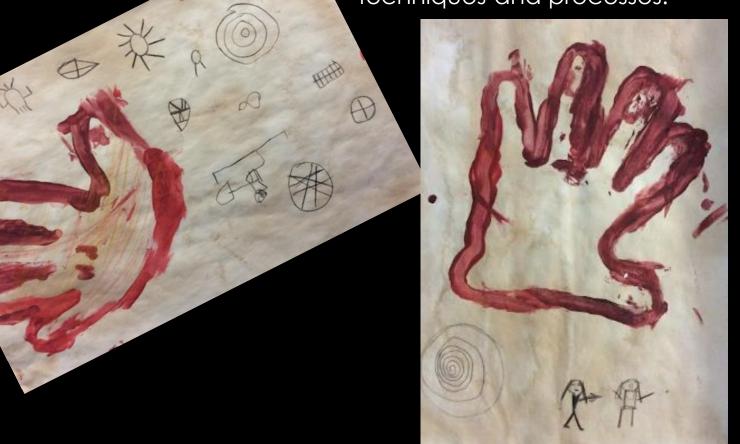
Painting: Children can use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint.

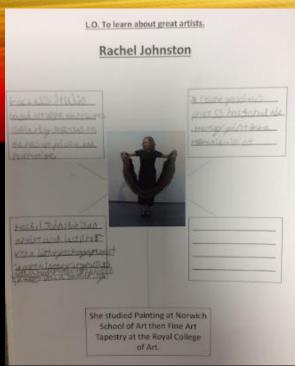


YARMOUTH YEAR 3 AUT 1

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

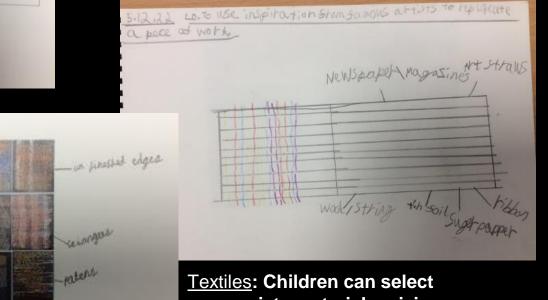
Children created their own cave paintings by studying examples of primary sources. Then experimented with staining paper, paints and pencils to create these effects.





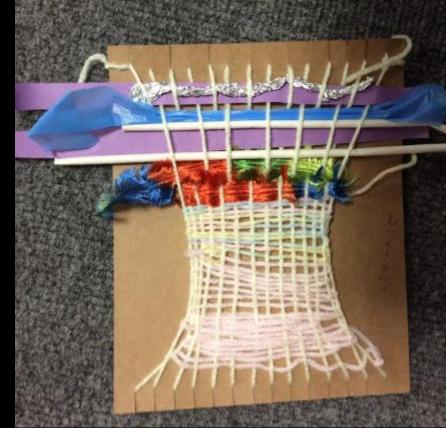
YARMOUTH YEAR 3 AUT 2

In this learning journey children studied and created their own versions of tapestries created by local artist Rachel Johnstone. Children researched her life and achievements, made observations about her work then designed their own piece of weaving using a variety of materials.

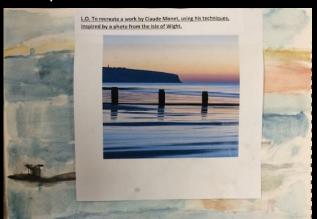


joining.

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



Knowledge: Children can use inspiration from famous artists to replicate a piece of work. Children continue to study the works of famous artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.



YARMOUTH YEAR 3 SPR 1

In this learning journey children studied the works of classic Impressionist Claude Monet and focused on developing their colour mixing skills creating a colour palette linked to his works. Children recreated his work using watercolours before creating their own piece based on his style. Some children took inspiration from the landscape of the Isle of Wight for this final step.



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, create different textures and effects with paint;

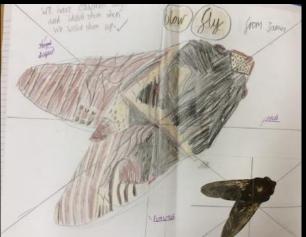


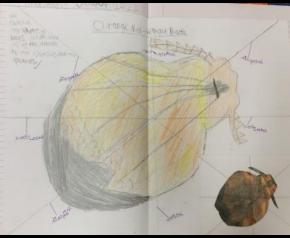


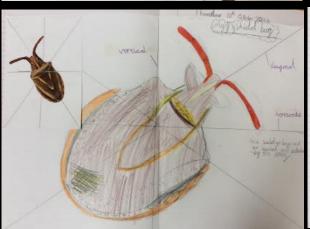
YARMOUTH YEAR 3 SPR 2

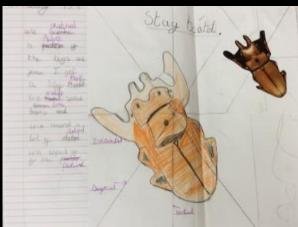
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SHALFLEET YEAR 4 AUT 1

Highly detailed scientific drawings produced during the Science Topic Living Things and their habitats. Children enlarged a given image section by section before adding detail and colour.

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.





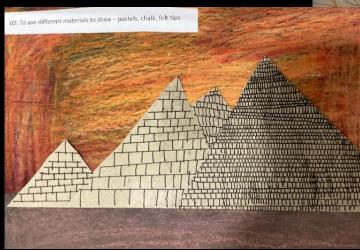
SHALFLEET YEAR 4 AUT 1





Children have shown a range of drawing skills across this half term focusing on; line, tone and texture; using a range of materials within the same work and learning to draw with accuracy using a step by step guide.





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 AUT 2



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Really gorgeous Christmas Crafting here where children used an assortment of textiles and stitching techniques to create these beautiful Christmas Pudding decorations as part of our Cultural Calendar!







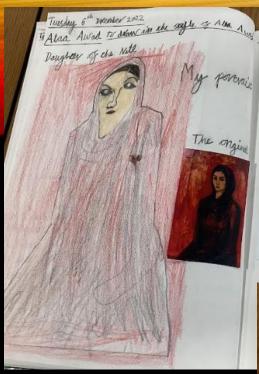


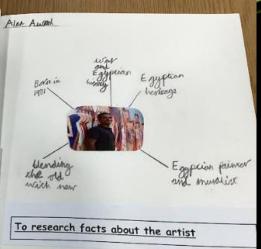


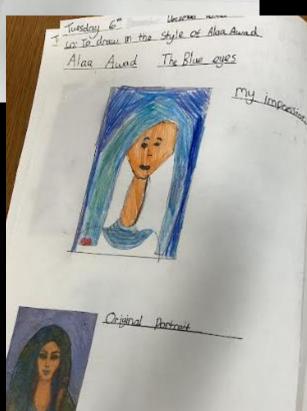
Sculpture: Children can use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail

Textiles: Children can use a variety of

techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining.







SHALFLEET YEAR 4 AUT 2

Children have begun looking at the artist Alaa Awad, a modern artist from Egypt who uses the style of the Ancient Egyptians as well as other aspects of his heritage to inspire his works.

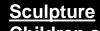
Knowledge: Children can use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills;

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 4 SPR 1

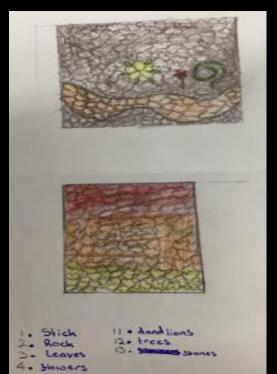
Children looked at the work of Andy Goldsworthy and examined the natural materials he uses before gaining inspiration for their own pieces from a nature walk.



Children still have the opportunity to use a variety of materials for sculpting.

Knowledge

Children can use inspiration from famous artists to replicate a piece of work.







SHALFLEET YEAR 4 SPR 2





YARMOUTH YEAR 4 AUT 1

Children used a range of medium when exploring pattern and colour across a range of primary sources. These included images of jewelry, pottery, carvings, statues and tomb paintings. Children moved in a carousel around the classroom working with pastels, paint, pencils and even printing!

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.





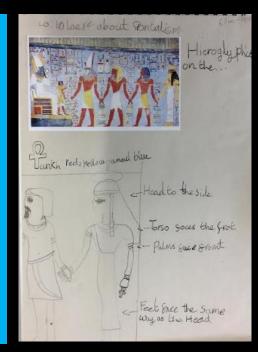


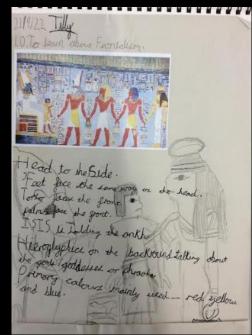




YARMOUTH YEAR 4 AUT 1

Children studied bold examples of the frontalism drawing style from a tomb painting, replicating it in their books and then adding their observations to the drawing. These notes form the basis of their own paintings to be created in Aut 2.



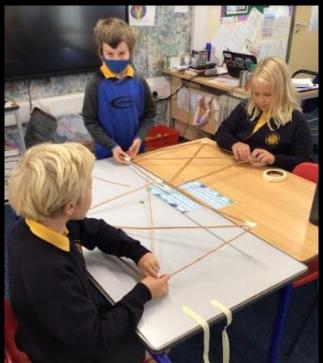






More drawing skills being explored using a step by step guide to draw a scarab beetle. Children then coloured using poster paints in primary colours, highlighting in gold.









CROSSING THE BAR

Event weekend 14/15/16 October

Crossing the Bar is a 3-year arts and community programme. It links coastal walking with the heritage, environment and landscapes of the local area.

It will lead into the opening of a new national trail - the England Coast Path.

This year The New Carnival Company is working in 6 areas on the Isle of Wight, with schools, community groups and heritage partners.

Your school, Yarmouth Primary School, is involved in the Yarmouth area with Fort Victoria Country Park. Some children from your school have visited the site and are also working with New Carnival artists in school on a creative installation to be used at Fort Victoria on the walk day.

The event day in Yarmouth is Saturday 15 October. There are two circular walks from Fort Victoria. The short walk of 2 miles sets off at 2pm. The longer walk of 5 miles sets off at 1pm.

On the return to the site there will be music, decorations and art installations to look at, as well as an interactive "Amazing Maze" made by children at Yarmouth School.

YARMOUTH YEAR 4 AUT 1

Children in Coast Class were invited to take part in this amazing project. We had a historic tour of Fort Victoria then began the process of creating our masts for the maze. Together with Frankie and Chris from the New Carnival Company we built frames, decorated sticks and used watercolours and collaged tissue paper over black and white photos of various locations/ objects form Fort Vic.













YARMOUTH YEAR 4 AUT 1



Once their main pieces were complete, it was time to create a collage for the backgrounds with their paintings as a centerpiece. Children added their typed research to the boards and finished them off with flags at the top!







Finally, our children's work were turned into masts and displayed at Fort Victoria for the guided walk. Several of our families joined myself on the walk with Chris and Frankie. The masts were then presented during our Celebration Worship in front of the whole school and will be brought to the new school site!

Children used their skills in sculpture, painting and collage throughout this project to produce a public exhibition for a wonderful cause!









YARMOUTH YEAR 4 AUT 2

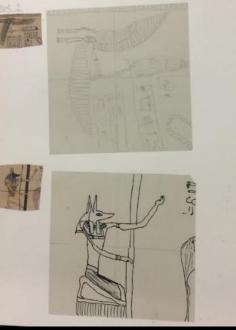
Children were able to finish creating their tomb paintings based on their studies of the tombs of Ancient Egypt.

Knowledge: 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.

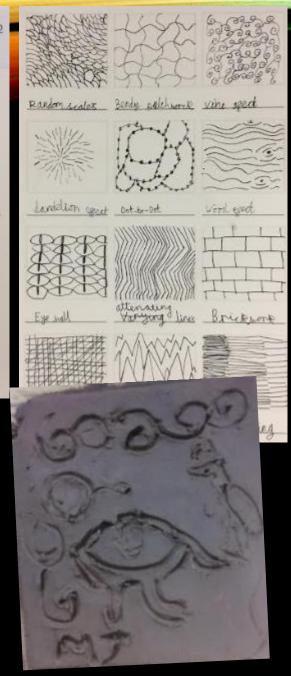
Painting: Children can:
use varied brush techniques to
create shapes, textures, patterns
and lines;
mix colours effectively using the
correct language, e.g. tint,
shade, primary and secondary;
create different textures and
effects with paint;



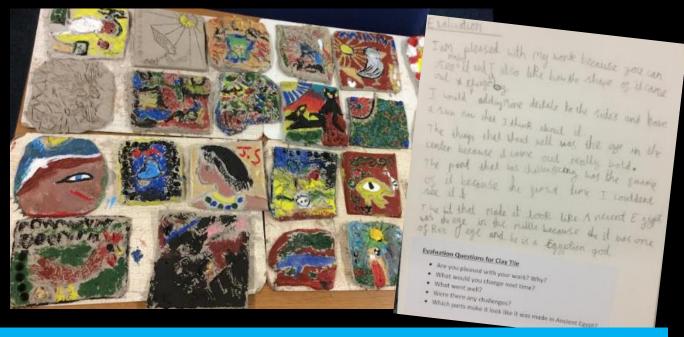
LO: To study and replicate Ancient Egyptian art. To design and make a clay tile.





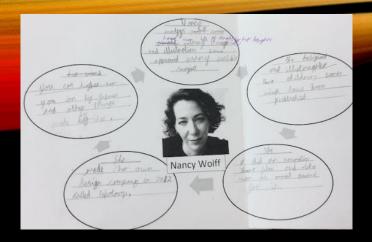


YARMOUTH YEAR 4 AUT 2



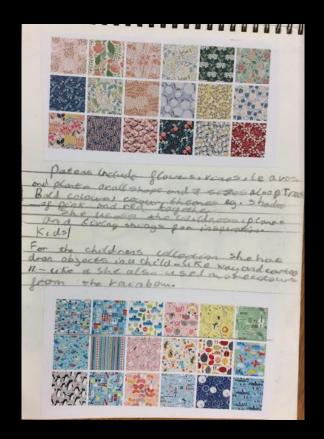
Children continued their studies of tomb paintings developing their ideas into a clay tile. First we studied and enlarged segments from the Book of the Dead which we observed first hand on our trip to the British Museum. Next we experimented with textures made from straight and curved lines before planning, sculpting and painting our tiles!

<u>Sculpture</u>: 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.



YARMOUTH YEAR 4 SPR 1

Children began a new learning journey studying the work of modern textile and wallpaper designer Nancy Wolff. Children researched her life and work before making detailed observations about a wide range of her work. This learning was developed by studying a single example in detail, replicating various aspects of the piece before taking a single element to practise their skills in printing.

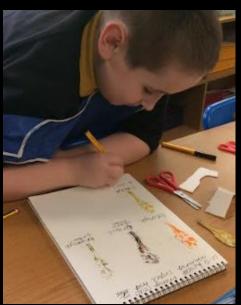






Knowledge: Children can use inspiration from famous artists to replicate a piece of work, reflect upon their work inspired by a famous notable artist and the development of their art skills, express an opinion on the work of famous, notable artists and refer to techniques and effect.







YARMOUTH YEAR 4 SPR 1

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.

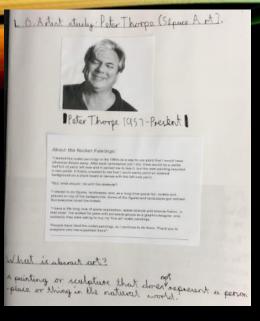
Children can design and create printing blocks/tiles, develop techniques in mono, block and relief printing, create and arrange accurate patterns.

Children practised their printing skills by recreating a single element from a Nancy Wolff wallpaper pattern. They experimented with ink and paint, striving to find the optimal amounts of medium, pressure and technique.

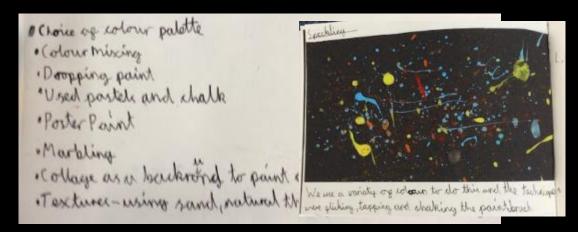


YARMOUTH YEAR 4 SPR 2



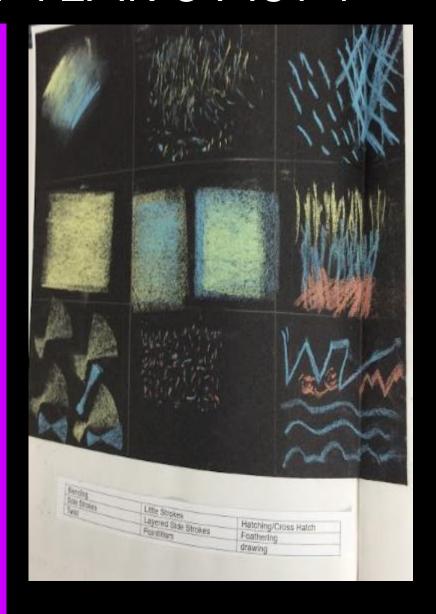


Knowledge: Peter Thorpe Children can give detailed observations about notable artists', artisans' and designers' work and offer facts about notable artists', artisans' and designers' lives.



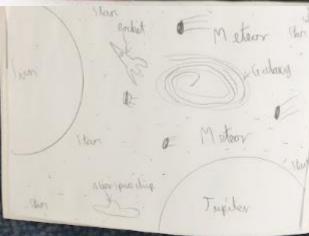
SHALFLEET YEAR 5 AUT 1

Fantastic example of the learning journey beginning with the artist study. Children have collected information about the artist and looked at a wide range of his work. Thy have formed opinions and noted his techniques creating their own success criteria. Following this, children have practised the skill of mark making with chalk pastels as well as explored speckling with paint.



What have great sent and stars and shorting steam and how I he it was I and blanking, side where and largered wide stroken also begune my techniques and above we wised think delk



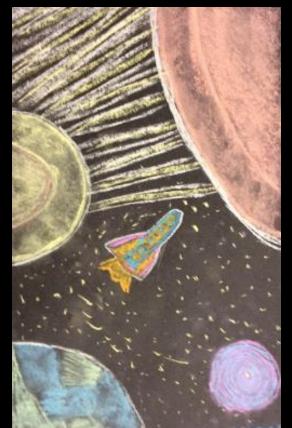


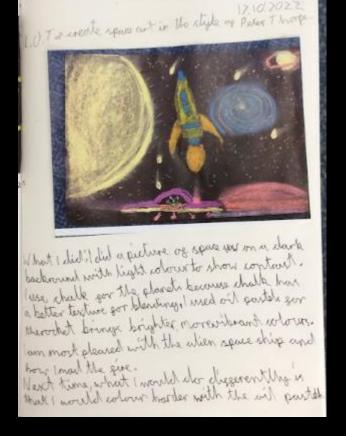


Drawing: Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate.

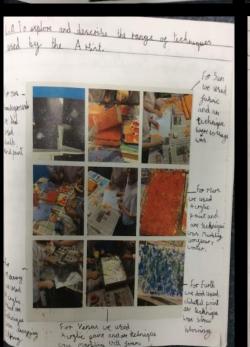
SHALFLEET YEAR 5 AUT 1

Children went on to recreate sections of their favourite works, putting their skills into practise. They created a simple plan before completing their final pieces and finally evaluating them!









17.11.20 L.O. 16 10 complete an artist study of Sophie Kinight-Crow What do you like about the art? I like the bright colours and the blending thats yourse because it looks vibrant and beautigul. What techniques does the artist use? She was a minime of bright colorurs to create vibrant backgrounds. Marking to create essent She create digenal medias discuent tertures in the artist. Dark around use in the foreground to create continuent Sparts about the artist. I. She often tacks part in painting and drawing challenges. She is 24 years old. 3. Her painting are very realistics. She mainly works in situ directly from landscape lagger composition constantly on the more purhung the paint mound

Evaluation Not I did was we made a background with planets be had a startmoon we used chalk we blended it. I had Norwy was gray and they walk string in good and dragged it on the gray enekground. There was a Earth and we put paint and a but of water on the gage and people blewit For Mars it did Marbling be had vibrant colours red fellow and mange we had this wrater that had correlower in it, and we put point nixed with valer in the complower water I we put paper in and lighted it up and was also on the paper. For Yours what we hid is Marbling with grown and Accorptic point and lupped paper in it and it was well. & What I've had got on the sun is we made a college outof - in most pleased with or most pleased with news the marbling llause I through it was going to sink in the cornylower water but did not I was also pleased about specking I thought it was soing to come out in blobs built duly't.

SHALFLEET YEAR 5 AUT 2

Lots of high quality analysis during the children's artist study as well as when looking at the array of techniques they had used. Children used chalks and paint speckling to create the Moon and space background before creating their own collage papers for the planets. This project hit so many different skill in painting, drawing, collage and printing!

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

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







Children practised printing using two marbling techniques, one on shaving foam and the other on a seize so that the ink stays on the surface of the water.

SHALFLEET YEAR 5 AUT 2



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

Printing: To improve their mastery of art and design techniques with a range of materials – printing.

<u>Collage</u>: Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect.

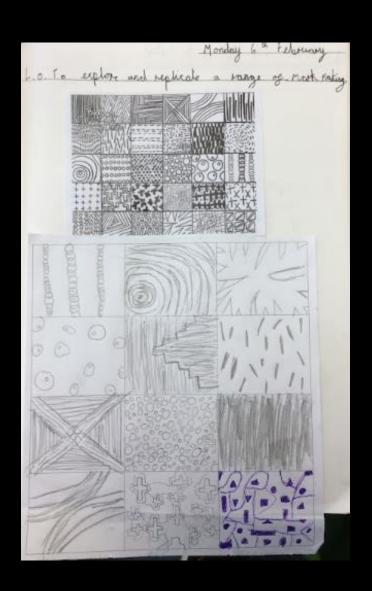


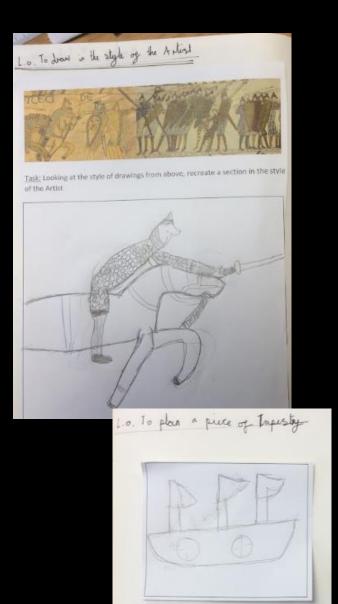
sepects the everes healting up to the Norman Conquest of England in 1066, led by William, Duk of Normandy challenging Harold 11, King of England, and culminating in the Battle of Hastings · The bayeux tapestry is 70 meterses long. · It was over once used to decorate a cathedral. · It was made by the Anglo-Saxons embroiders. . It was made in the 11th Century. . 74d are missing of the bayeux topestry.

Knowledge: To learn about great artists, architects and designers in history. Children can give detailed observations about notable artists', artisans' and designers' work.

Drawing: Children will rely on their sketching books to improve their drawing skills. Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.

SHALFLEET YEAR 5 SPR 1





Children have studied the Bayeux Tapestry this half term. developed their mark making skills and recreated sections of the tapestry before designing their own piece of embroidery.

William Morris

Without Monte was a British textile designer, poet, artist, novelest, architectural conservationist, printer, translator and acqueist actival seacciated with the British Arts and Crafts Movement. He was a major constitution to the revival of traditional British textile arts and methods of production

5 gacks about

the A Flist \$

. His nickname was

* Topsy

. He had 2 daughtus

"He band 2 daughtus

"He band 3 daughtus

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"He is 62 years

old.



that do you like about the Arlist?

I like that its digerat.
I like the background.
I like how its retistion belistick.



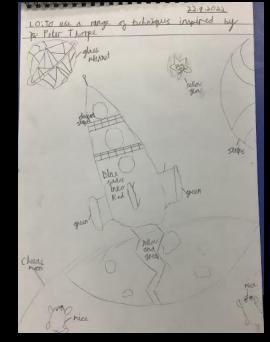
SHALFLEET YEAR 5 SPR 2

YARMOUTH YEAR 5 AUT 1



More fab examples of children's work on Peter Thorpe. Here, children have rated a selection of his work, recreated whole pieces in their sketch books before creating detailed plans and stunning final pieces.





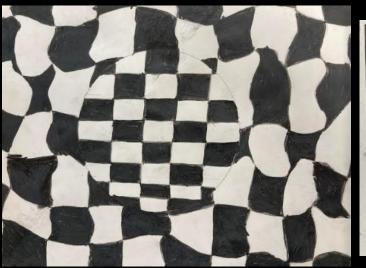
Knowledge: Peter Thorpe Children can give detailed observations about notable artists', artisans' and designers' work and offer facts about notable artists', artisans' and designers' lives. **Drawing:** Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate.

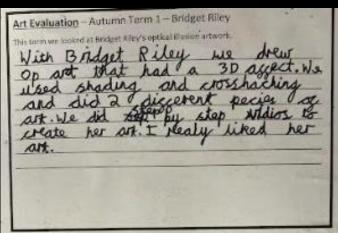




YARMOUTH YEAR 5 AUT 1/2

Children have been looking at Bridget Riley, creating fact maps and making preliminary sketches of her work to practise the technique of creating visual illusions.



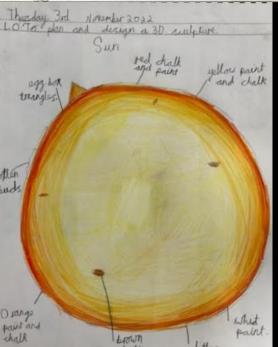


Drawing: Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate.



YARMOUTH YEAR 5 AUT 2

Children have looked closely at the work of Sophie Knight-Crow creating their own success criteria. Then produced designs for their planets in groups, before using a variety of painting techniques to construct their group pieces inspired by her work!



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

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





many lines that then make hell vitagle, Testing C. Jones 2-17. basic dull edon't like compyellar ulus, green and red on are very simely drawlings will

YARMOUTH YEAR 5 SPR 1



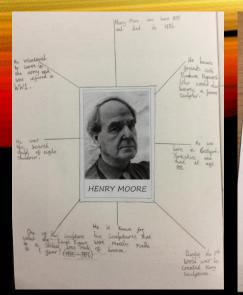


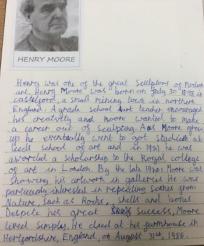
Children have been studying the Bayeux Tapestry as part of their Topic work on the Anglo Saxons. Children researched facts about the Tapestry itself before analysing it in terms of its features to make a success criteria. They also reproduced a section in their sketchbooks before beginning their own embroidered sections using a variety of stitches.

<u>Knowledge:</u> To learn about great artists, architects and designers in history.

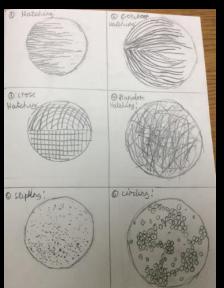
<u>Textiles:</u> Children can experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect.

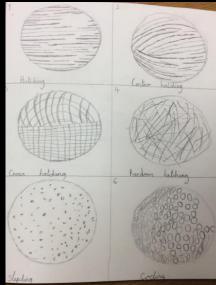
YARMOUTH YEAR 5 SPR 2



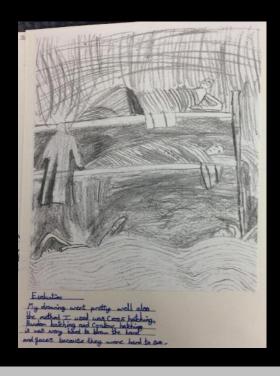


Knowledge: Children can give detailed observations and offer facts about notable artists', artisans' and designers' work and lives.

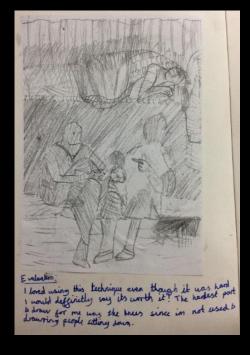




SHALFLEET YEAR 6 AUT 1

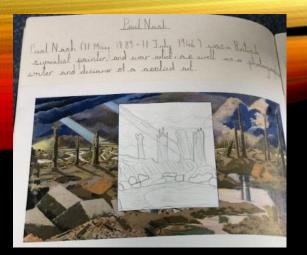


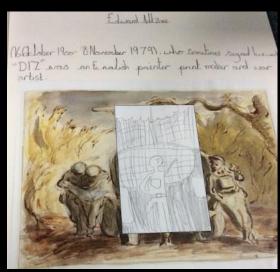




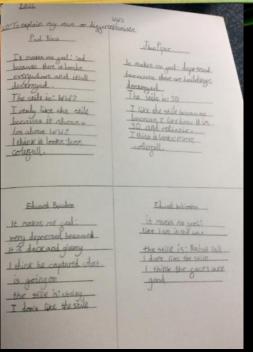
Children have compiled their facts and learning about **Henry Moore** in a variety of ways before practising various line drawing techniques. Children recreated a range of his works using the skills they have practised before evaluating their project.

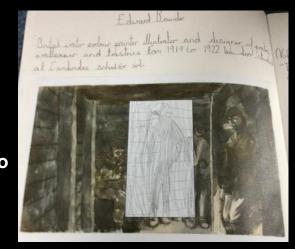
<u>Drawing:</u> Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching and depict movement and perspective in drawings





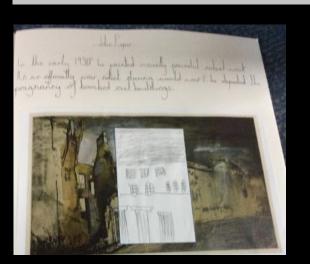
Knowledge: Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

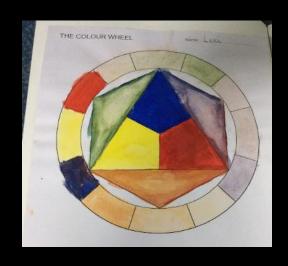




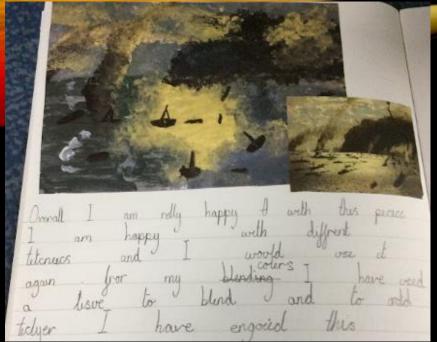
SHALFLEET YEAR 6 AUT 2

Children created mini fact files about 4 different wartime artists before examining their artwork in detail. Lovely task where children complete an image as it encourages strong observation skills and very careful drawing. Also great to see the colour wheel revisited!





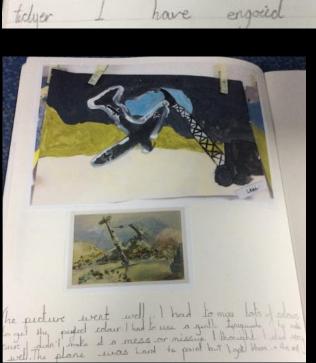
Drawing: Children can:
use a variety of techniques to
add effects, e.g. shadows,
reflection, hatching and
cross-hatching;
depict movement and
perspective in drawings;
use a variety of tools and
select the most appropriate;



SHALFLEET YEAR 6 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 recreated examples of one of their artists work, and evaluated it against their observations before creating their own based on their chosen artist's style!





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

SHALFLEET YEAR 6 SPR 1

Mono-printing











Screen-printing



more than the second of the se

Evaluations



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.

SHALFLEET YEAR 6 SPR 1

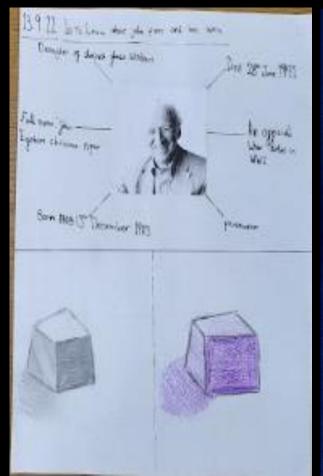


SHALFLEET YEAR 6 SPR 2

Children looked at the work of John Piper as part of their Topic of WW2. Famous for his paintings of destroyed areas of London, he was an official war artist in World War II and his depictions made Piper a household name.

YARMOUTH YEAR 6 AUT 1

Knowledge: Children can give detailed observations and offer facts about notable artists', artisans' and designers' work and lives. **Painting:** Children can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces









Children looked at the work of Jacqueline Hurley as part of their Topic of WW2. A stunning contemporary artist who creates works of Remembrance celebrating the lives of the soldiers who fought. Children used a mixture of charcoal drawing techniques, collage and acrylic paint!

YARMOUTH YEAR 6 AUT 2

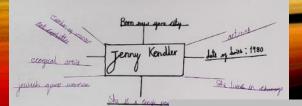
<u>Drawing:</u> Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;

depict movement and perspective in drawings, use a variety of tools and select the most appropriate.

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







YARMOUTH YEAR 6 SPR 1



Children have studied **Sculpture** this term looking at Jenny Kendler's work "Birds Watching" where each eye sculpture represents the eyes of birds or animals impacted by climate change. After researching a range of her works they had to work out how they would create their eyes as well as decide which endangered species to raise awareness of.









Sculpture: Children can plan and design a sculpture, use tools and materials to carve, add shape, add texture and pattern;

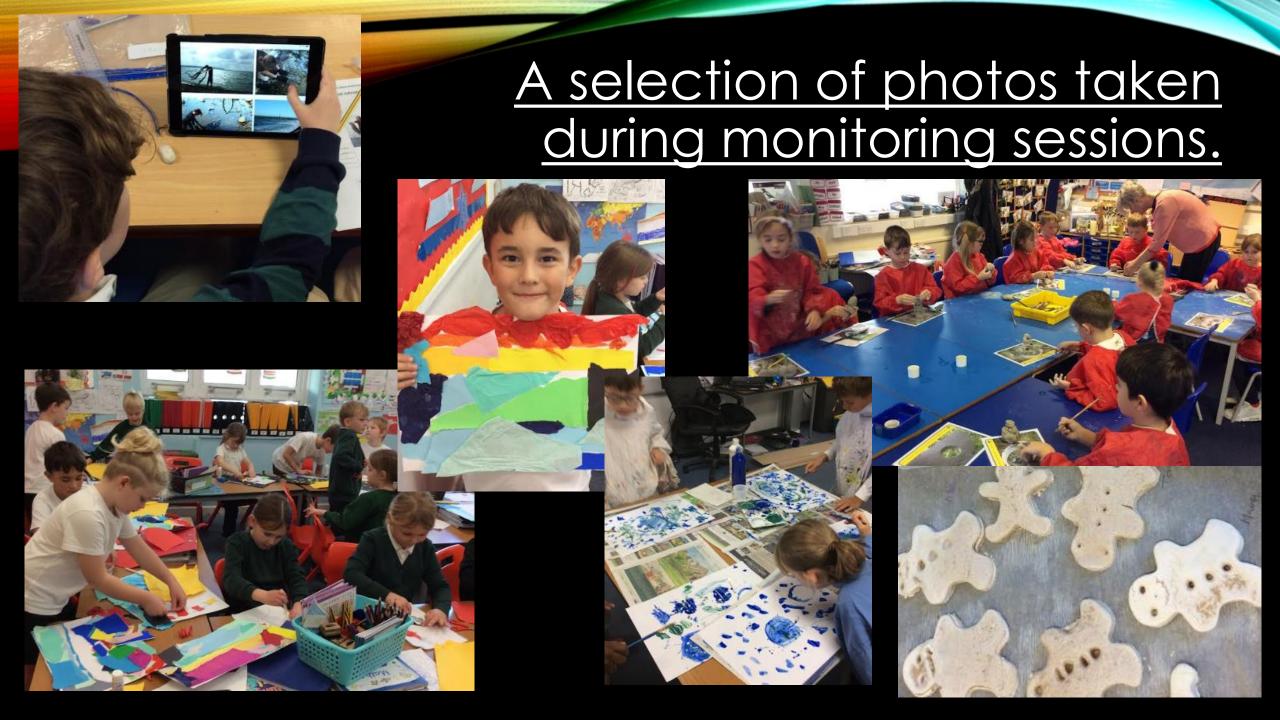
develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture.

Knowledge: give detailed observations about notable artists', artisans' and designers' work.



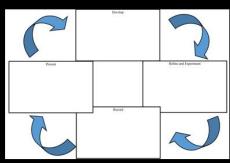




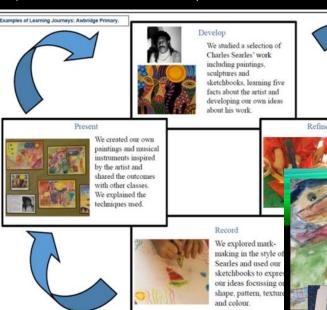


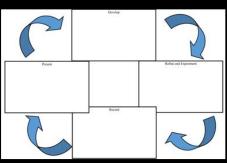
WHAT SHOULD A LEARNING JOURNEY LOOK LIKE?

- It has 4 stages 1) Develop, 2) Refine and Experiment, 3) Record and 4)
- In other words:
 - 1) Learn about the artist,
 - 2) Practise and learn about the skills involved.
 - 3) Recreate aspects of the artists work to practise those skills and
 - 4) Create your own version/final piece based on the artists style.



photographed bending





Examples of MTPs

Slides and photos from

Art Staff Meeting

owing. Take a colour photo of a watercolour palette and stick into sketchbooks. Then children have a go at mixing the colours together and labelling

son Detail: Continue and finish work from lesson 5. Following this, children can have a go at creating a digital painting of a Claude Monet piece and/or create a

EXAMPLES OF STAGE 3 -RECREATE ASPECTS OF THE ARTISTS WORK TO PRACTISE THOSE SKILLS









Children created webs using sticks and a variety of wools after studying the various types created by spiders in our Outdoor Learning area.

ART IN FOREST SCHOOL

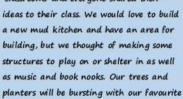
With the wind threatening to blow us away this week, we had to batten down the hatches at Yarmouth and keep safe indoors. What an opportunity to have a hand in designing our new garden area at our new school site!







classrooms and everyone shared their





fruit and veg next summer and we will add some colourful flowers to make our garden beautiful! It is so exciting to have the opportunity to







Have a look at our gallery to see our amazing ideas for our new space:

LIGHT OF HOPE

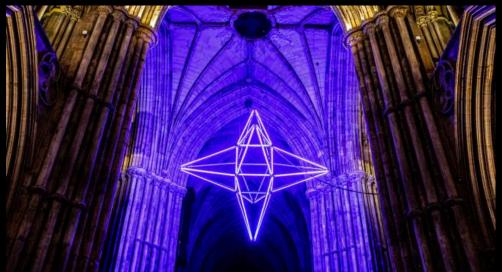
Federation and Whole School Projects

The Light of Hope Project was created and produced by Peter Walker Sculptor as a mass participation engagement project. Peter and his team have already worked with over 140 schools and thousands of school children who have made their individual lights of hope sculptures in their own school settings for the project.

'The Light of Hope' project began in 2020 and incorporated many Cathedrals across the UK. Peter created beams of light that were shone into the night sky as beacons of hope during the Covid 19 pandemic. The final artwork 'The Light of Hope Star' has been created as a sculpture to unify and represent all the individual artworks created by the children for themselves.

The 'Light of Hope Star' Final Installation

by Peter Walker Sculptor





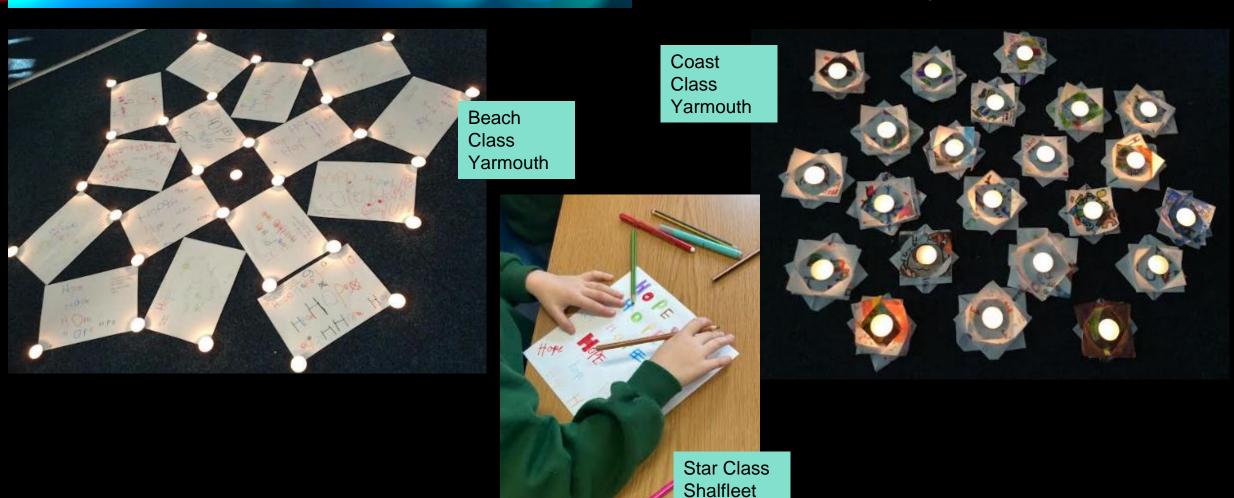






LIGHT OF HOPE

Federation and Whole School Projects



Federation and Whole School Projects PEACH and the Quay Arts Centre

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.

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.

2022/2023 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? Success Criteria	WHO?	COST/RESOURCES?	OBJECTIVE ACHIEVED?	EVALULATION What has been the impact?	NEXT STEPS
Increase knowledge of printing techniques for staff at Shalfleet.	To ensure development of this skill happens across the Federation.	Have an Art afternoon and teach staff how to use equipment as well as discuss different techniques.	GW and DI	Time needed to visit Shalfleet.			
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	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.	Use staff meeting and monitoring time to discuss changes with staff, offer advice for topics and artists and check new format is being used.	GW	Time to view all classes.			

ACTION PLAN

original artist studied.						
To develop the resources available for textiles 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 and resources that all classes can use. Class teachers replenish as needed from class budgets.	GW and Class Teachers	TBD		

ACTION PLAN

SUBJECT LEADER REPORT