



ART PORTFOLIO 2022-2023

For Shalfleet & Freshwater and Yarmouth CE 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

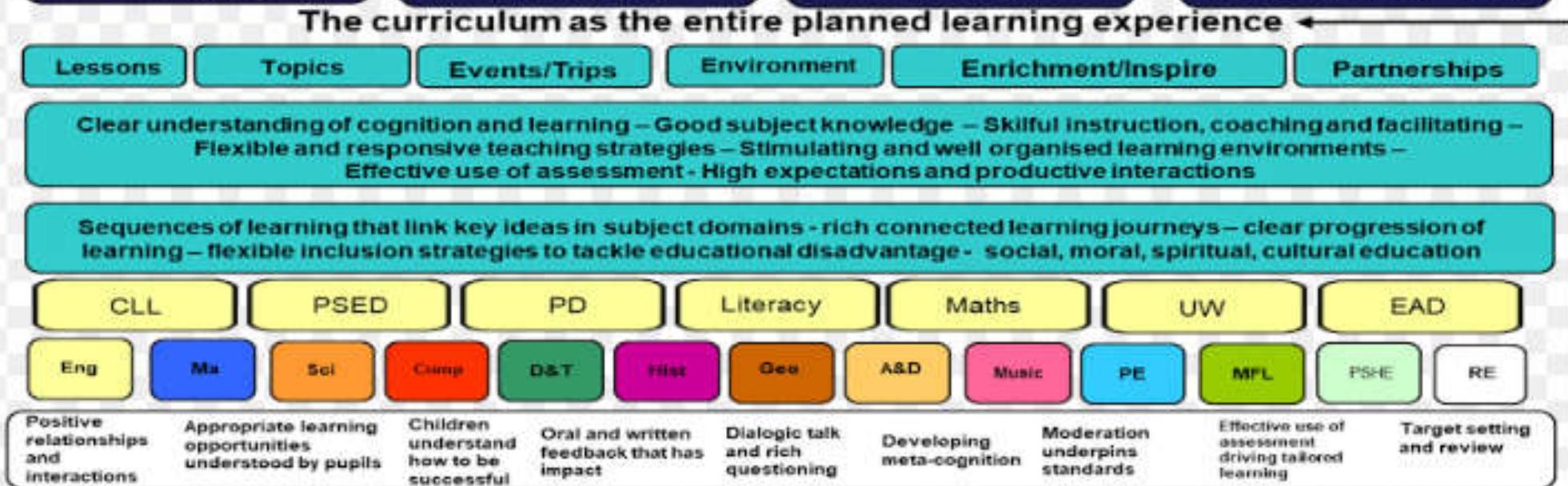
Our art and design provision aims to equip the children with the knowledge and skills to experiment, invent, create, craft and design their own works of art. Enabling children to bring their imaginations to life, whilst also enabling them to think critically and develop a rigorous understanding of art and design, including a celebration of how cultures have shaped and defined artistic movements.

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

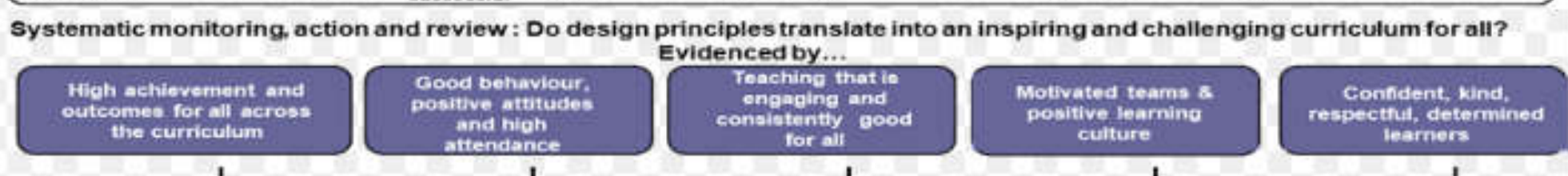
What are we trying to achieve?



How do we implement?



What is the impact?





ART AND DESIGN AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET & FRESHWATER 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:

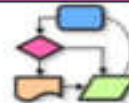
- Invent, adapt and recount narratives and stories with peers and their teacher.

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.

Vision for the Federation Learning Principles in Art and Design

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

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

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

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

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

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



PROGRESSION OF SKILLS

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

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

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

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

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

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, non-fiction, 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
<p>Exploring media and using to create different effects, including painting, drawing, construction.</p> <p>Select and use resources and tools appropriately.</p>	<p>Christmas inspired art work projects.</p>	<p>Represent own ideas in a variety of ways including collage, art, digital art, junk modelling, deconstructed play, role play, music and song.</p>	<p>Using media and materials to make animal homes – thinking about properties and suitability for use.</p> <p>Easter artwork projects.</p>	<p>Making models and artefacts related to travel through a variety of mediums including artwork, digital art and construction.</p>	<p>Art projects related to under the sea including painting, digital art, drawing, collage, textiles.</p>
 <p>Henri Matisse due to the children's interest in snails!</p>	 <p>Child Led links with Firework Night and Christmas</p>	 <p>Child led study on penguins with a focus on drawing skills!</p>	 <p>Learning journey looking at Yayoi Kusama – a 94 year old Japanese Artist</p>		

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

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.



Aut 2

Painting – Wassily Kandinsky

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.



Spr 1

Printing – Andy Warhol

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



Spr 2

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.



Sum 1

Collage – Henri Matisse

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.



Sum 2

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



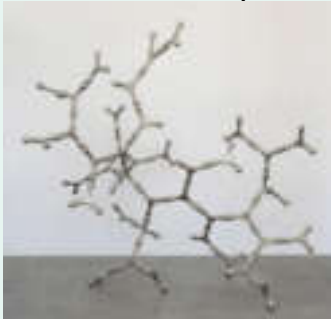



Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.



Shalfleet and Yarmouth Year 3 LTP 2022-2023

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

Shalfleet and Yarmouth Year 4 LTP 2022-2023






Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>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 – clay plus acrylic or poster paint.</p> <p>Artist – modern graffiti artist Alaa Awad blends colourful neo-pharaonic style with modern techniques to create stunning murals. Recreate then create own painting in his style.</p>		<p>Carousel of mediums to record Historic Roman art – paint, wax crayon, coloured pencil, powder paints and printing</p> <p>Loris Cecchini, Waterbones, sculpture</p> <p>Nancy Wolff – Textile designer, drawing, printing, textiles</p> <p>Make Mosaics following trip to Roman Villa out of broken pottery, pebbles, tiles etc plus create prints in a mosaic style.</p>		<p>Artist – Henri Rousseau, recreate then create own painting in his style – watercolours and pastels</p> <p>Artist – Irene Guierro, recreate then create own collages in her style. Make own collage papers</p> <p>Rock Painting – use dot style painting technique as seen on traditional masks to decorate pebbles</p>	
 		 		 	

Shalfleet and Yarmouth Year 5 LTP 2022-2023

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p>Knowledge - Space artists – Peter Thorpe</p> <p>Drawing - Peter Thorpe space rocket artist- Chalks in stencils for planets, chalk dust.</p> <p>Sculpture – junk modelling rockets</p> <p>Bridget Riley optical illusion Art</p>		<p>Drawing – sketching skills with Viking longboats</p> <p>Knowledge – Bayeux Tapestry</p> <p>William Morris: 19th Century Tapestry artist</p> <p>Textiles – Own class tapestry of Viking/ Saxon era, link to textiles artist</p>		<p>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.</p> <p>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</p>	



Shalfleet Year 6 LTP 2022-2023

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><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.</p> 	<p><u>Textiles</u> 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 <u>Drawing</u> Give detailed observations about notable artists', artisans' and designers' work: -Henry Moore Recreate their own version of a Henry Moore WW2 drawing using pastels.</p> 	<p><u>Printing</u> 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.</p> 	<p><u>Sculpture</u> 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.</p>	<p><u>Collage</u> 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</p>  	

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

Textiles

Children will study, draw and paint a range of **Ancient Mayan Masks** before recreating one using embroidery. Children will dye fabric creating a multicoloured background then use a variety of stitches to create a line drawing of a mask in thread.





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  									
Computing		RE		Art		DT			
COMPUTER SYSTEMS AND NETWORKS		GEOMETRICALLY		KNOWLEDGE		KNOWLEDGE			
Identify the basic components of a computer system and network.	Assessed	Express an understanding of the basic components of a computer system and network.	Assessed	Identify the basic components of a computer system and network.	Assessed	BROAD	Identify the basic components of a computer system and network.	Assessed	Assessed
Explain the function of the basic components of a computer system and network.	Assessed	Express an understanding of the basic components of a computer system and network.	Assessed	Identify the basic components of a computer system and network.	Assessed		Explain the function of the basic components of a computer system and network.	Assessed	Assessed
Identify the basic components of a computer system and network.	Assessed	Express an understanding of the basic components of a computer system and network.	Assessed	Identify the basic components of a computer system and network.	Assessed		Identify the basic components of a computer system and network.	Assessed	Assessed
Identify the basic components of a computer system and network.	Assessed	Express an understanding of the basic components of a computer system and network.	Assessed	Identify the basic components of a computer system and network.	Assessed		Identify the basic components of a computer system and network.	Assessed	Assessed
Identify the basic components of a computer system and network.	Assessed	Express an understanding of the basic components of a computer system and network.	Assessed	Identify the basic components of a computer system and network.	Assessed	SKILLS			
Identify the basic components of a computer system and network.	Assessed	Express an understanding of the basic components of a computer system and network.	Assessed	Identify the basic components of a computer system and network.	Assessed	SKILLS			



FEDERATION CURRICULUM ASSESSMENT



Key area
of subject

Individual
target

Insert
names of
individuals
not
achieving
target
(yellow)

Target
fully
secured
by all
class
(green)

Target not
covered
(red)

RE COMMUNICATE		Art KNOWLEDGE		DT KNOWLEDGE		Music KNOWLEDGE		
Express verbally as well as describe their response to their own experiences of community	Covered	Use inspiration from famous artists to replicate a piece of work	Covered	DESIGN	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.		To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
Express verbally as well as describe their response to their own experiences of symbols	Ted Temple Ellen Kelloridge	Reflect upon their work inspired by a famous notable artist and the development of their art skills	Covered		Describe the purpose of their products.	Covered	To improvise and compose music for a range of purposes using the internet related dimensions of music	Ellen Kelloridge
Express verbally as well as describe their response to their own experiences of symbols	Jake Thorne	Express an opinion on the work of famous, notable artists and refer to techniques and effects	Covered		Indicate the design features of their products that will appeal to intended users.	Covered	To listen with attention to detail and recall sounds with increasing vocal memory	Covered
Express verbally as well as describe their response to their own experiences of freedom		SKILLS			Explain how particular parts of their products work.	Covered	To use and understand staff and other musical notations	

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)

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.

MEDIUM TERM PLANNING DOCUMENTS

- Autumn



MEDIUM TERM PLANNING DOCUMENTS

- Spring



MEDIUM TERM PLANNING DOCUMENTS

- Summer





Tissue paper stained glass window.

YARMOUTH EYFS AUT 1



Self - portraits



Rainbows for Queen Elizabeth



Child-led learning colour mixing exploration

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.

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.

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

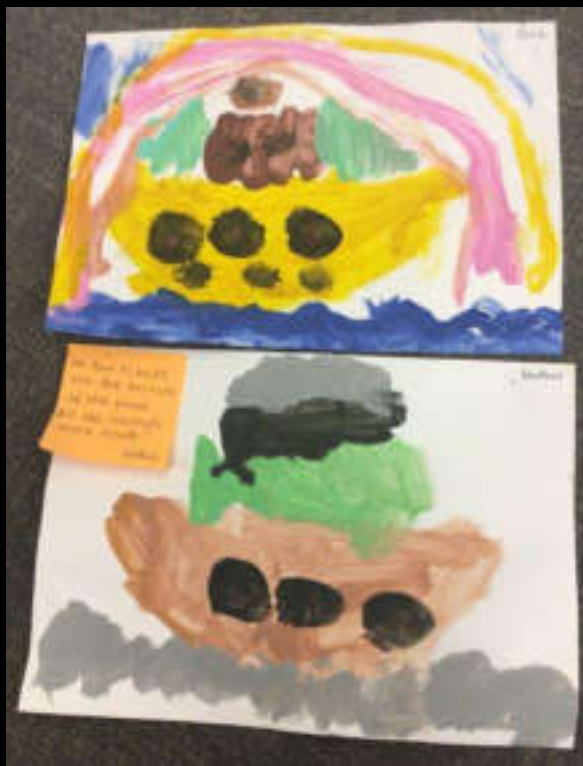
Expressive Arts and Design

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.



YARMOUTH EYFS SPR 1

Practising the drawing skill of line making with charcoal before using it to create images of penguins! Fab example of how we can adapt parts of the learning journey in EYFS!



Child-led sculptures continuing their work on snails.



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



Practising their painting skills to recreate tiger camouflage.



YARMOUTH EYFS SPR 2



Painting: Children can select colours to create their desired effect.

Printing: Children use a variety of tools to print to make pictures, repeating patterns and to express their own ideas.



Fab learning journey in Reception, children looked at Yayoi Kusama – a 94 year old Japanese contemporary artist! Children learnt about the artist, recreated one of her most famous works “Pumpkin” and practiced their painting and printing skills!



YARMOUTH EYFS SPR 2



Children made Mothers Day cards using hearts created with watercolours as part of our cultural calendar.

Drawing and painting from first hand observations.



Child- led sculptures using clay (lovely to see the passion for snails is still continuing!)



Sculpture:
Experiment with shaping clay and malleable materials with a range of tools and techniques including rolling and squeezing.



YARMOUTH EYFS SUM

Children had amazing fun on this fantastic project looking at clothing. They had a go at tie-dyeing fabric, creating outfits for dolls using a range of fabrics and even using a sewing machine!

Textiles: Children have opportunities to feel, cut and use a variety of fabrics in their work, including felt. Children have opportunities to use thread (wool and cotton) to sew – using a needle to make lines/shapes. Children explore with joining materials with glue to create desired effect/items.



As a class, we discussed Andy Goldsworthy and his art.

Who Is Andy Goldsworthy?

Andy Goldsworthy is a British artist, known for his sculpture and photography. He is an environmentalist, which is someone who wants to protect the environment around them.

Here are some facts about him:

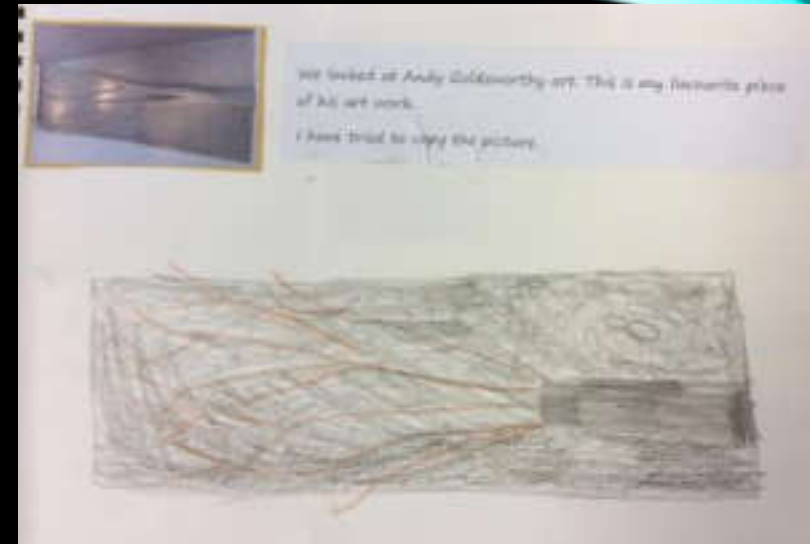
- born in 1943, in Cheshire
- grew up in Leeds
- started art by collecting
- now lives in Scotland

Did You Know?

When he was 17, Andy worked on a farm picking potatoes. He said that was good training for his work as an artist!

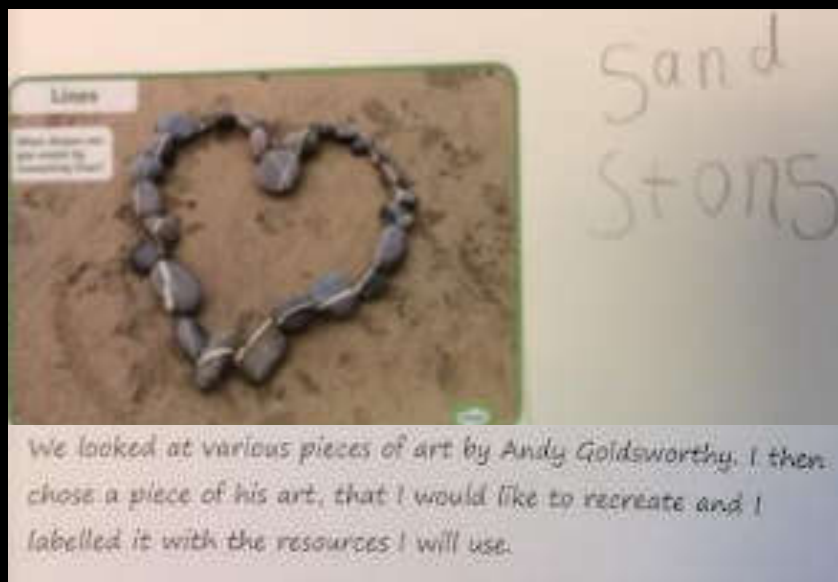


Children explore with cutting, tearing, shaping, gluing materials, paper, natural items e.g. sticks, flowers and leaves to represent their own ideas.

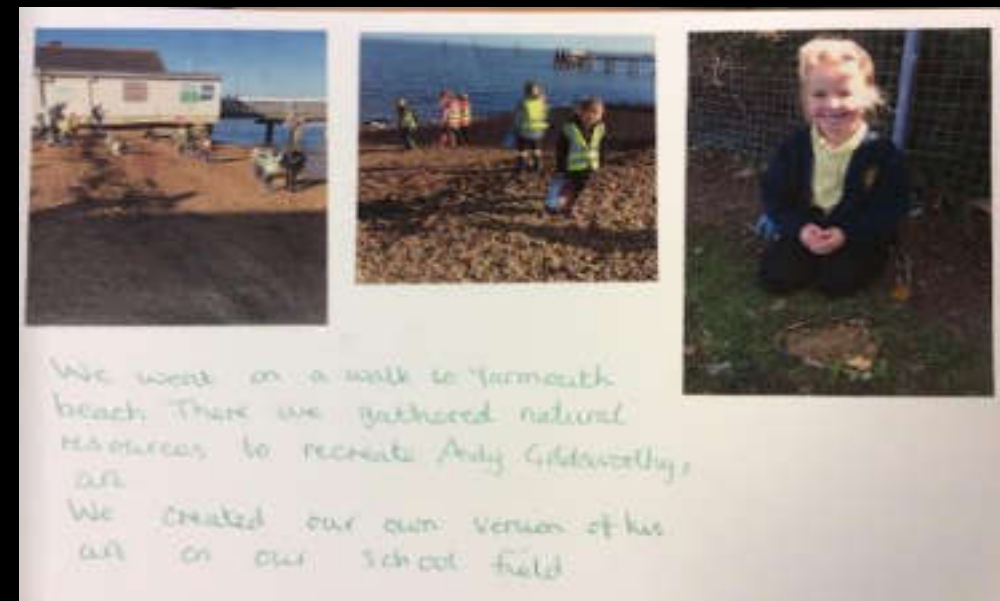


YARMOUTH YEAR 1 AUT 1

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.



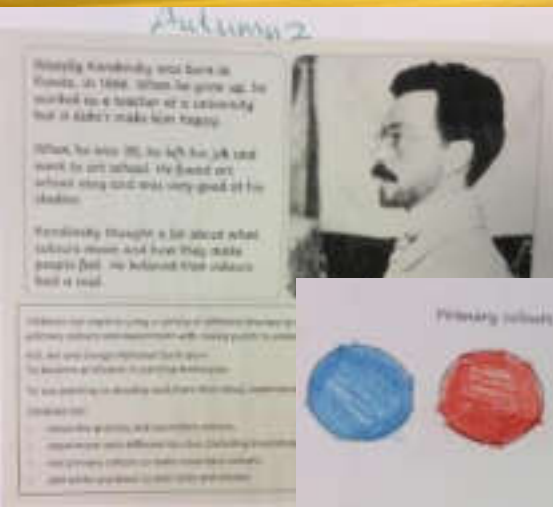
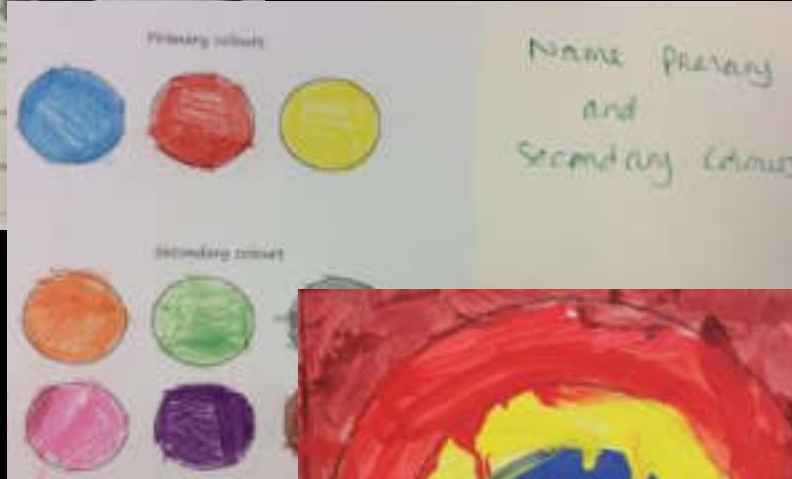
Fantastic learning journey from Year 1 shown here in their sketchbooks. From artist study and analysis, to recreating their favourite piece and finally creating their own!



YARMOUTH YEAR 1 AUT 2

Another fab learning journey from Year 1 shown here in their sketchbooks. From artist study about 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".

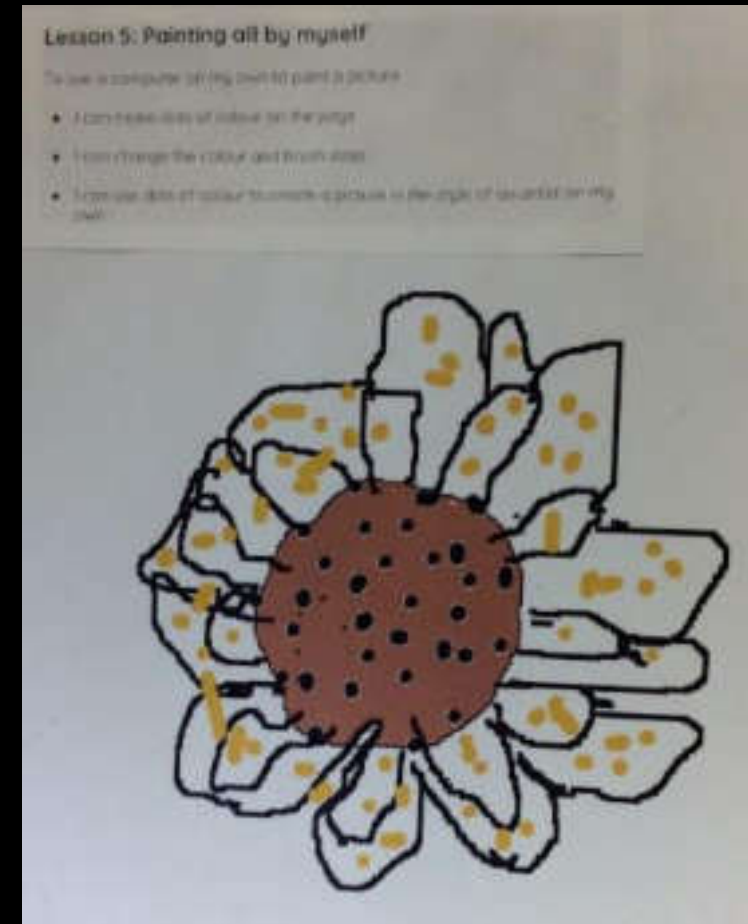
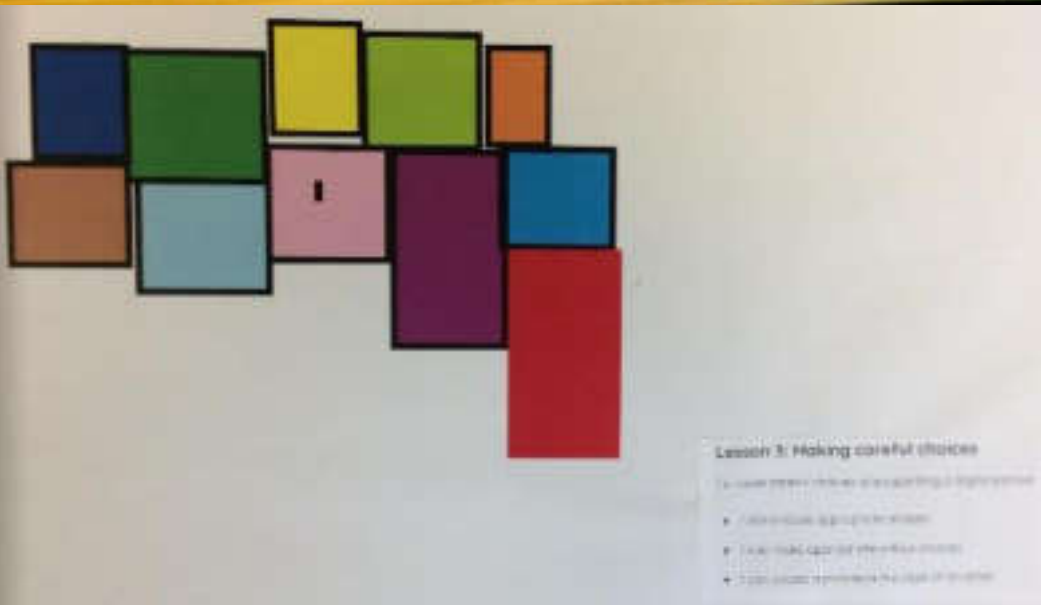
Painting: Children can name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades;



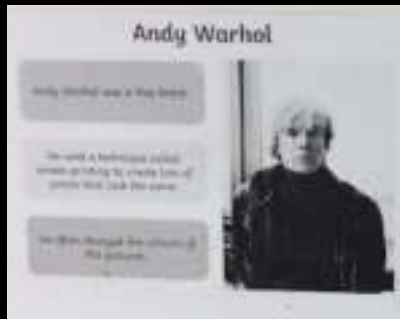
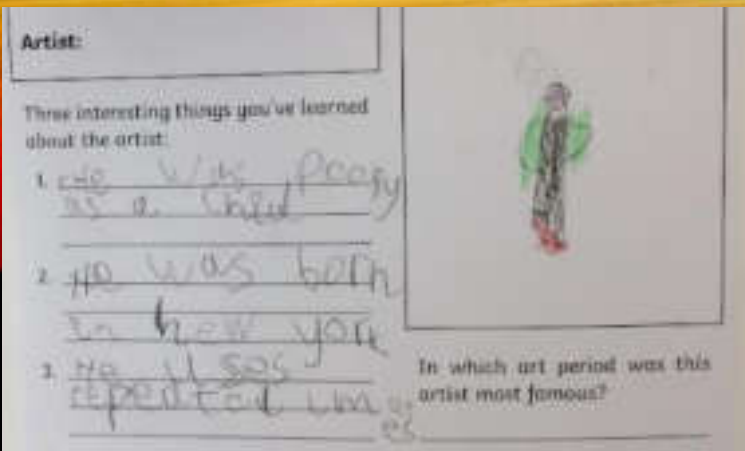
YARMOUTH YEAR 1 AUT 2

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!



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".



We copied the work of Andy Warhol and used our own ideas for the colours.




YARMOUTH YEAR 1 SPR 2

Painting: To use painting to develop and share their ideas, experiences and imagination.



Spring 2



Sir Quentin Blake

Born: 10th December 1932

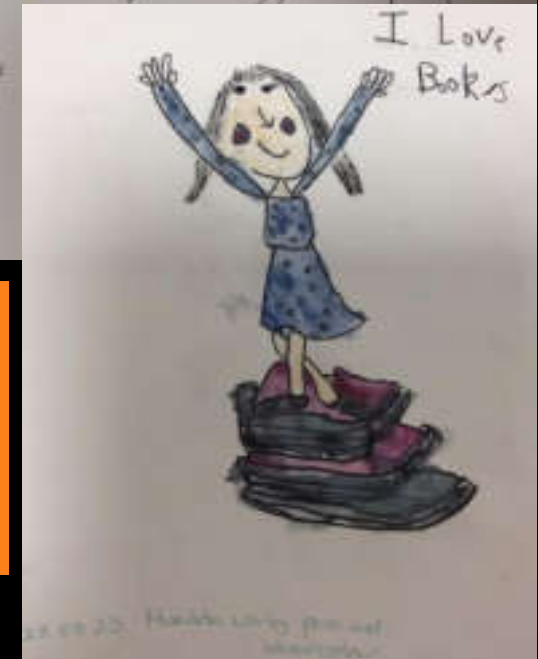
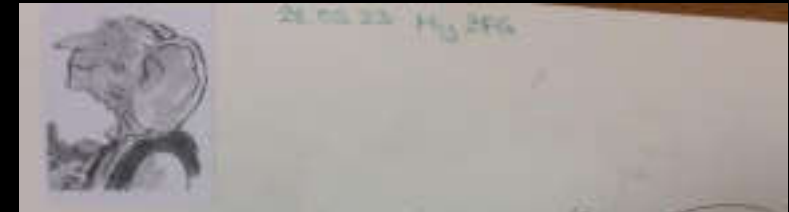
He has been drawing since a young age. When he was 16 years old his first published drawing was printed in Punch magazine.

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

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

Children can:

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



Children studied the illustrator Quentin Blake before recreating his work and then making their own illustrations using watercolour and pens.

Summer 1



Henri Matisse

Born 1869 in France

He was a French artist known for his use of colour and shape. At first called he began to make striking collages.

Other

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

611 Art and Design National Curriculum

To become proficient in using 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 using materials

use key vocabulary to demonstrate knowledge and understanding of the word collage, separate, past, mosaic, textured, cut, glue, arrange.

YARMOUTH YEAR 1 SUM 1

Children studied the artist Henri Matisse, recreating his work and then creating their own version of "The Snail".

College: Children can use a combination of materials that have been cut, torn and glued, sort and arrange materials.



YARMOUTH YEAR 1 SUM 2



Summer 2 - Gunta Stölzl



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;



Children studied the artist Gunta Stölzl and used her work as inspiration for their textiles project creating woven fish.

Autumn 1

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

The collage artist *Maria Rivara* creates fabulous pictures that show what might be going on inside a person's mind - we 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 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!

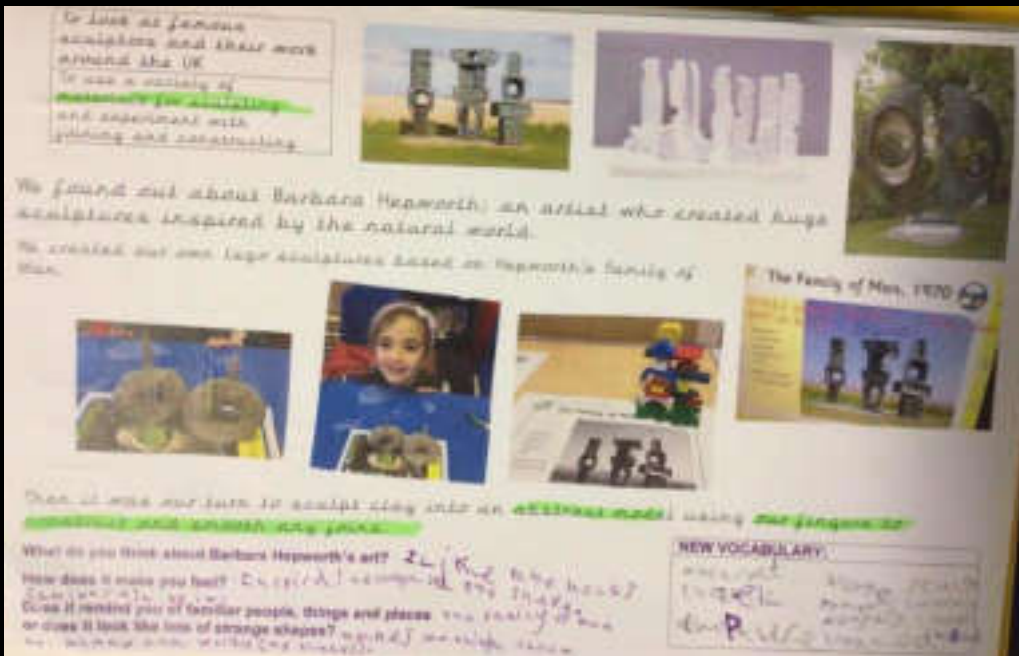


Barbara Hepworth

At the head below, write down everything you know or have found out about the famous English artist and sculptor, Barbara Hepworth.



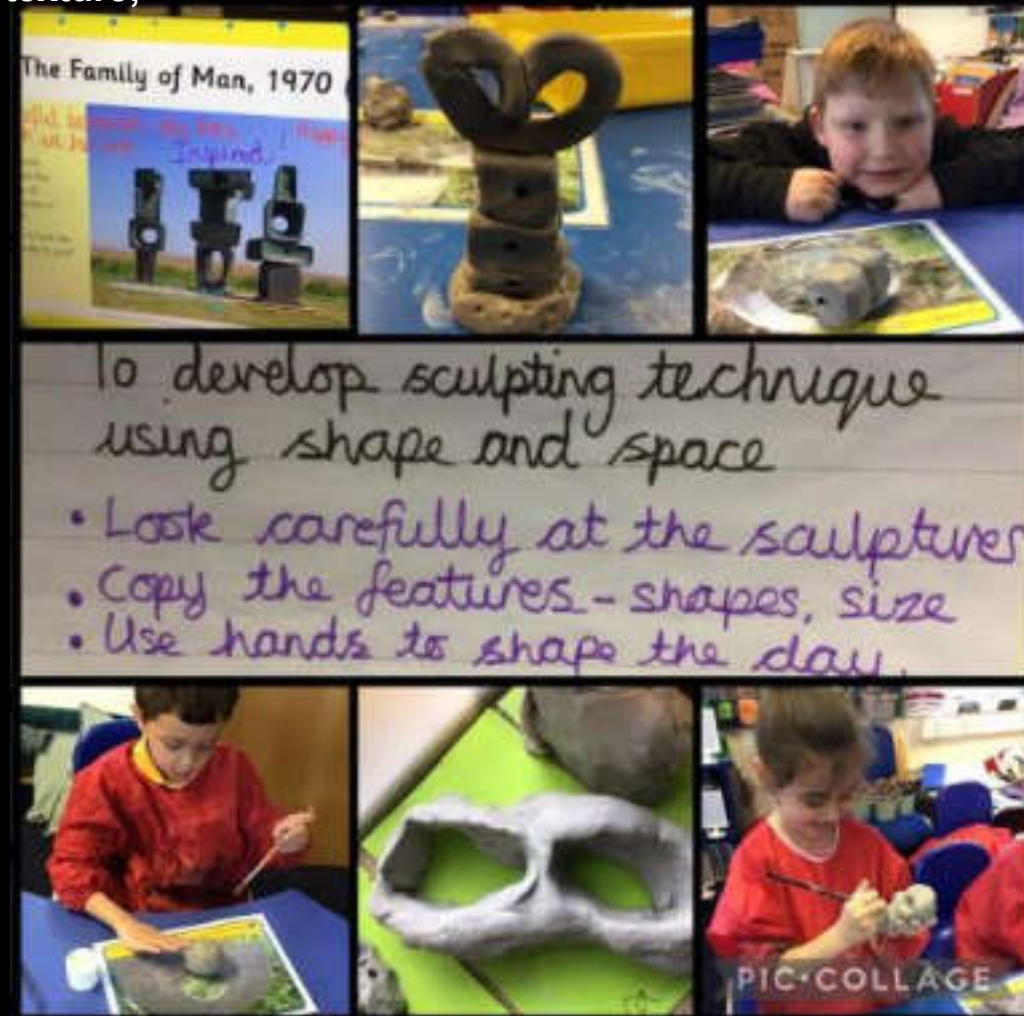
Knowledge: Children can describe the work of famous, notable artists and designers and express an opinion on the work of famous, notable artists.

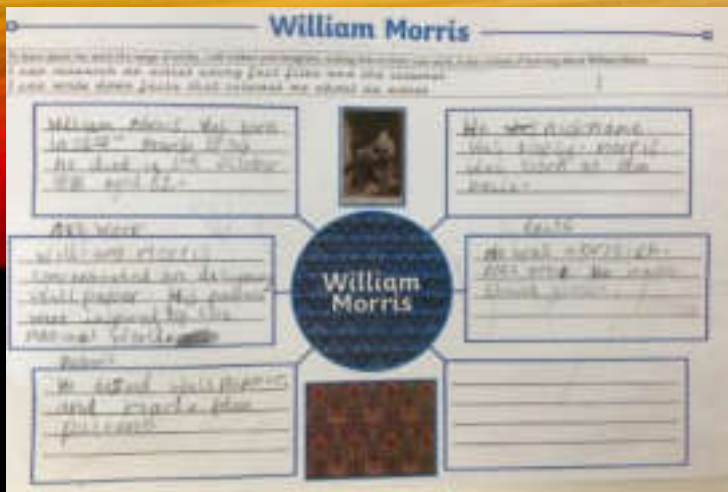


YARMOUTH YEAR 2 AUT 2

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;



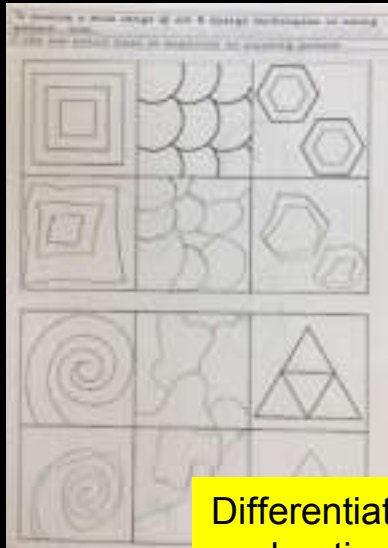


YARMOUTH YEAR 2 SPR 1

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!



Differentiated explorations of line and pattern.



A section of the final piece.



SEN supported exploration of Morris patterns



YARMOUTH YEAR 2 SPR 2

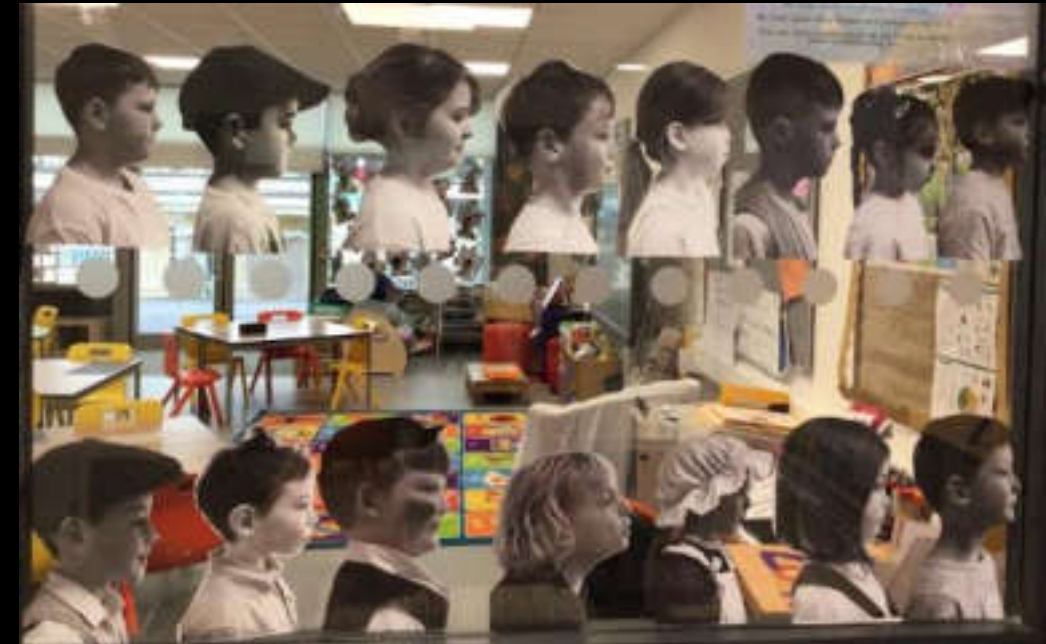


Collage: To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can use a combination of materials that have been cut, torn and glued, sort and arrange materials.



Following their trip to Osborne house to view the portrait galleries, children experienced a Victorian Day. In costume, the children were photographed to create portraits. These photos were then used to create silhouette portraits. The original photos were compiled to create a lovely display.

Using photography and collage to create Mothers day cards as part of our cultural calendar.



YARMOUTH YEAR 2 SUM 1

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



Children practiced their skills by creating still-life drawings of flowers and plants, linking with their work in Science. They developed their work using a mixture of photography and collage, making their own papers to then cut out as butterflies.

YARMOUTH YEAR 2 SUM 2



Children were working really hard on their SATs but still found time to create some natural art using stencils and the nature around us – all as part of Outdoor Learning Day!



YARMOUTH YEAR 3 AUT 1



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.



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.

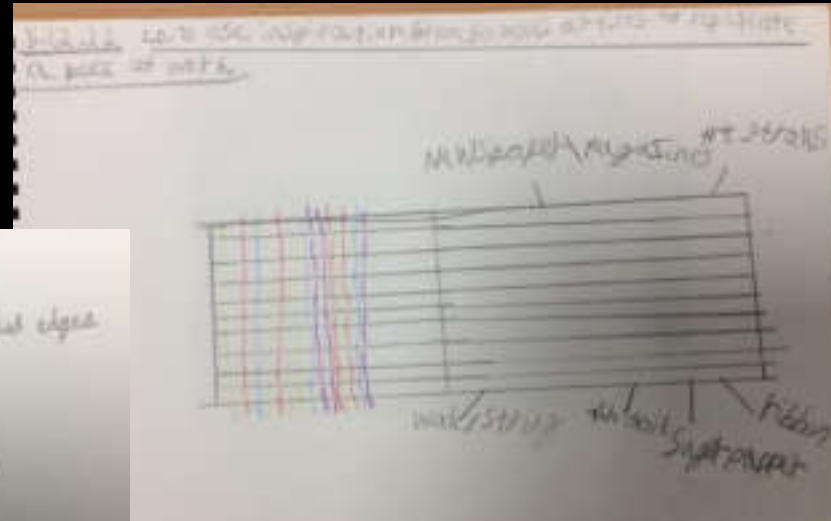
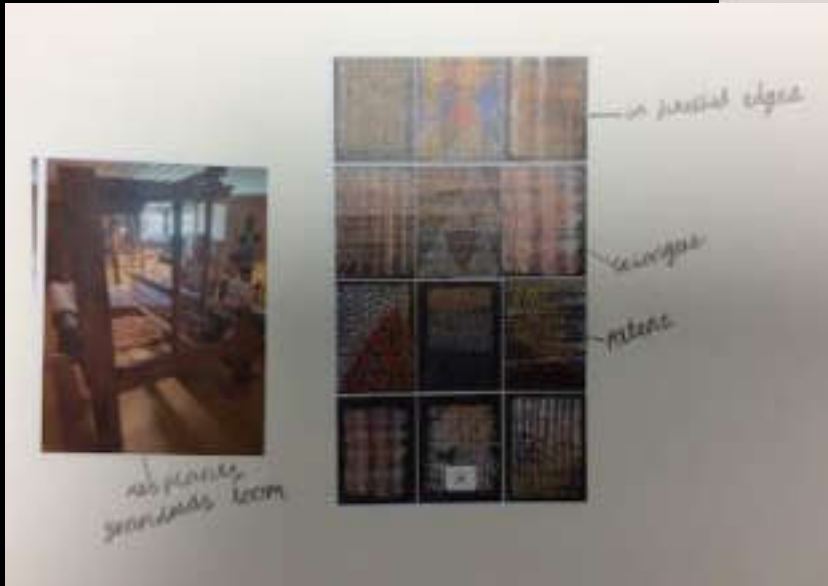
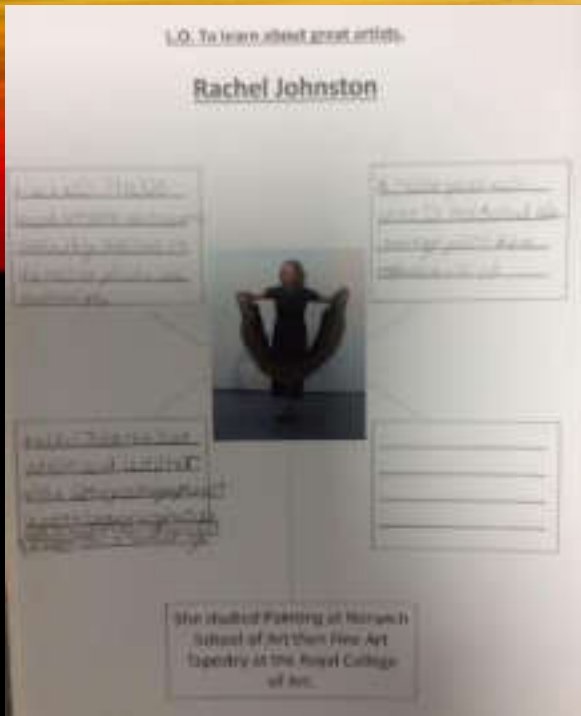


Children created their own cave paintings by studying examples of primary sources. Then experimented with staining paper, paints and pencils to create these effects.

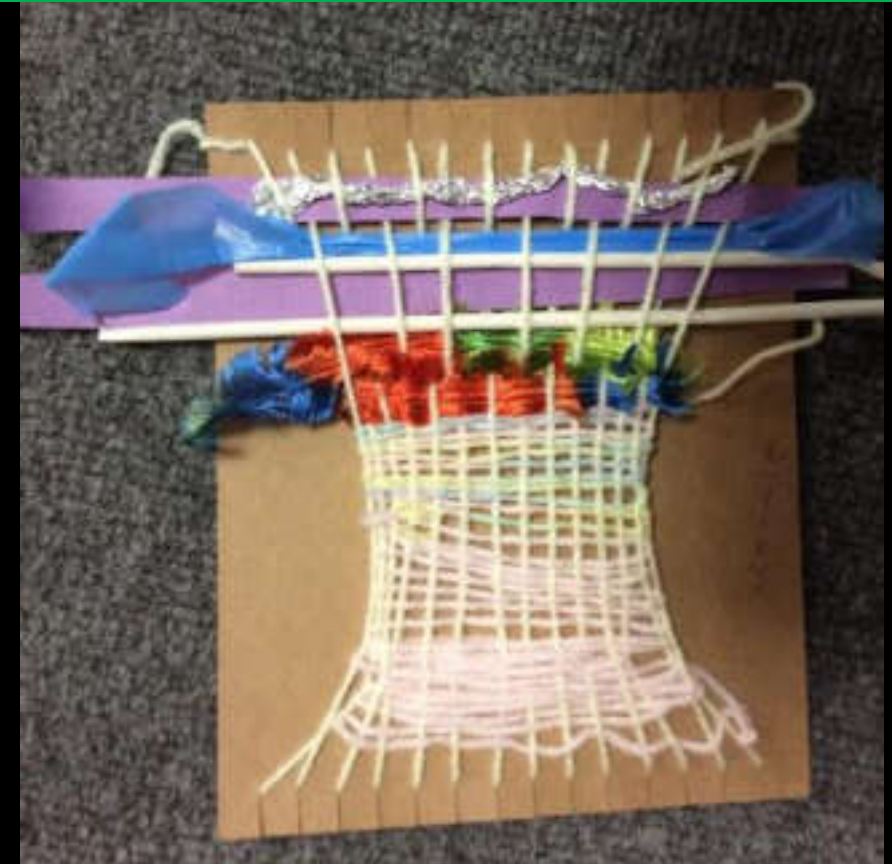


YARMOUTH YEAR 3 AUT 2

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.



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.



YARMOUTH YEAR 3 SPR 1



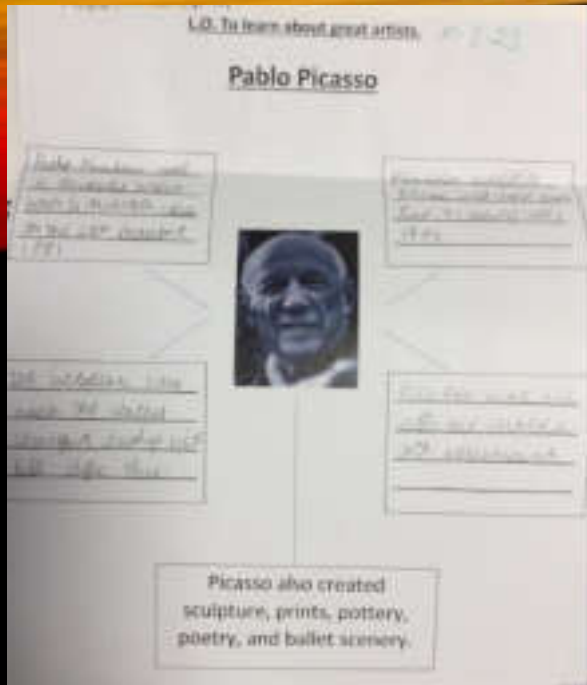
Knowledge : Children can use inspiration from famous artists to replicate a piece of work. Children continue to study the works of famous artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

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



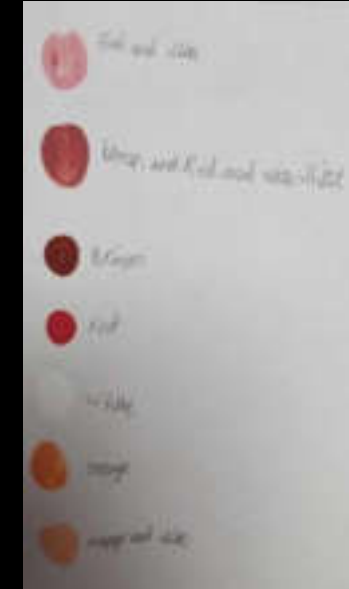
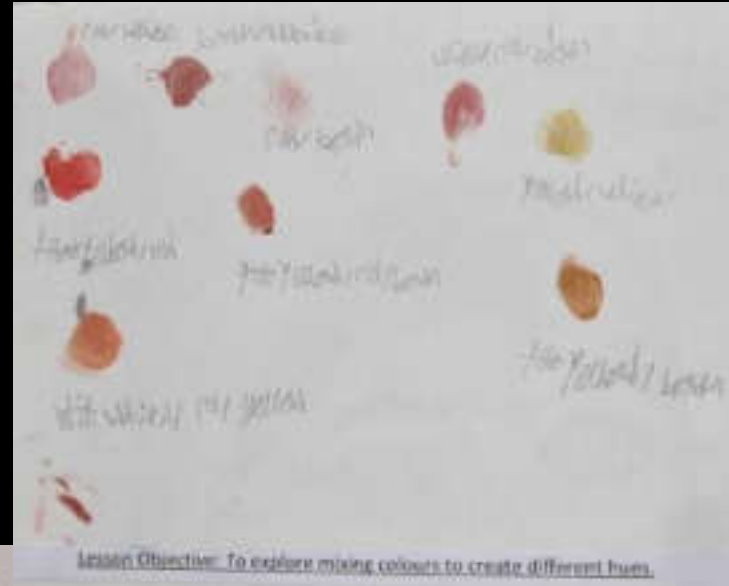
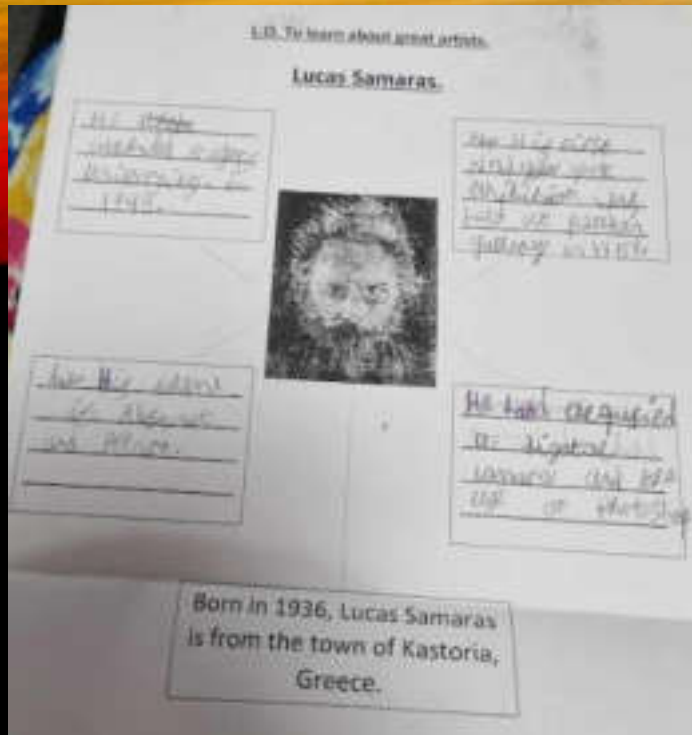
Fab learning journey focusing on the work of Pablo Picasso. Children made fantastic recreations of some of his most famous works before doing sketch designs for their own creative piece. Children used both collograph and mono printing techniques!



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



YARMOUTH YEAR 3 SUM 1



Painting: Children can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint.



Year 3 children studied the work of Greek Artist Lucas Samaras. They practiced their skills of colour mixing to create skin tones and used finger painting to replicate his techniques of using circles to create portraits.



YARMOUTH YEAR 3 SUM 2



Children created their own collage papers using paint splatters, pastels and inks on shaving foam! Then blended these with digital images to create their own pieces using collage and photomontage techniques. This work was inspired by modern Greek Artist Annette Luycx who teaches classes in these techniques.

Collage

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





YARMOUTH YEAR 4 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.









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 from 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!





YARMOUTH YEAR 4 AUT 1



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



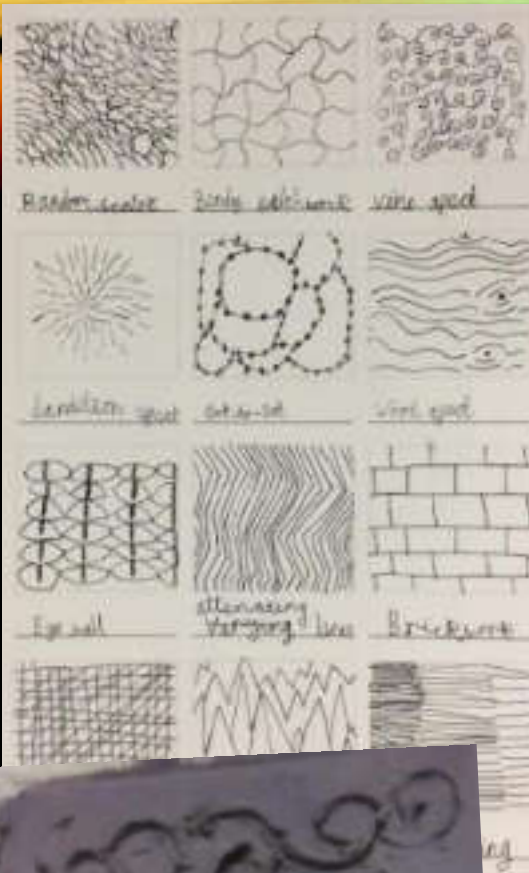
Children were able to finish creating their tomb paintings based on their studies of the tombs of Ancient Egypt.

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.

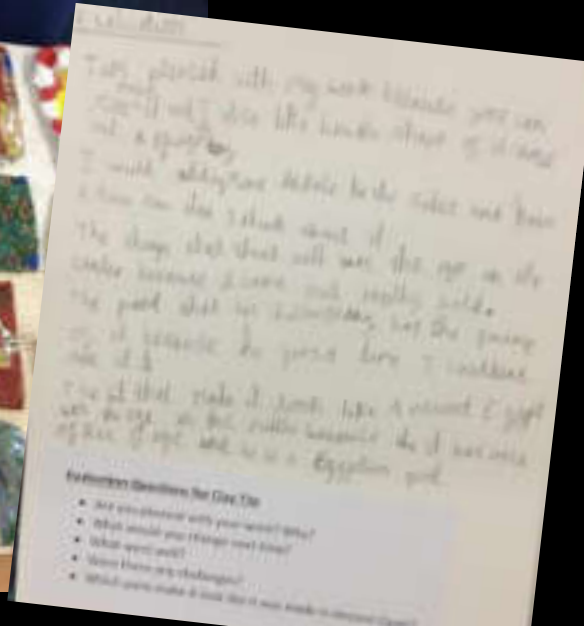
Painting: Children can:
use varied brush techniques to create shapes, textures, patterns and lines;
mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
create different textures and effects with paint;



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



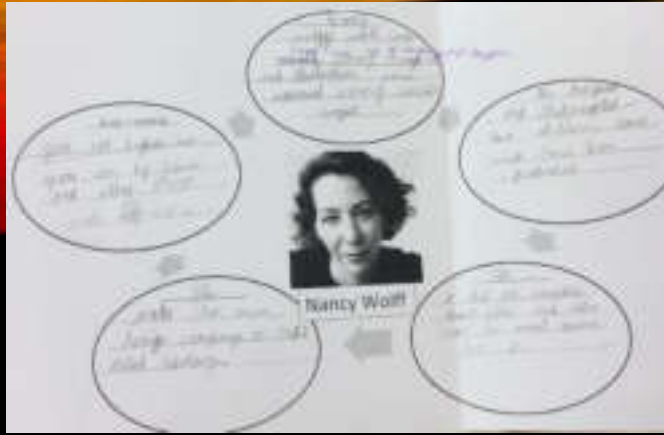
YARMOUTH YEAR 4 AUT 2



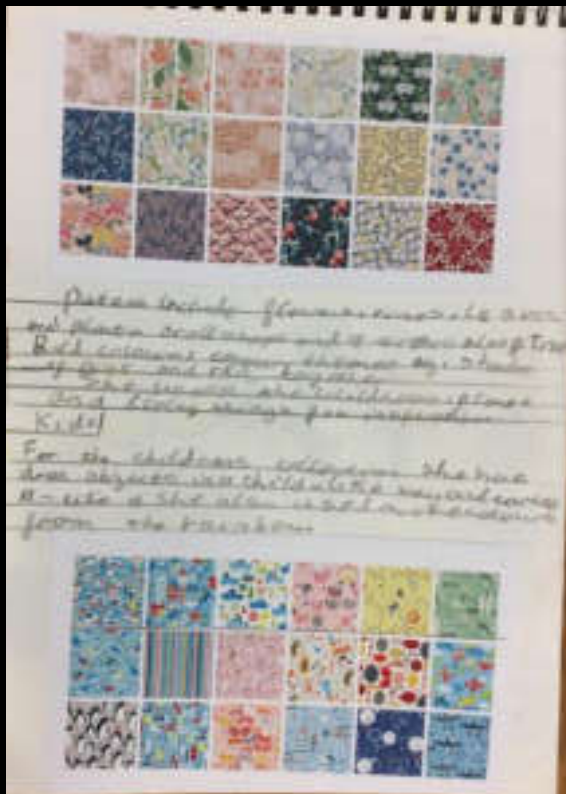
Children continued their studies of tomb paintings developing their ideas into a clay tile. First we studied and enlarged segments from the Book of the Dead which we observed first hand on our trip to the British Museum. Next we experimented with textures made from straight and curved lines before planning,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

Sculpture: 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.

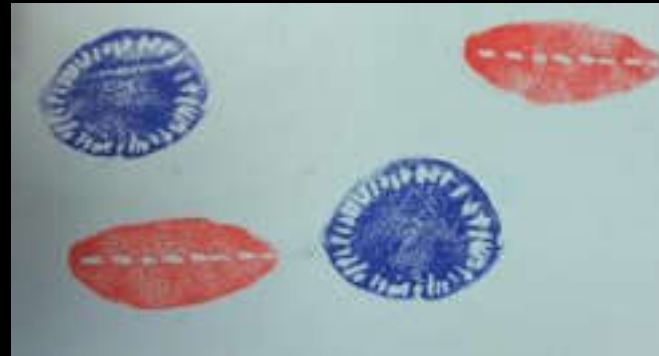
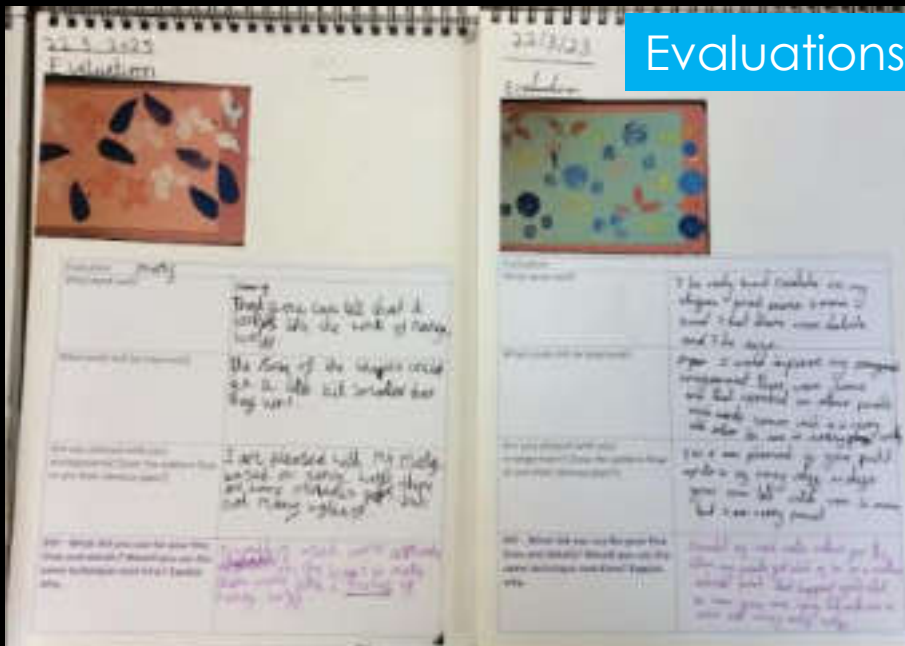


YARMOUTH YEAR 4 SPR 2

Children's final pieces based on Nancy Wolff.



Evaluations.



YARMOUTH YEAR 4 SPR 2

Children used photos of mosaics from our British Museum trip as their inspiration in this carousel activity using a variety of mediums. This followed a study of mosaics and how they are made.

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 SPR 2

We then looked at a range of collaging techniques and practised overlapping, tessellation and Mosaics using quilling papers.

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.



YARMOUTH YEAR 4 SUM 1



Children finished their work on mosaics by creating 3D versions using glass tesserae and sculpted clay tiles. Children were able to use the techniques practiced to make their own designs.



Collage Children continue to explore creating collage with a variety of media. They experiment with sorting and arranging materials with purpose to create effect.

YARMOUTH YEAR 4 SUM 1

Coast Class were invited back to continue their work in the Crossing the Bar Project in conjunction with the New Carnival Company. Chris and Frankie were back with their expert friend Karen Hogen to take the children on a nature tour of Widdick Chine in Totland. Children learnt about the coastal plants, took clay samples, found beach treasures and sketched their findings. They studied the local wild and plant life further back in the classroom, taking their research and turning it into flag designs. They used drawing, enlarging and painting skills to create flags ready for the next stage in the Crossing the Bar Project. Year 4 took their painting skills to Year 2, who had also been studying plants in Science, to teach them how to use watercolours to create scientifically detailed botanical drawings!





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 4 SUM 2



Children completed their flags which were used as part of a display at the walk in Totland for Crossing the Bar. Chris and Frankie came back to present the children with their flags in a worship.



Children used collage techniques practiced earlier in the year to make cards for Fathers day as part of our cultural calendar.



In Geography we studied the Brazilian Rainforest, some children experimented with tone and brush strokes.....

...whilst others explored textures and colour mixing using pastels.

YARMOUTH YEAR 4 SUM 2



We used collage too, to create the different layers of the Rainforest.

Finally some children had a mini learning journey looking at Irene Guerrero, a modern Brazilian artist who creates stunning mixed media images inspired by the plant life in the rainforest.

YARMOUTH YEAR 5 AUT 1

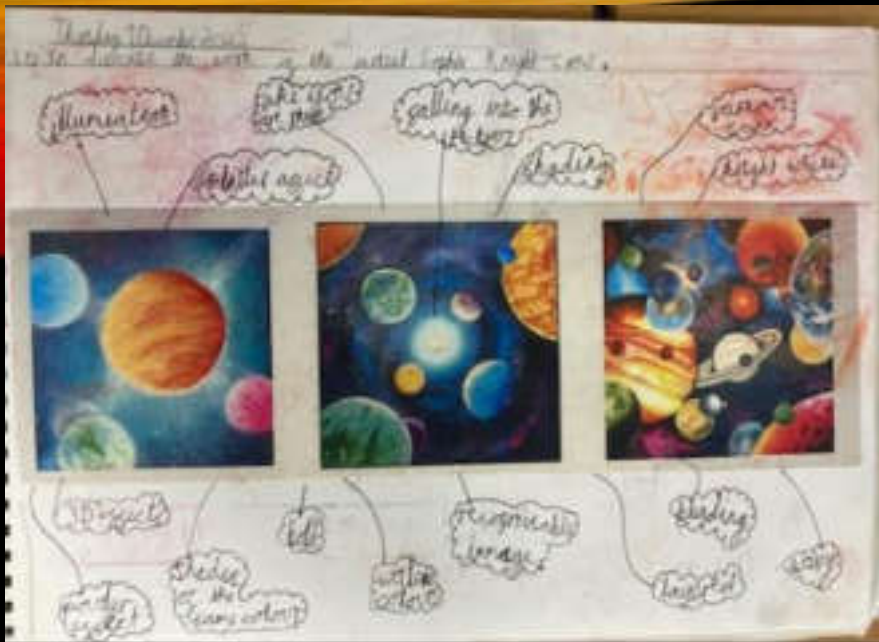


More fab examples of children's work on Peter Thorpe. Here, children have rated a selection of his work, recreated whole pieces in their sketch books before creating detailed plans and stunning final pieces.



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 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.



The image shows a spiral-bound notebook with two pages of hand-drawn sketches and handwritten text. The sketches are of Japanese tapestries (byōbu).

Top Left Sketch: A figure in traditional Japanese attire, possibly a samurai, is shown in a dynamic pose, possibly dancing or performing a ritual. There are other figures in the background.

Top Right Sketch: A group of figures, including a tall, thin figure and a smaller figure, are shown in a scene that could be a dance or a performance.

Bottom Left Sketch: A figure in traditional Japanese attire is shown in a dynamic pose, possibly dancing or performing a ritual. There are other figures in the background.

Bottom Right Sketch: A scene with two boats on water. One boat is larger and has several figures inside, while the other is smaller and has one figure. The background shows a landscape with hills and a building.

Text on the left page:

- 1. The figure is a samurai, and the scene is a dance or performance.
- 2. The figure is a samurai, and the scene is a dance or performance.
- 3. The figure is a samurai, and the scene is a dance or performance.

Text on the right page:

- These dull colors like brown, yellow, blue, green, and red.
- There are many simple drawings with not a lot of detail.
- The tapestries don't have a wide variety of colors.

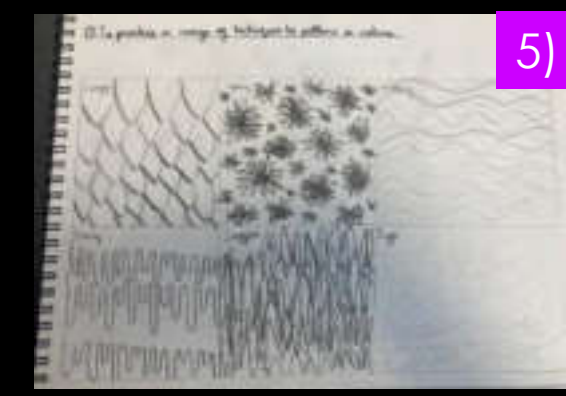
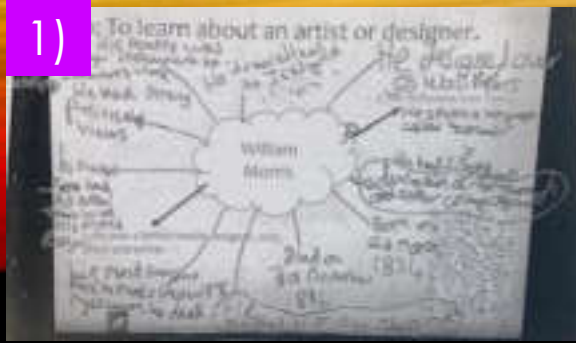


ux Tapestry
Saxons



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.

YARMOUTH YEAR 5 SPR 2



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

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



Children have been studying the techniques used by William Morris in their learning journey. 1) children researched William Morris in depth before 2) beginning to explore his designs by completing a section of one of his designs. 3) Children experimented with repetition, reflection and rotation before 4) looking at man-made and naturally occurring patterns. This was developed further in 5) by producing a range of natural patterns using the techniques previously practised. Finally this term, children recreated a larger section of one of his designs 6).

1. 2. 3. 4. 5.

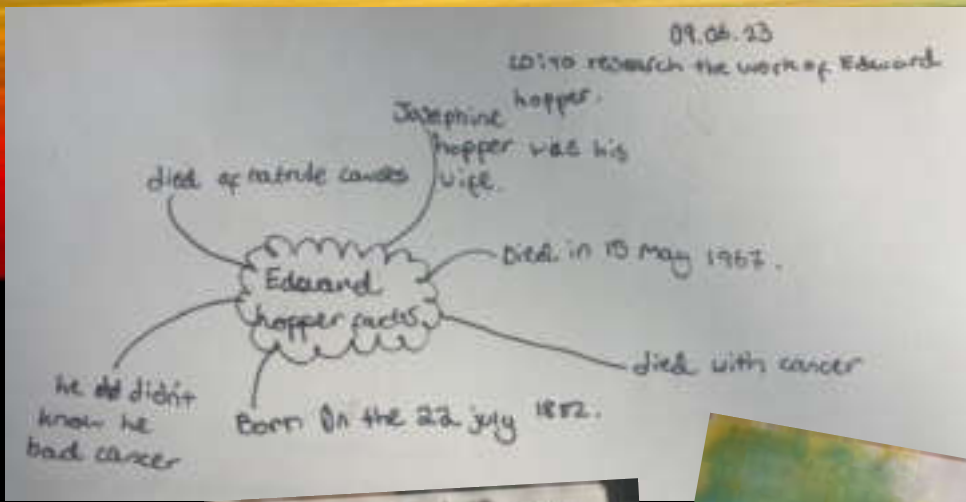
we draw stick figure without looking at the page.

[illegible]

20. To encourage the girl and answer the question.



YARMOUTH YEAR 5 SUM 2

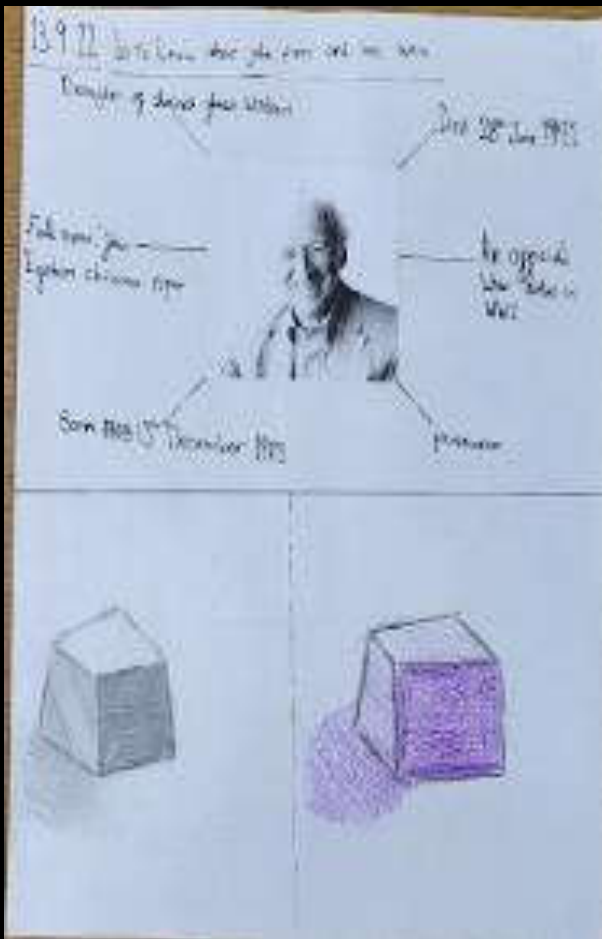


Children explored the work of Edward Hopper, looking at his landscape painting style. They experimented with brush techniques to create textures suitable for landscapes before recreating sections of his work. They then used these skills to create their own paintings.

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

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.

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.





A mind map with "Jerry Kandler" in the center. Branches include: "Born in: Quebec", "died: 1980", "He was a singer", "He was a composer", "He was a producer", "He was a writer", "He was a director", "He was a actor", "He was a producer", "He was a writer", "He was a director", "He was a actor".

[illegible]

YARMOUTH YEAR 6 SPR 2

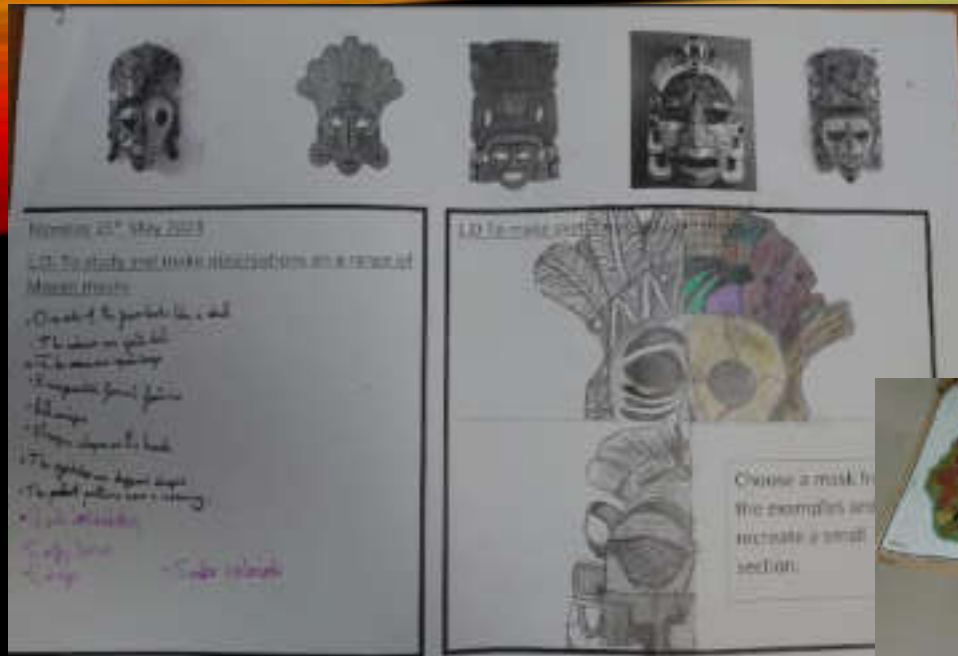


Children, parents and family all joined together for a Climate Change themed Art day where pieces were composed of drowning famous landmarks, cityscape silhouettes and painted flooding oceans.



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.

YARMOUTH YEAR 6 SUM 1



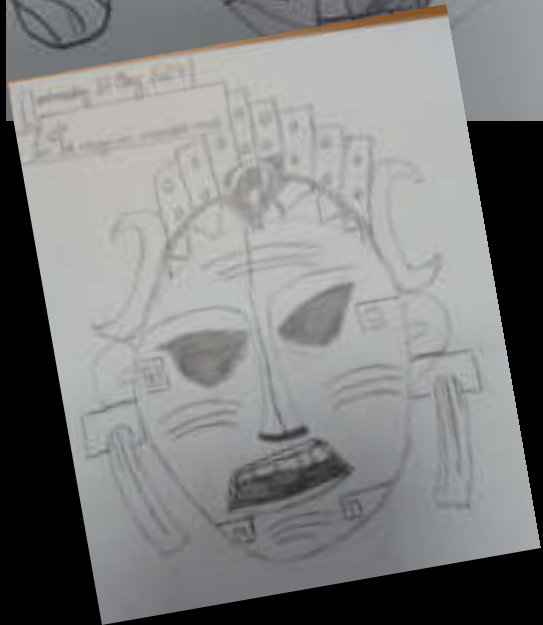
Children have been studying the Ancient Mayan Civilisations and created these stunning masks based on their traditional patterns, colours and shapes.



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



YARMOUTH YEAR 6 SUM 2



Children completed their Mayan Mask project by designing and embroidering a design of their own creation.

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 add decoration to create effect.



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.

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.

SHALFLEET EYFS AUT 2

Firework paintings and collaging as well as Christmas 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

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- Share their creations, explaining the process they have used.
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- 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.

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.



SHALFLEET EYFS SPR 2



Wonderful range of skills being shown whilst enjoying The Very Hungry Caterpillar, collage, printing and sculpture!



Spring has sprung with still life daffodil paintings, cards for Easter and egg painting to make this stunning 3D display!



SHALFLEET EYFS SUM



Inspired by child led learning. One child wanted to learn about peacocks, another child saw one on the way to school and another child has two peacocks at her small holding called Darcy and Destiny

SHALFLEET YEAR 1 AUT

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.

Andy Goldsworthy Fact File

Andy Goldsworthy

Andy Goldsworthy was born on the 25th of July 1946, in Sale, Cheshire, UK. He has two brothers and a sister.



Andy Goldsworthy

From the age of thirteen, Goldsworthy worked as a farm labourer in West Yorkshire, where he was not at school.



Andy Goldsworthy

Andy Goldsworthy lived and worked in a village in Portland, called Portland.



Andy Goldsworthy

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



Andy Goldsworthy

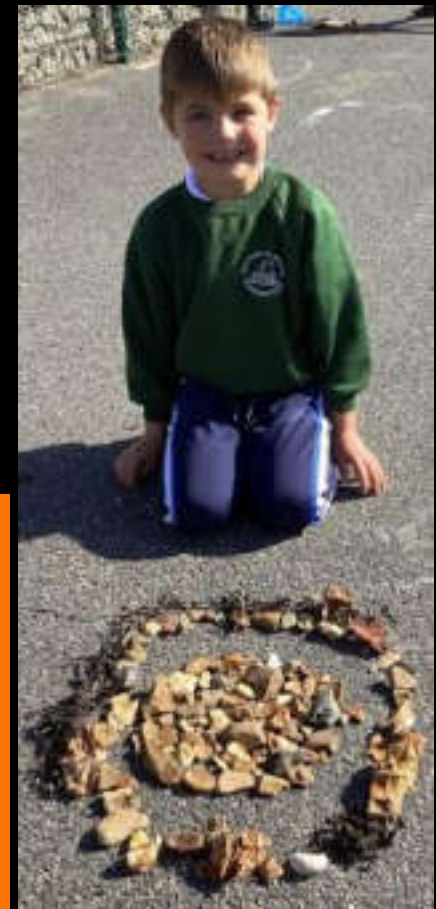
Goldsworthy works with natural materials, and most of his art is made in the landscape. He has used stone, wood, leaves and even ice to make his sculptures.



Five facts begin our Artist Study.



Children collected "treasures" from the beach at Yarmouth then constructed their natural sculptures.



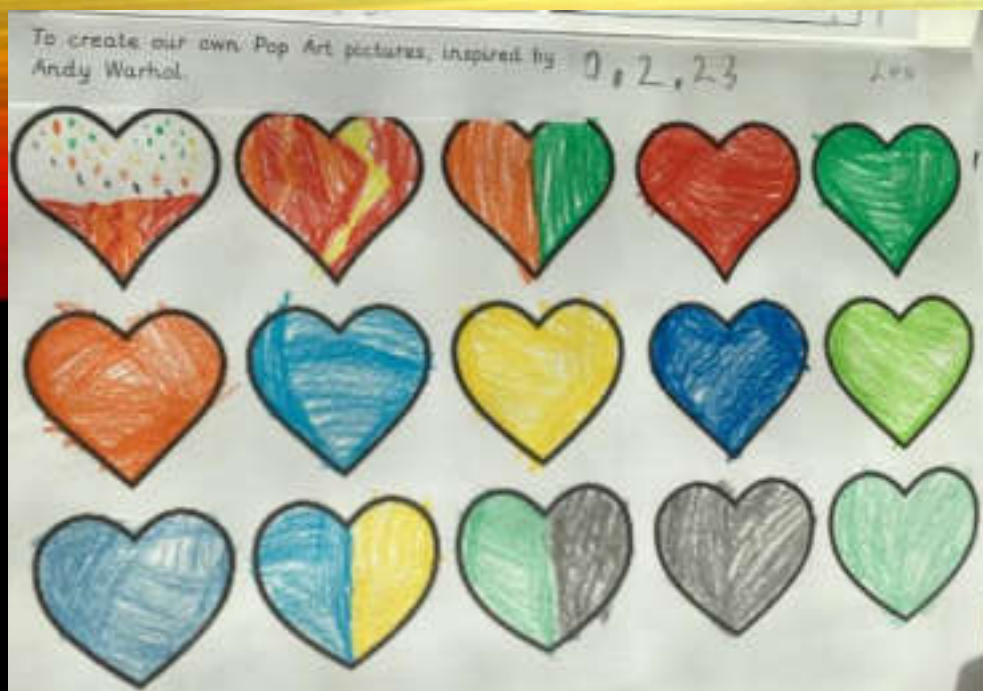


SHALFLEET YEAR 1 AUT



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

SHALFLEET YEAR 1 SPR 1

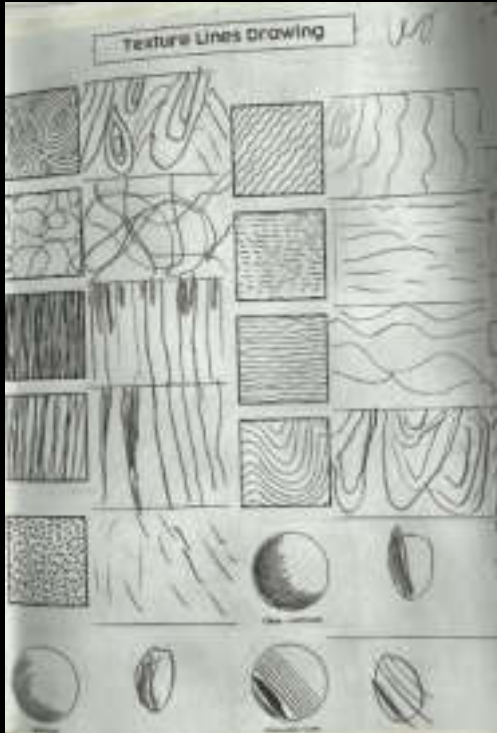


Children looked at the work of Andy Warhol and used his colour-ways to inspire their printing. Children experimented with playdough as well as other materials before designed their own prints to decorate a pair of socks for The Smartest Giant in town!

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 1 SPR 2



Children began by looking at the work of illustrator Quentin Blake. They practiced the drawing skill of making lines as well as the painting skill of colour-mixing. They used these to recreate one of his illustrations and then create a painting based on the Pirate Ships they had made in DT!

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

SHALFLEET YEAR 1 SUM 1



Wonderful mixed media project in Year 1 using painting, printing and collage to make their own sealife creatures and birds-eye views of the Isle of Wight.



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

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 1 SUM 2



Still – life drawings of flowers in vases with some lovely focus on shadows and highlights.



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.

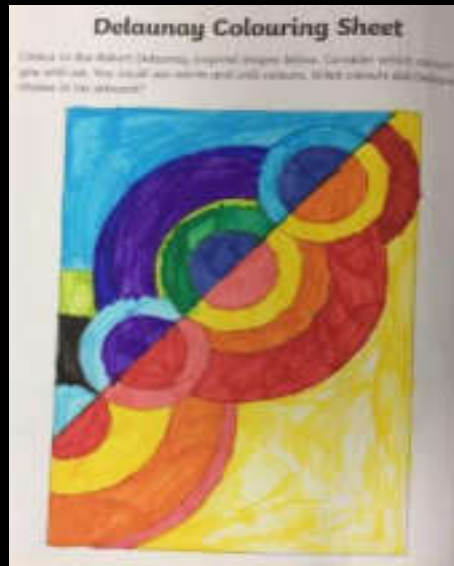


Finished projects including posters for Saving our Oceans!



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 Delaunay. Step 6 = using skills learnt to create own version of Wassily Kandinsky



Painting: Children can name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours and add white and black to alter tints and shades.

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 Sadler.
What did you enjoy?
~~tear~~ tiare.
What was challenging?
Stiking.

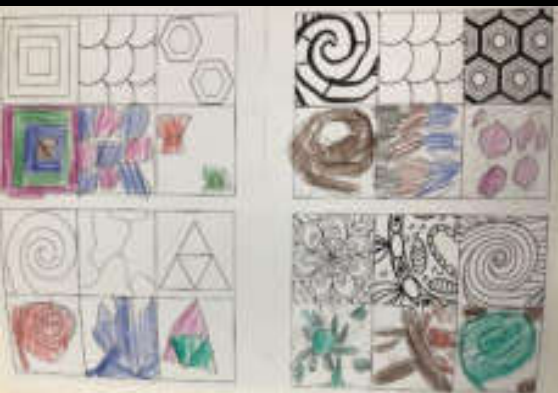
SHALFLEET YEAR 2 SPR 1

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!



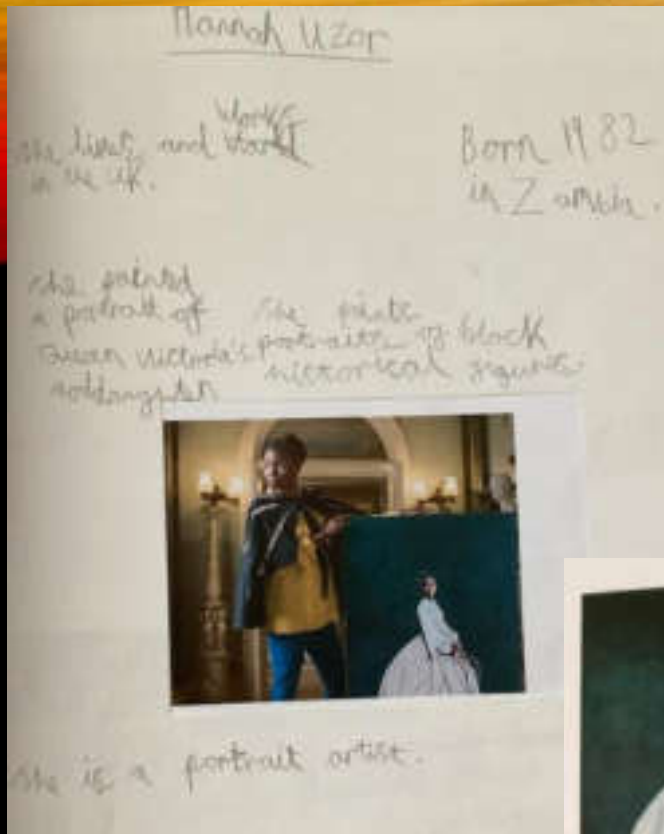
Drawing: Children can draw lines of varying thickness; use dots and lines to demonstrate pattern and texture.

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 2

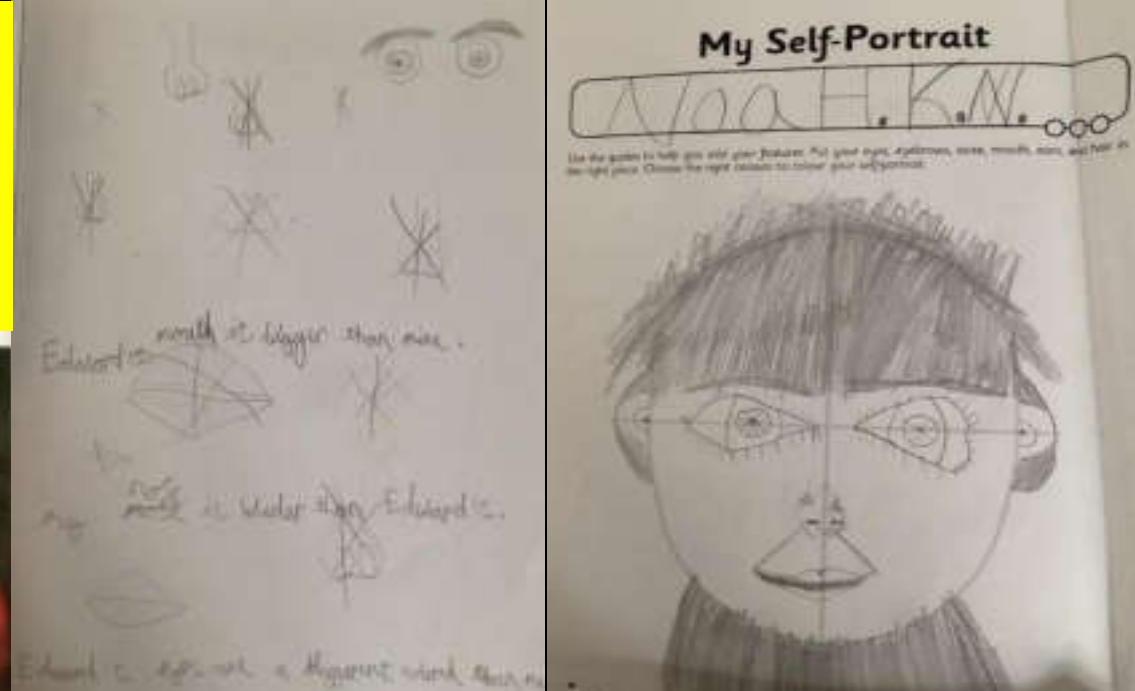
They explored drawing facial features and practiced giving and receiving constructive criticism before using this feedback to create their self-portraits.



Children went to Osborne House and specifically viewed one of Hannah Uzor's portraits. They studied her work and wrote their opinions and preferences in their sketchbooks.



I like the one that has the red dress because I like the color red and I like the background and I like the face and she looks beautiful in color and she is white and she is nice.



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

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

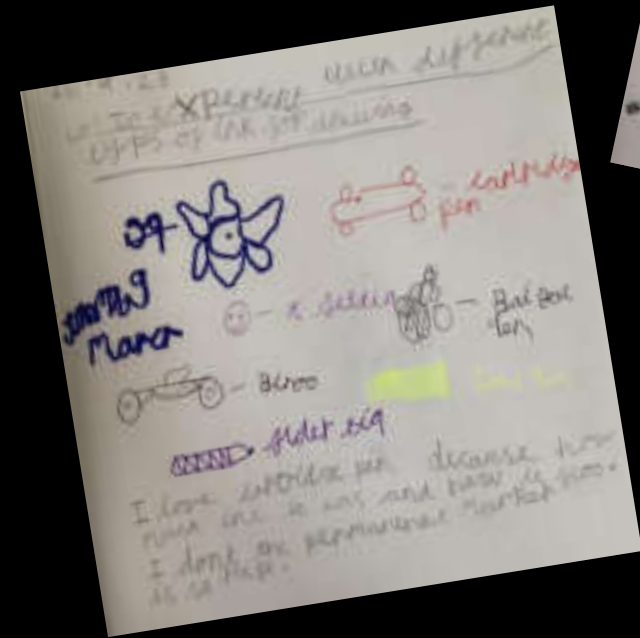
SHALFLEET YEAR 2 SUM



Learning journey exploring the work of Quentin Blake. Fab examples of experimenting with different medium to practice line drawing.

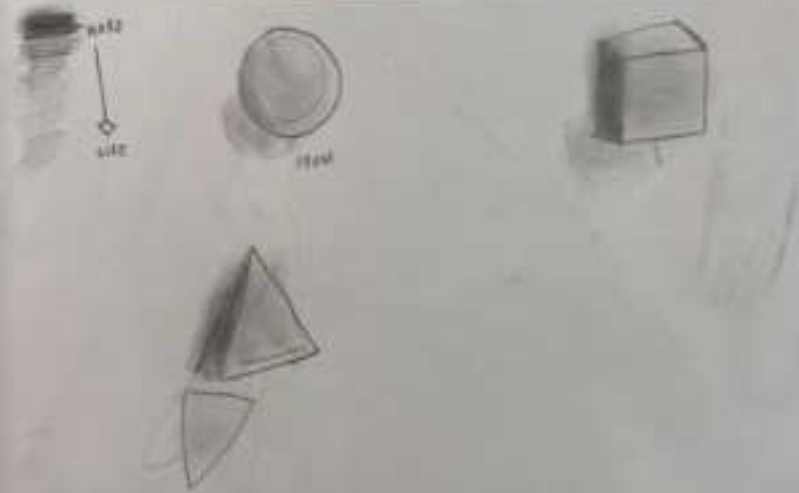


Drawing: Children can draw lines of varying thickness, use dots and lines to demonstrate pattern and texture, use different materials to draw, for example pastels, chalk, felt tips.



SHALFLEET YEAR 3 AUT 1

L.O. To learn about a range of portable sculpture from the Ice Age.
To practise sketching 3D objects.



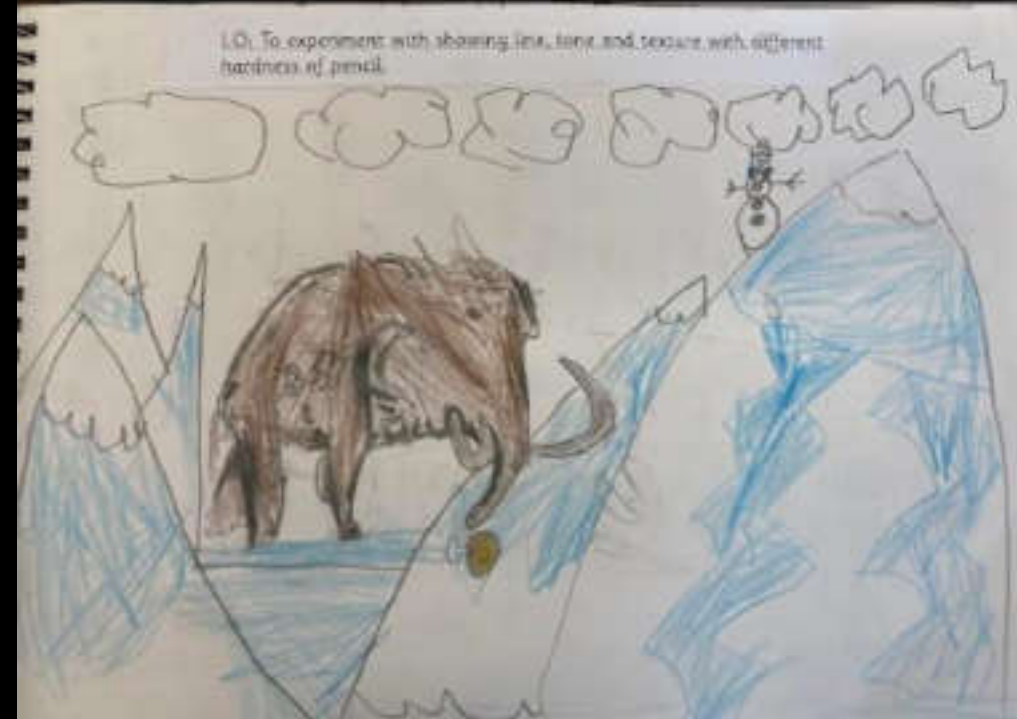
L.O. To learn about a range of portable sculpture from the Ice Age.
To practise sketching 3D objects.



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.



L.O. To experiment with showing line, tone and texture with different hardness of pencil.



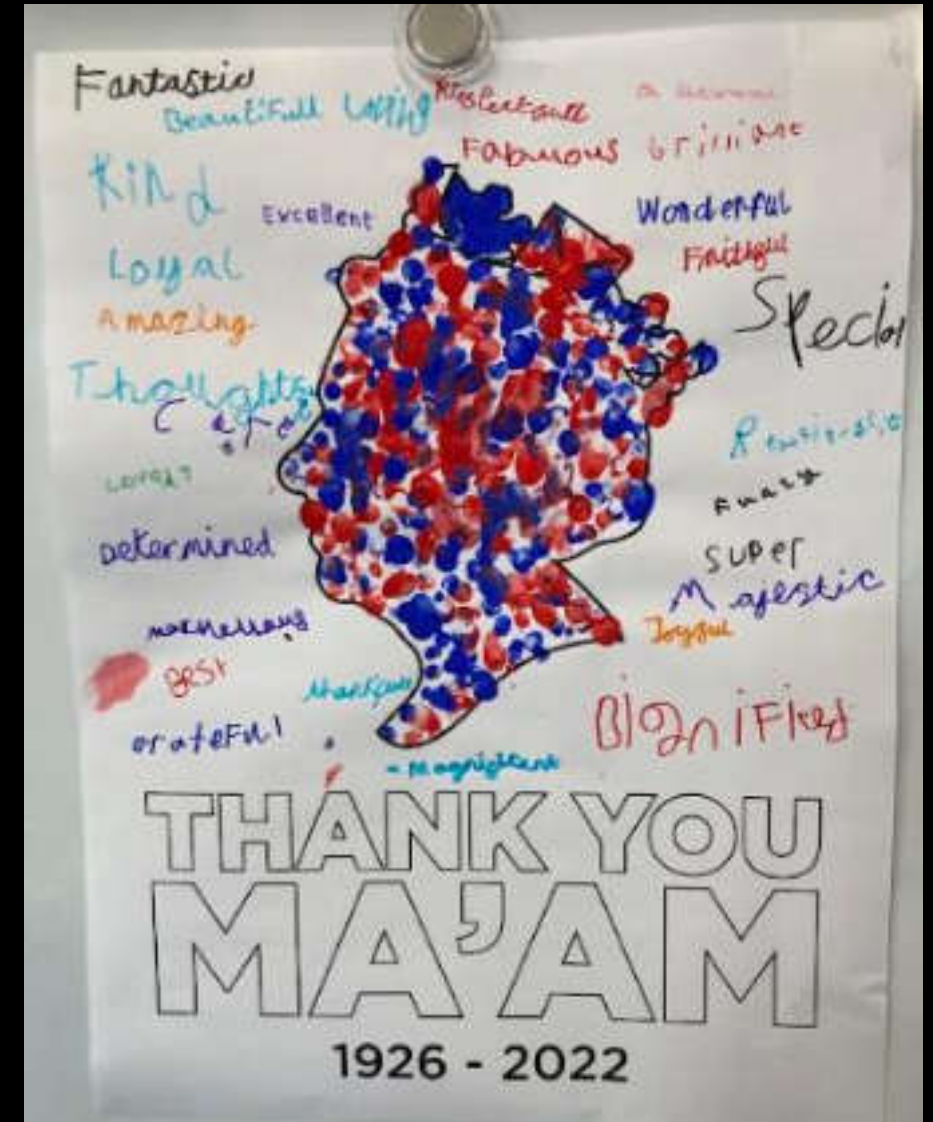
A range of artefacts were sketched such as this sculpture. Shading techniques were explored when drawing 3D objects. Children followed a step by step guide to draw their woolly mammoths, then created a background for them!

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



SHALFLEET YEAR 3 AUT 2

What do we know?



Sculptured in the late Pleistocene
 Found in Schwabing, Germany
 The sculpture is the body of a lion
with a human-like face
 Made from limestone

I think the lion man was created
 so they ~~was~~ could ~~know~~ tell and for
 history's prove that was a lion man

Describe my own sculpture of the lion man



Stick & clay
 Each shaped into
 the man
 History around it
 I am going to use a stick & clay and make to create my
 lion man sculpture

Children created their own version of a genuine Historic Artefact from the Stone Age – The Lion Man of Hohlenstein – Stadel! From 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.

Let's evaluate my sculpture



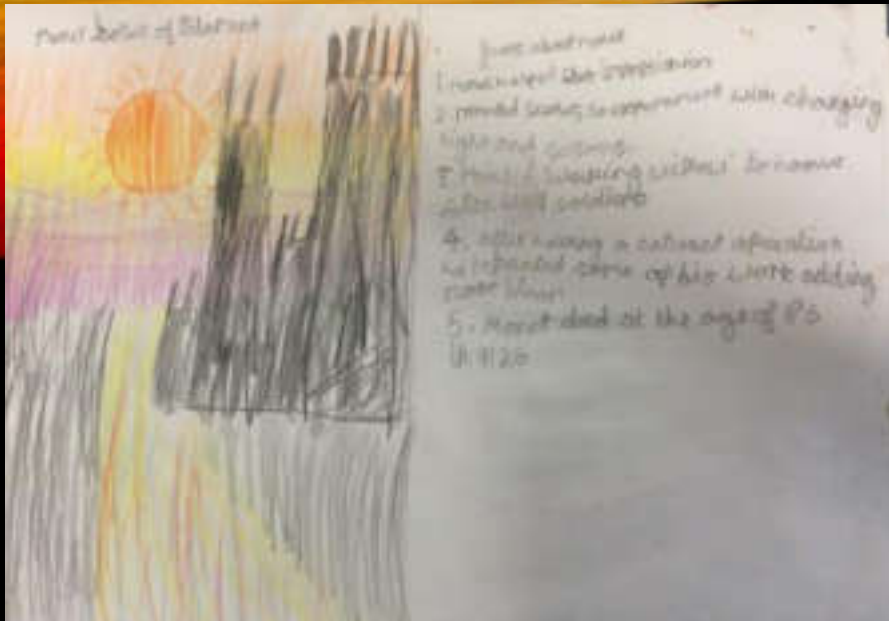
Describe my sculpture
 I made it
 2 plasticine making it
 was not perfect
 My lion man looked not good
 at
 hand was important
 was stuck instead of hand
 if I had to make the lion man
 again I would use more clay
 and make it a bit bigger
 stick like a bit of stick



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;

What went well?
 I finished making it. I was happy
 my results. We did a good job.
 What didn't go well?
 It still felt like it was
 the same as the other one.
 How can we improve my sculpture?
 Use sticks instead of clay.
 Connect it out of wood with stick.

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

Great development of the learning journey in Year 3 with an artist study on Picasso, followed by some lovely recreations of his work. Wonderful use of collage to create their own self portraits!



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

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.



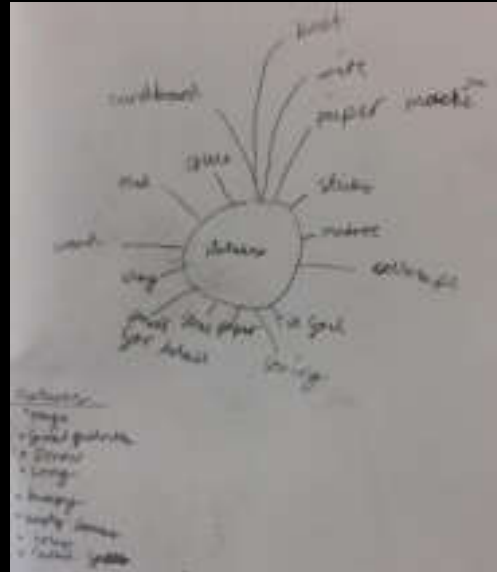
the famous weeping woman. The
painter de pinto Jean cocteau
told de los novillos about the
the cubist movement. Pablo
Picasso he was made the
people in his painting and other
great people.

in 1904 Picasso permanently settled
in Paris.

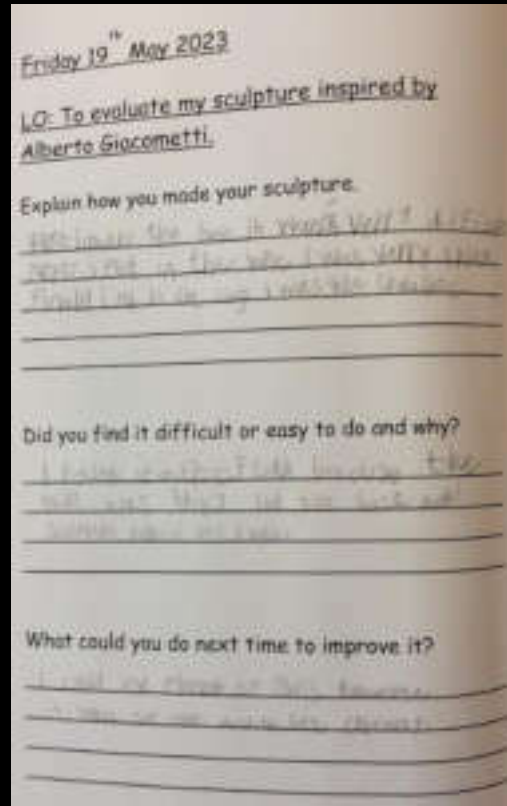
Picasso developed a new style of art
called cubism.

I do not like the weeping woman because
it is very disturbing for me and this a
little weird.
Picasso made sculptures, wrote poetry
and worked with pottery.

SHALFLEET YEAR 3 SUM 1



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




Learning journey showing a study of the artists work, brainstorming to determine how to recreate his sculptures as well as evaluations of the final pieces. Children also did some summer themed paintings at the Horticultural show as part of our cultural calendar.


SHALFLEET YEAR 3 SUM 2

19/08/2023
 L2:16 Learn about water habitats and describe her artwork

printmaking in 1971
 An ocean

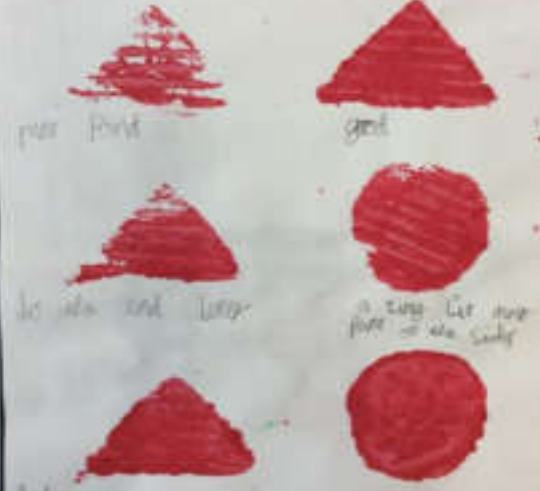


the artist
 is sketching
 the artist
 sketch is art
 abstract
 in the
 almost and
 inspired by
 the Scottish
 landscape



the artist
 has drawn
 a series of
 sketches
 in a landscape
 style
 the artist
 has drawn
 a series of
 sketches
 in a landscape
 style
 I think
 the artist
 is looking
 at the landscape
 and trying to
 capture it

Printmaking in 1971
 An ocean



print print
 good
 to see and hear
 a nice bit of
 print in the sky
 A bit of the sky

Printmaking in 1971
 An ocean



Printmaking in 1971
 An ocean
 the artist
 has drawn
 a series of
 sketches
 in a landscape
 style
 I think
 the artist
 is looking
 at the landscape
 and trying to
 capture it

Evaluating my work



Evaluating my work
 the artist
 has drawn
 a series of
 sketches
 in a landscape
 style
 I think
 the artist
 is looking
 at the landscape
 and trying to
 capture it

the artist
 has drawn
 a series of
 sketches
 in a landscape
 style
 I think
 the artist
 is looking
 at the landscape
 and trying to
 capture it

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

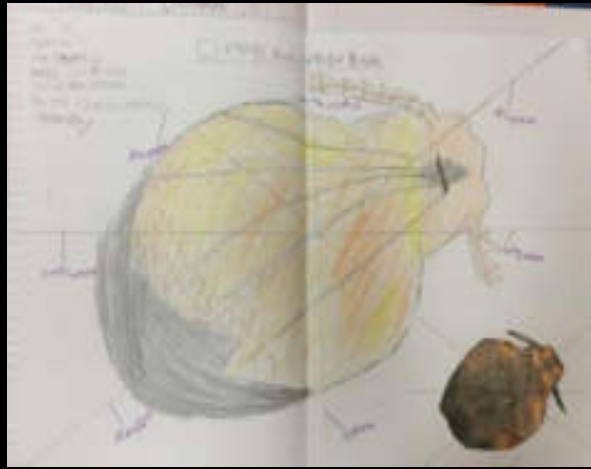
Printmaking in 1971
 An ocean



Printmaking in 1971
 An ocean
 the artist
 has drawn
 a series of
 sketches
 in a landscape
 style
 I think
 the artist
 is looking
 at the landscape
 and trying to
 capture it

Fantastic example of a well developed learning journey with artist study, clear practicing of skills, solid planning and evaluations! Wonderful also to see new and exciting artists being studied!

SHALFLEET YEAR 4 AUT 1



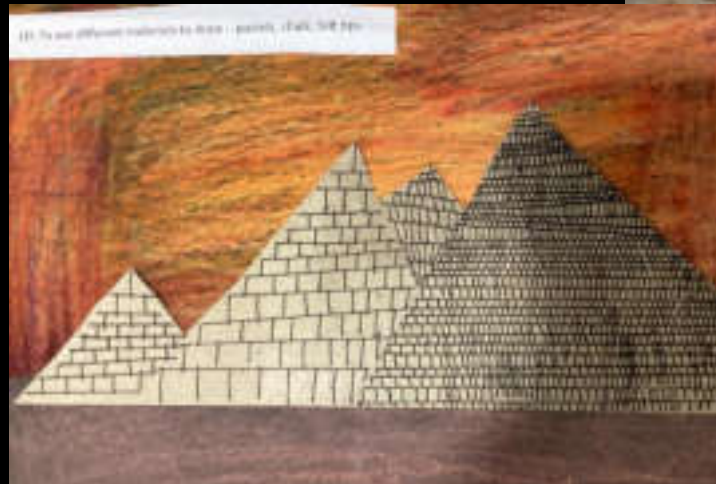
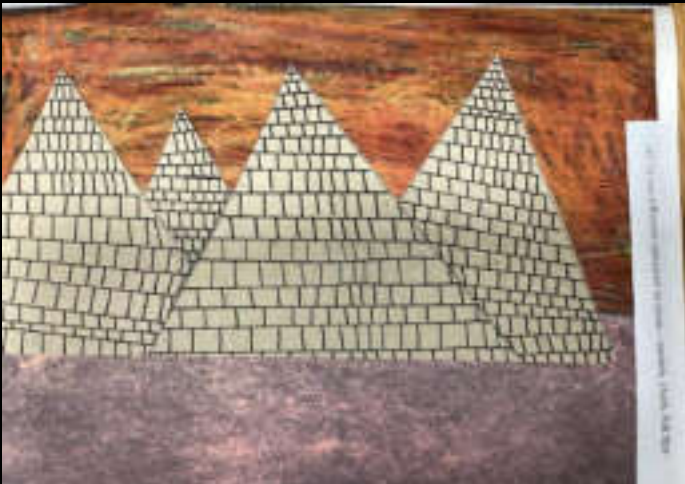
Highly detailed scientific drawings produced during the Science Topic Living Things and their habitats. Children enlarged a given image section by section before adding detail and colour.

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

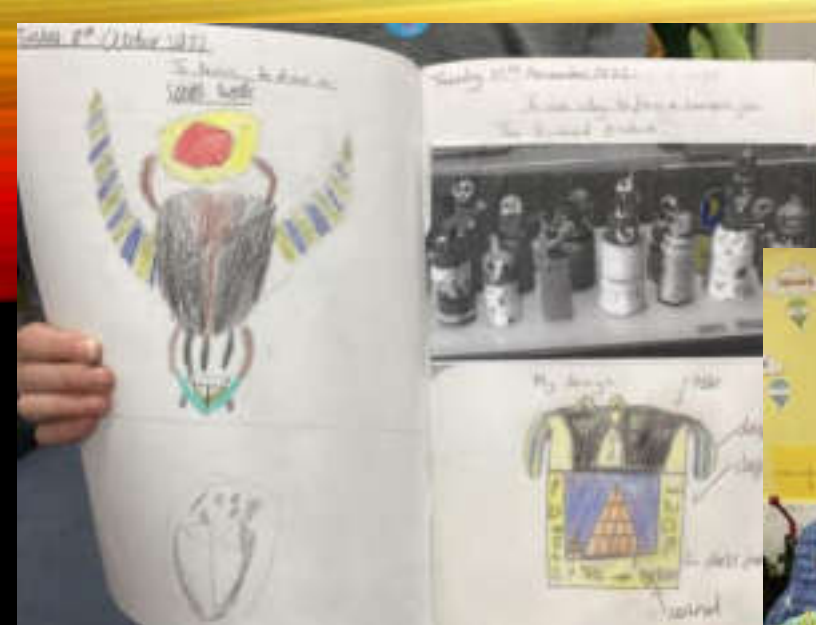


Children have shown a range of drawing skills across this half term focusing on; line, tone and texture; using a range of materials within the same work and learning to draw with accuracy using a step by step guide.



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



Cross Curricular Art in DT using sculpting techniques to make the lids for Canopic Jars!

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.



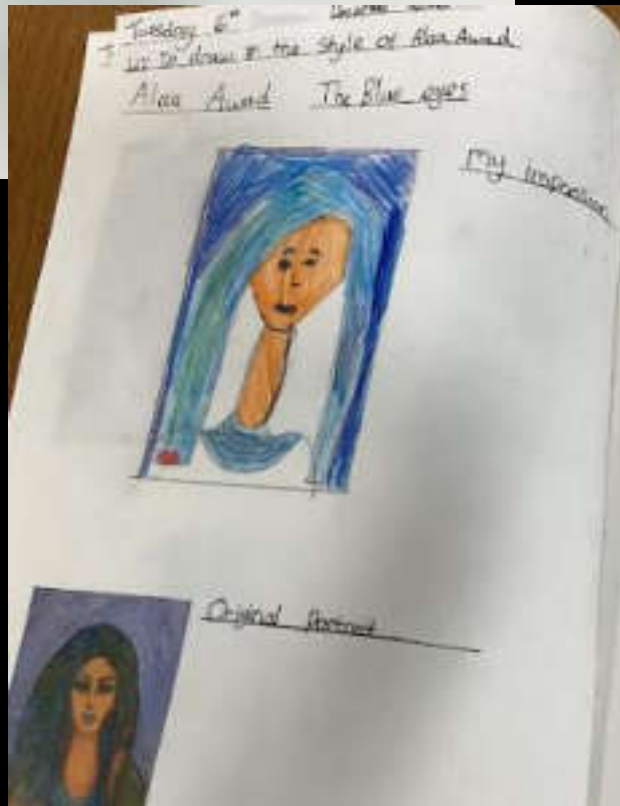
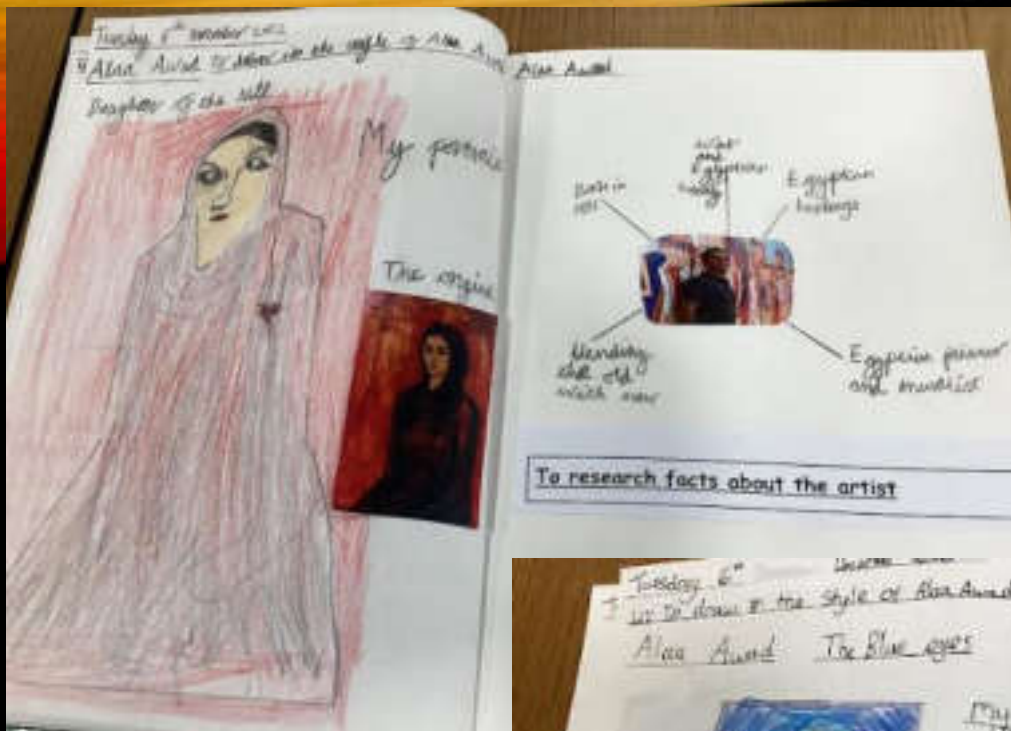
Really gorgeous Christmas Crafting here where children used an assortment of textiles and stitching techniques to create these beautiful Christmas Pudding decorations as part of our Cultural Calendar!

SHALFLEET YEAR 4 AUT 2

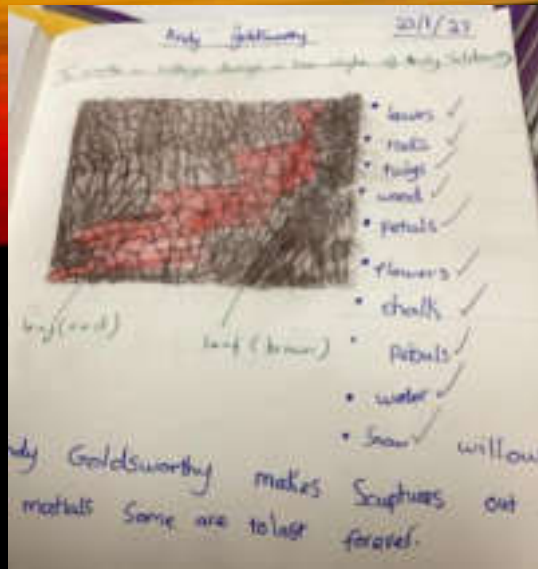
Children have begun looking at the artist Alaa Awad, a modern artist from Egypt who uses the style of the Ancient Egyptians as well as other aspects of his heritage to inspire his works.

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.

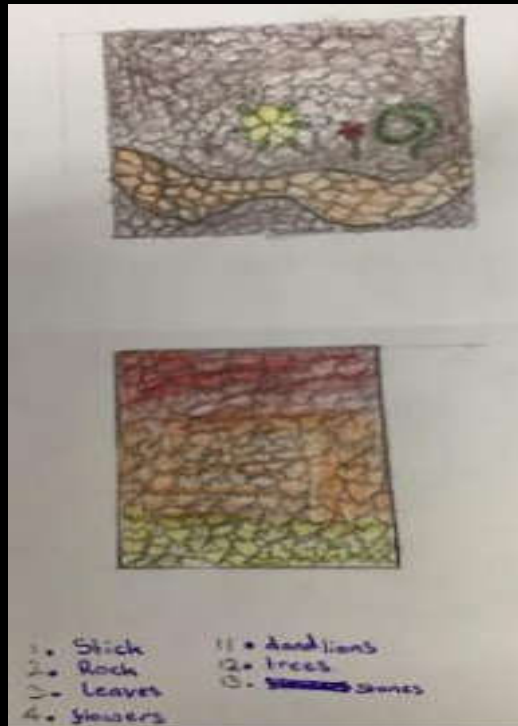


Sculpture

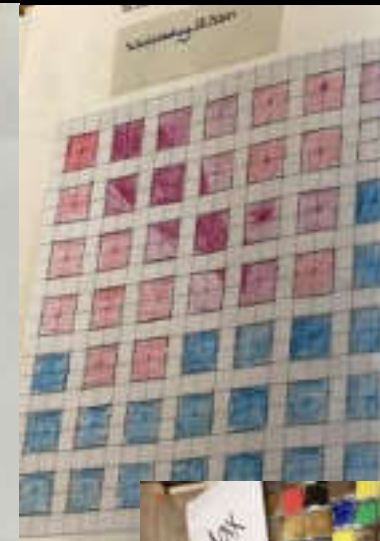
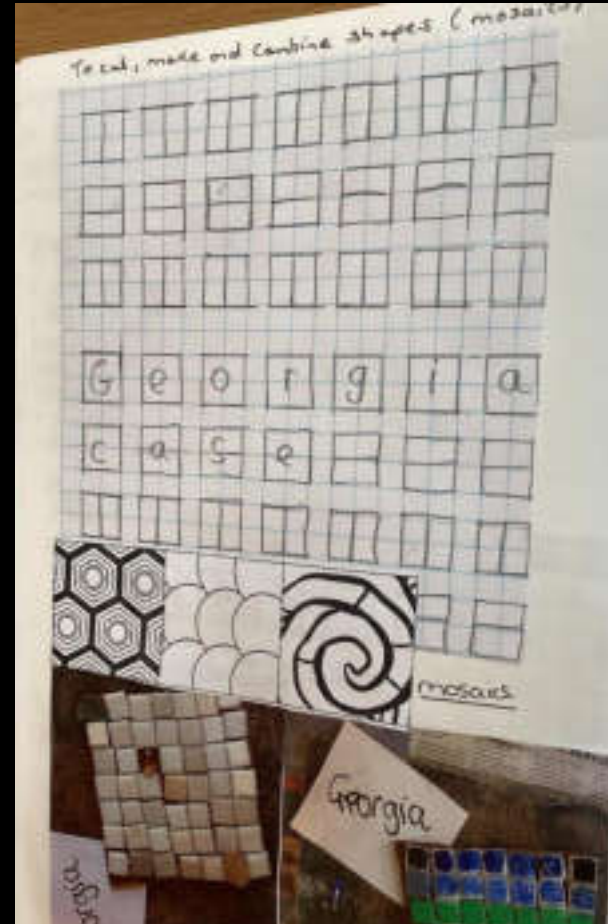
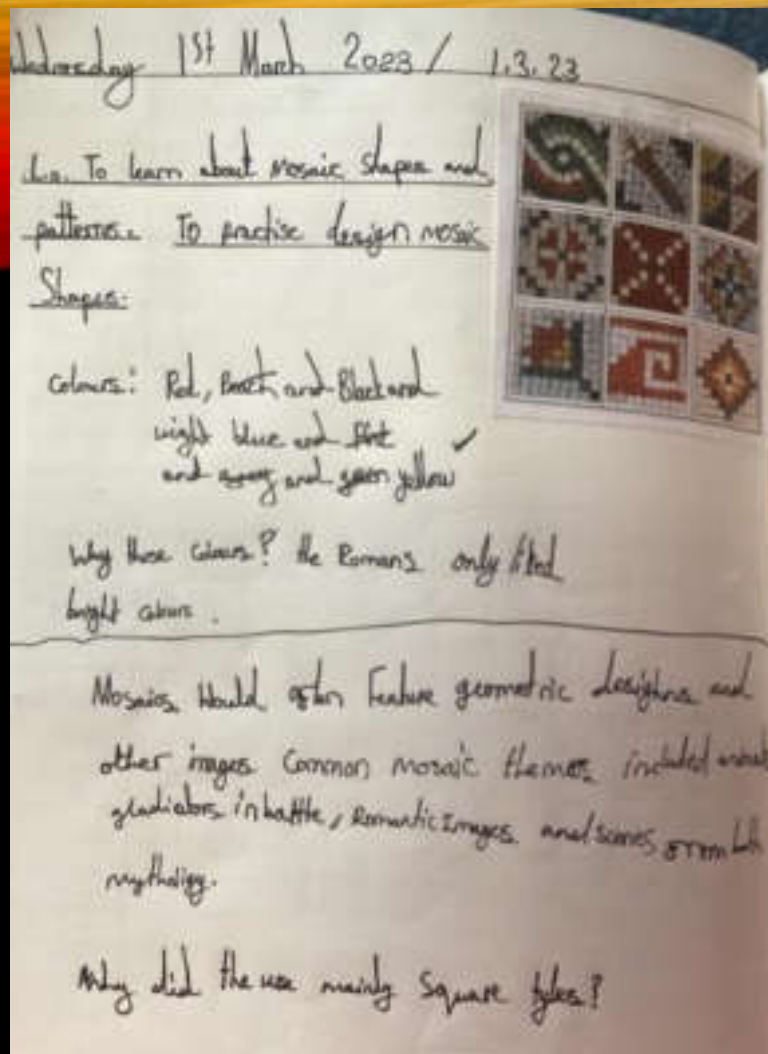
Children still have the opportunity to use a variety of materials for sculpting.

Knowledge

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



SHALFLEET YEAR 4 SPR 2



Sculpture: Children can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.

Collage: They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.



Children studied Roman mosaics and designed their own mosaic tiles thinking carefully about colours and pattern. This project blended the collaging technique of mosaic with sculpture as they also made their own clay tiles.

SHALFLEET YEAR 4 SUM 1

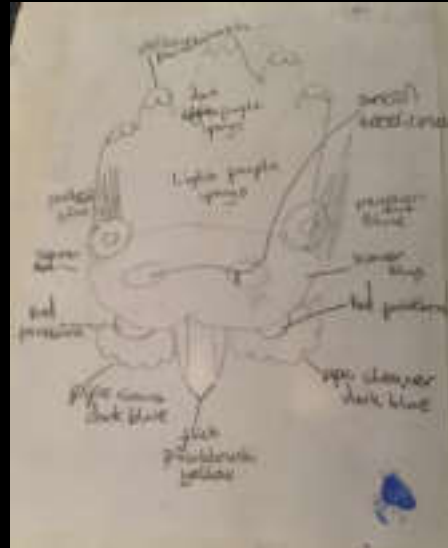


Fab tie-dye project by Year 4 experimenting with colour mixing and creating different patterns in the fabric. As well as some recreations of work by Van Gogh!





SHALFLEET YEAR 4 SUM 2



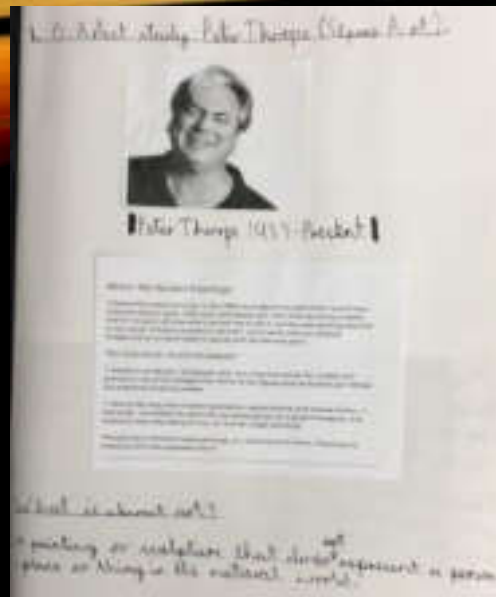
Brilliant learning journey showing clear practicing of skills and a thorough design process!

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.

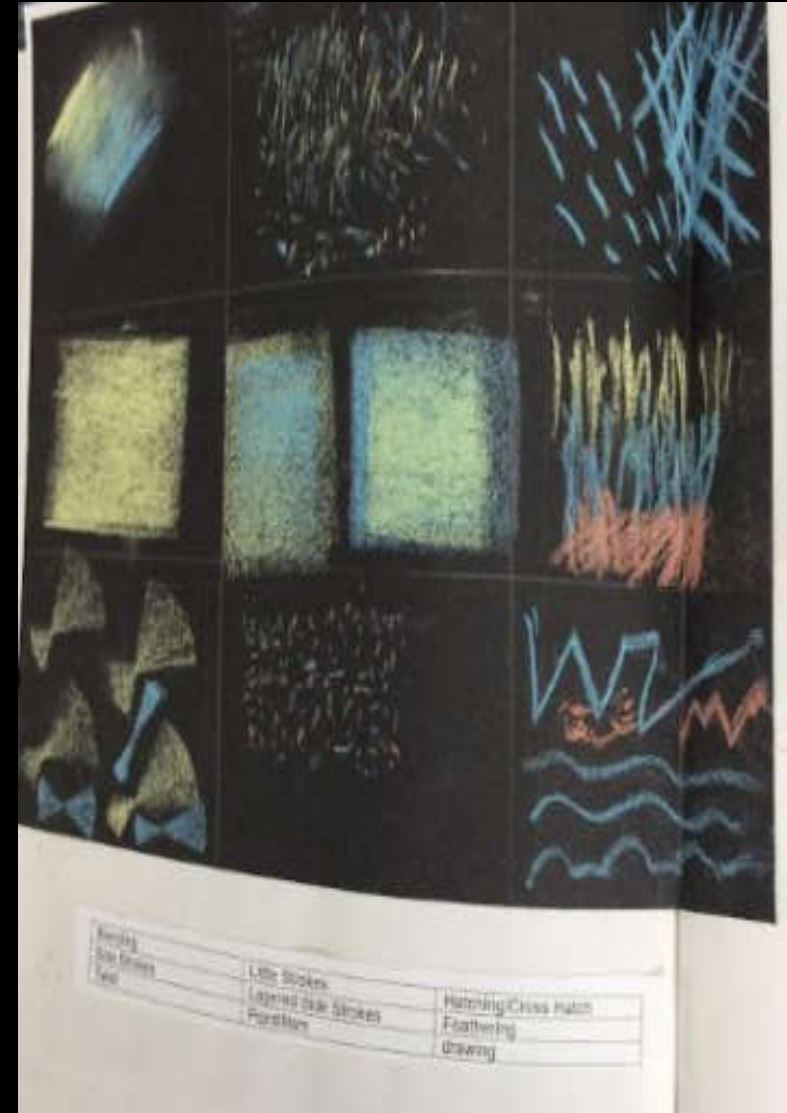
Collage: Children can select colours and materials to create effect, giving reasons for their choices, refine work as they go to ensure precision.



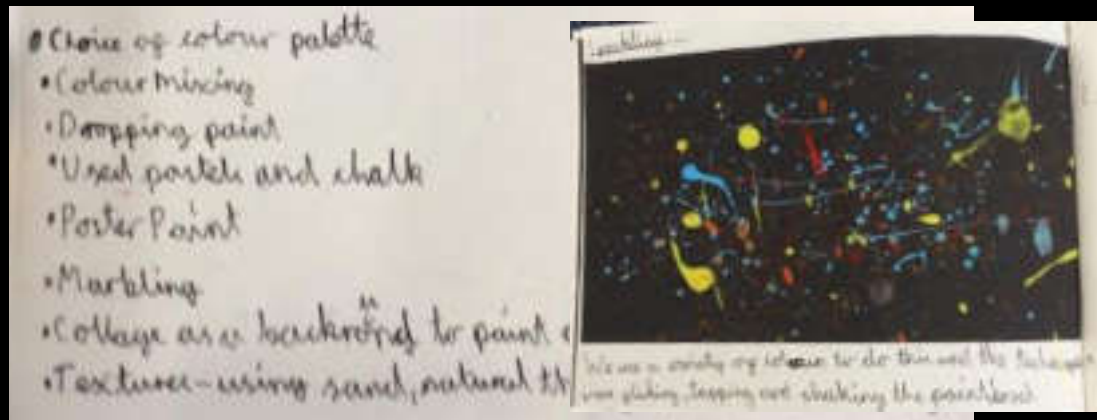
SHALFLEET YEAR 5 AUT 1



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. They 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.

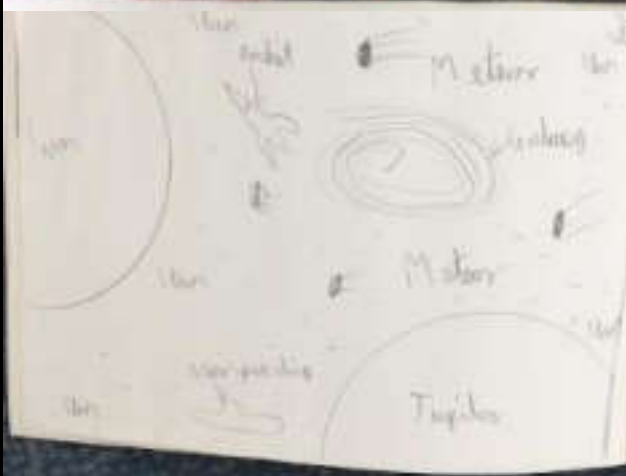
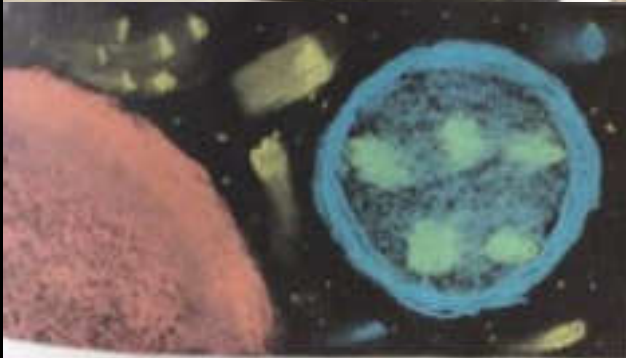


Knowledge: Peter Thorpe Children can give detailed observations about notable artists', artisans' and designers' work and offer facts about notable artists', artisans' and designers' lives.

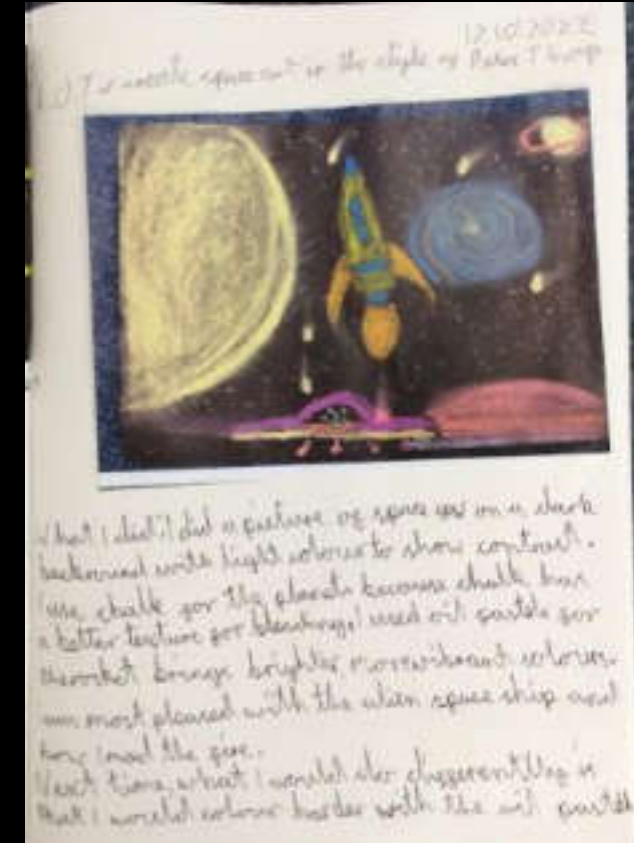


SHALFLEET YEAR 5 AUT 1

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!

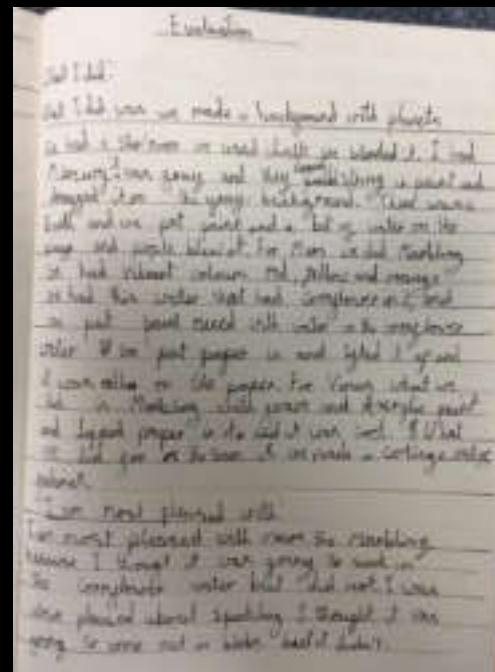
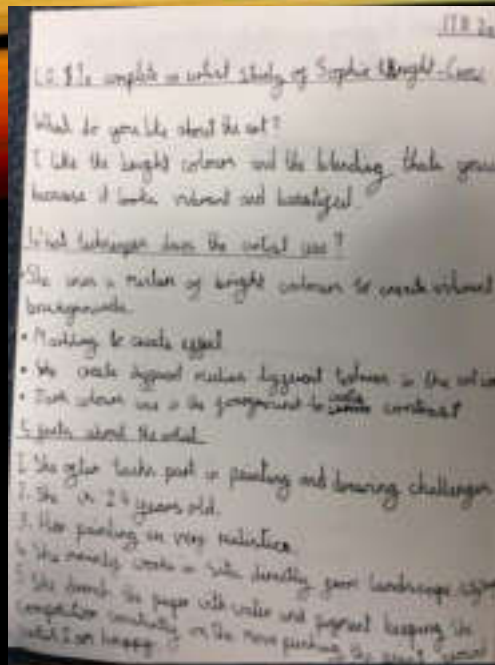


Drawing: Children can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate.



SHALFLEET YEAR 5 AUT 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.

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



SHALFLEET YEAR 5 AUT 2



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.



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.

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

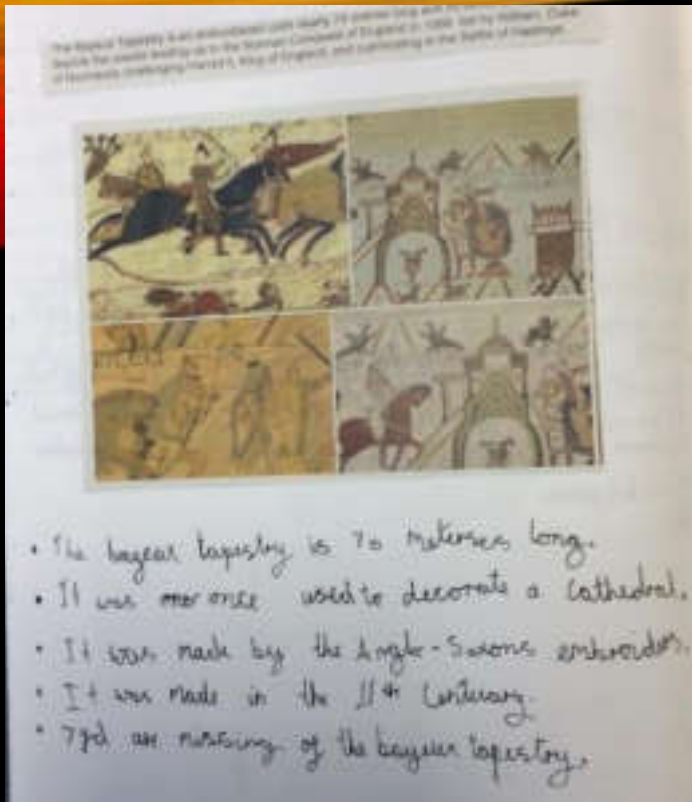


Children also blew watered down acrylic through straws to create a mottled blue and green background and used textiles collaged onto paper for the Sun.



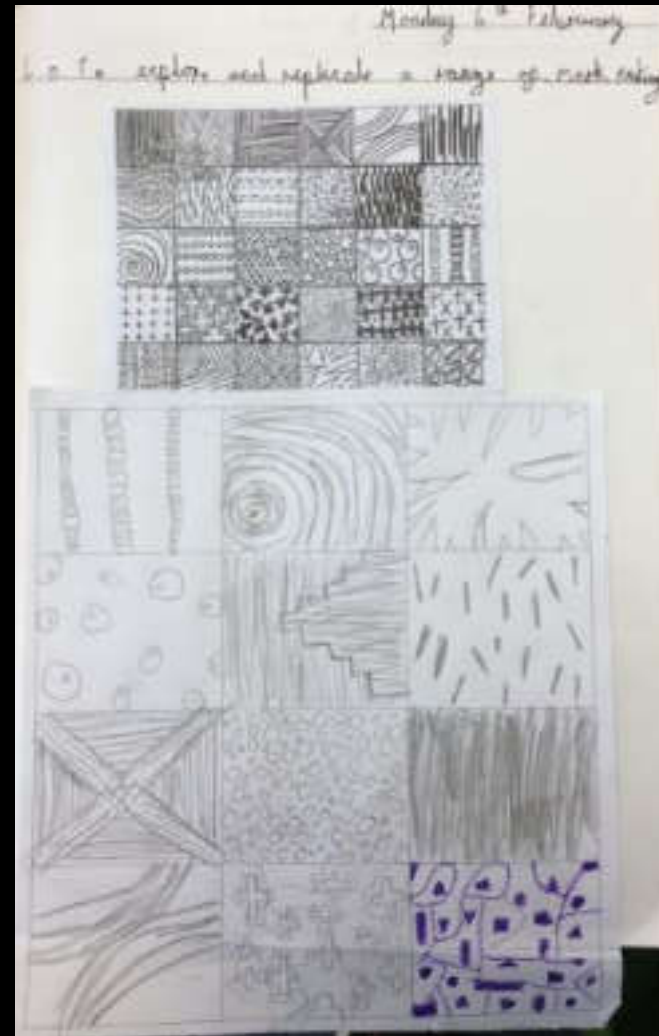
Final piece!

SHALFLEET YEAR 5 SPR 1



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.



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.

SHALFLEET YEAR 5 SPR 2

William Morris

William Morris was a British textile designer, poet, artist, novelist, architectural conservationist, socialist, and writer. He was a leading figure in the Arts and Crafts Movement. He was a major contributor to the revival of traditional British textile arts and crafts of production.

3 facts about the Artist

- His nickname was "Topsy"
- He had 7 daughters
- He travelled to Iceland July 1871
- He is 62 years old.

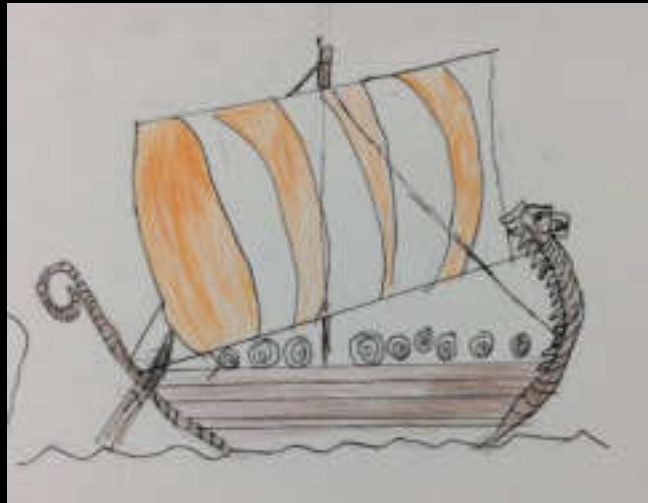


What do you like about the Artist?

- I like that it's different
- I like the background
- I like how it's related to history.



Children looked at William Morris with a focus on his tapestries as inspiration for their more modern additions.c



To improve their mastery of art and design techniques with a range of materials – textiles. Children can add decoration to create effect.

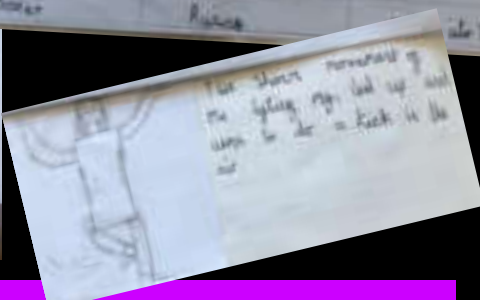
Children designed their own segments based on Viking longboats before having a go at a variety of stitching techniques.



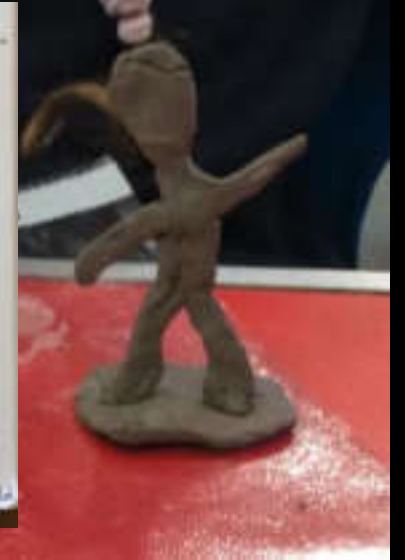
SHALFLEET YEAR 5 SUM 1

Children created a foil version before developing their sculpture using wire and clay.

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.



In depth artist study as well as a focus on defining sculpture, followed by capturing movement through photography to aid planning sketches



SHALFLEET YEAR 5 SUM 2

Highly focused project looking at how Edward Hopper uses light and shadow. Children did an in depth study before practicing drawing skills using perspective as well as light and painting skills looking at tones and shades.

Edward Hopper (July 23, 1897 - May 21, 1967) was an American painter and printmaker best remembered for his realistic depictions of loneliness in modern American life. While most popularly known for his oil paintings, he was also a watercolorist and printmaker in etching.

The best known of Hopper's paintings, *Nighthawks* (1942), shows customers sitting at the counter of an all-night diner. The diner's harsh electric light sets it apart from the gentle light outside. The diners, seated at stools around the counter, appear isolated.

Hopper's most famous landscape scenes, such as *Gas* (1940), are no less meaningful. In terms of subject matter, he can be compared to his contemporary, Norman Rockwell, but while Rockwell looked at the rich imagery of small-town America, Hopper depicts it in the same vein of future culture that permeates his portrayal of city life. Here too, Hopper's work depicts vast empty spaces, represented by a lonely gas station outside an empty country road and the sharp contrast between the natural light of the day, moderated by the dark forest, and glowing artificial light coming from inside the gas station.

Under What is Realism?

Realistic artists had to show everyday scenes, people and subjects. They didn't distort or alter anything.

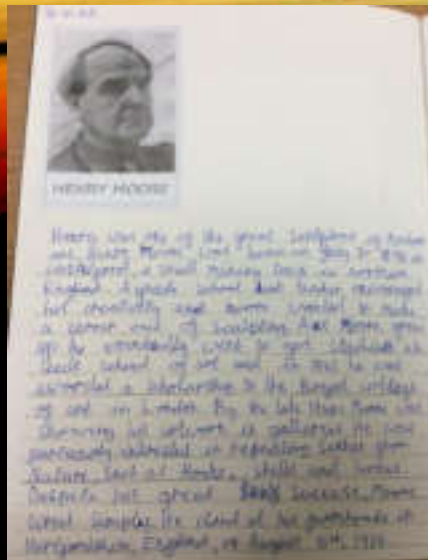
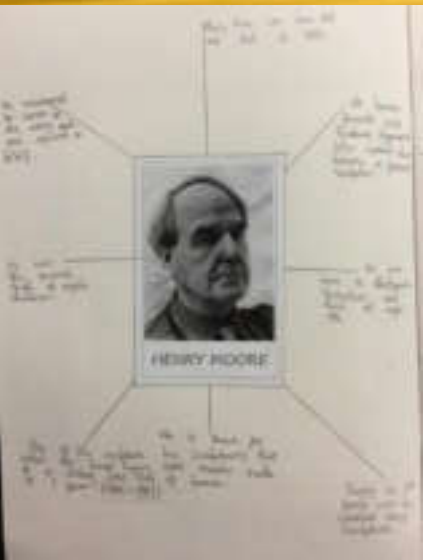
Realism describes how we see the world and what the world is like as it has been made of just normal pieces of it. I describe the people in the world.



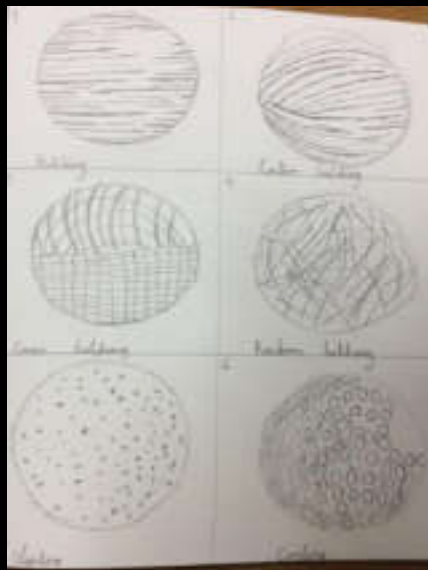
- Five Facts:
- 1) He had a wife called Josephine
 - 2) He used oil paint and water colours on canvas
 - 3) He made oil paintings he can sell and not depend
 - 4) He made over 1000 paintings
 - 5) He has 1000 sketches



SHALFLEET YEAR 6 AUT 1



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

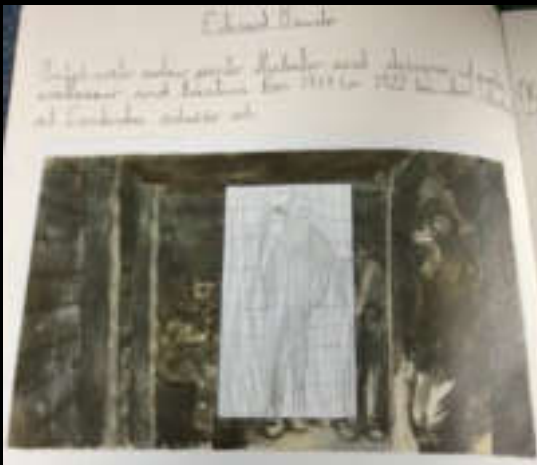
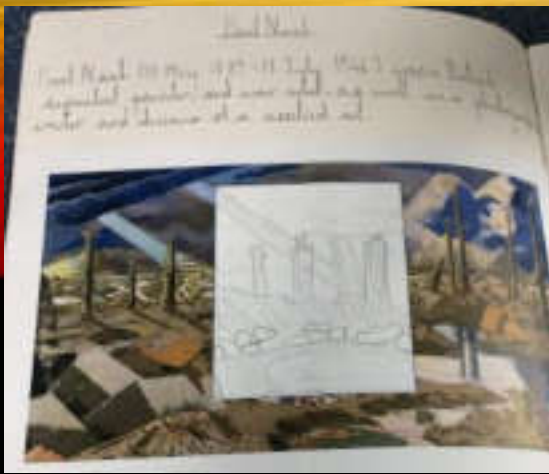


Children have compiled their facts and learning about **Henry Moore** in a variety of ways before practising various line drawing techniques. Children recreated a range of his works using the skills they have practised before evaluating their project.

Drawing: 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

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!



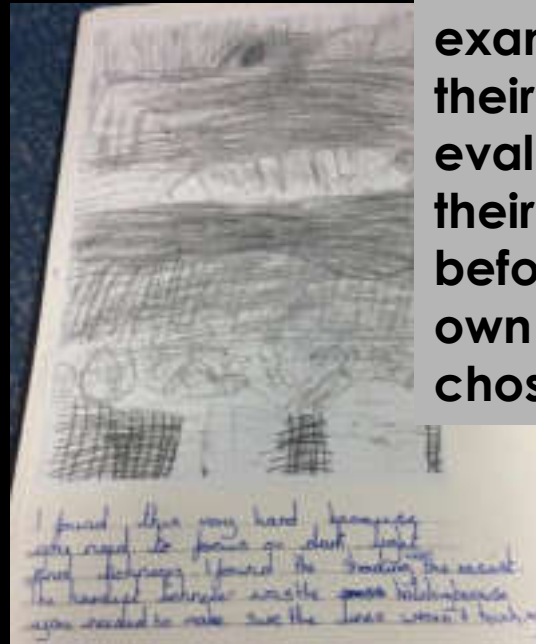
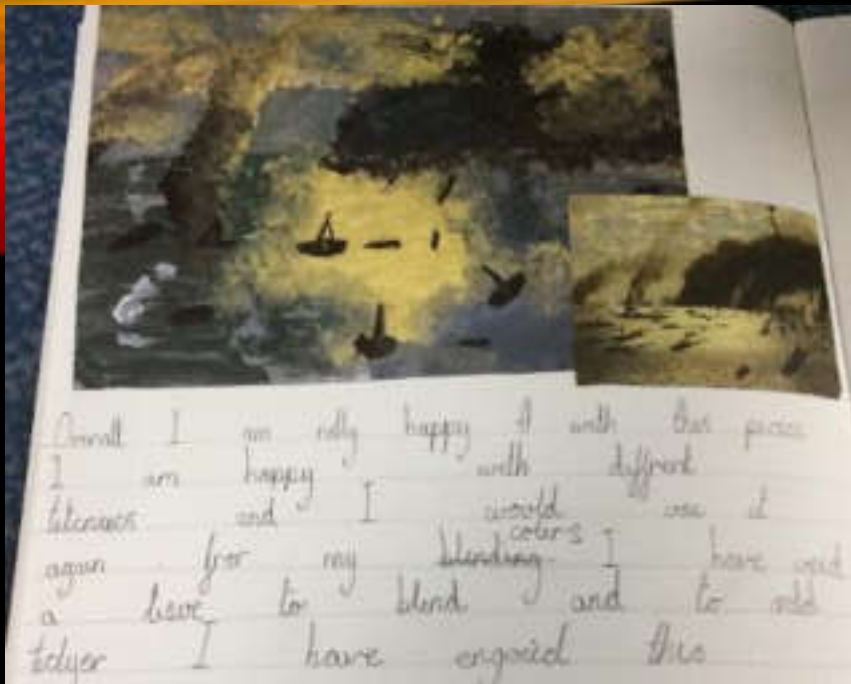
Drawing: Children can:
use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
depict movement and perspective in drawings;
use a variety of tools and select the most appropriate;

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

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.

Mono-printing



SHALFLEET YEAR 6 SPR 1



Screen-printing



Evaluations



SHALFLEET YEAR 6 SPR

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

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.



Hapa-Zome Printing



SHALFLEET YEAR 6 SUM



Children had an amazing Art day with their parents and grown ups creating these incredible clay heads! A fantastic amount of skills on show here from moulding the clay to the final paint. Fabulous work!

Sculpture: To become proficient in sculpting techniques. 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.

A selection of photos taken during monitoring sessions.

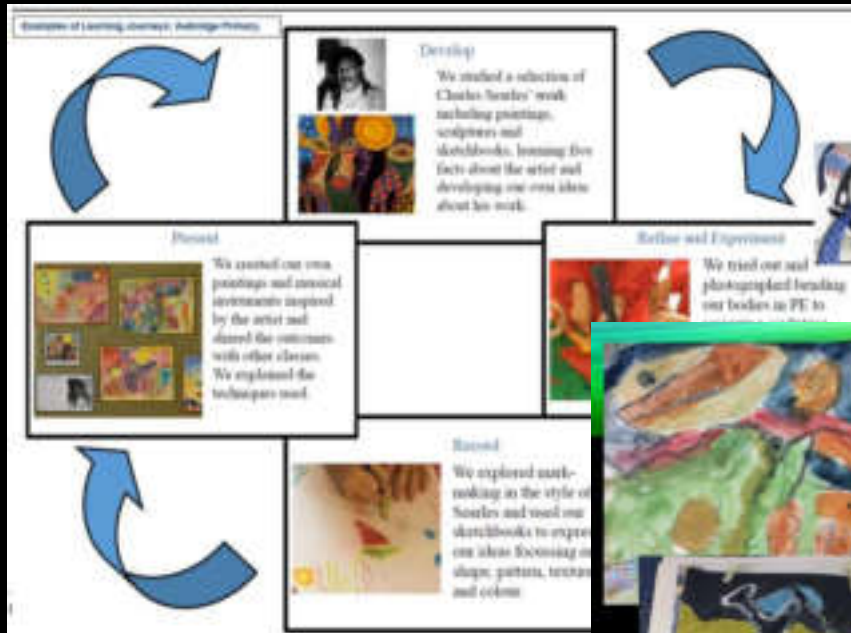
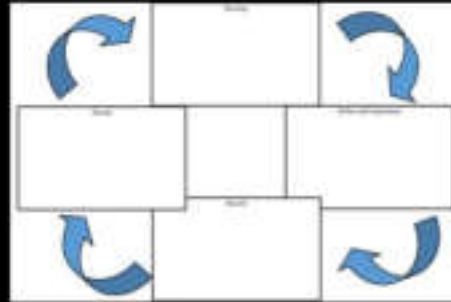


A selection of photos taken during monitoring sessions.

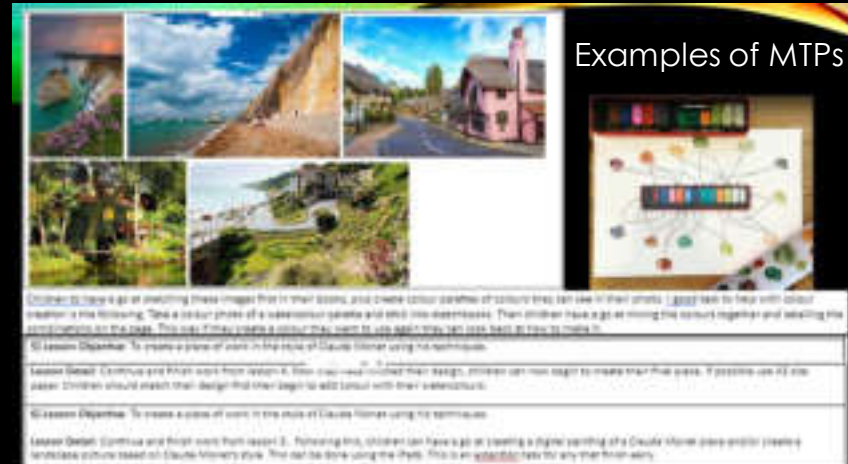


WHAT SHOULD A LEARNING JOURNEY LOOK LIKE?

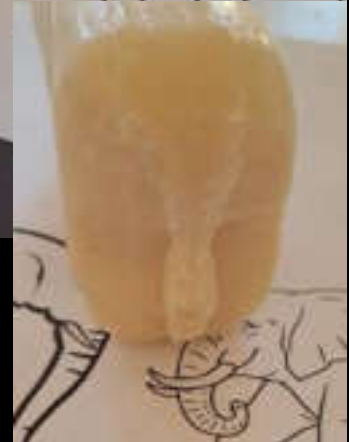
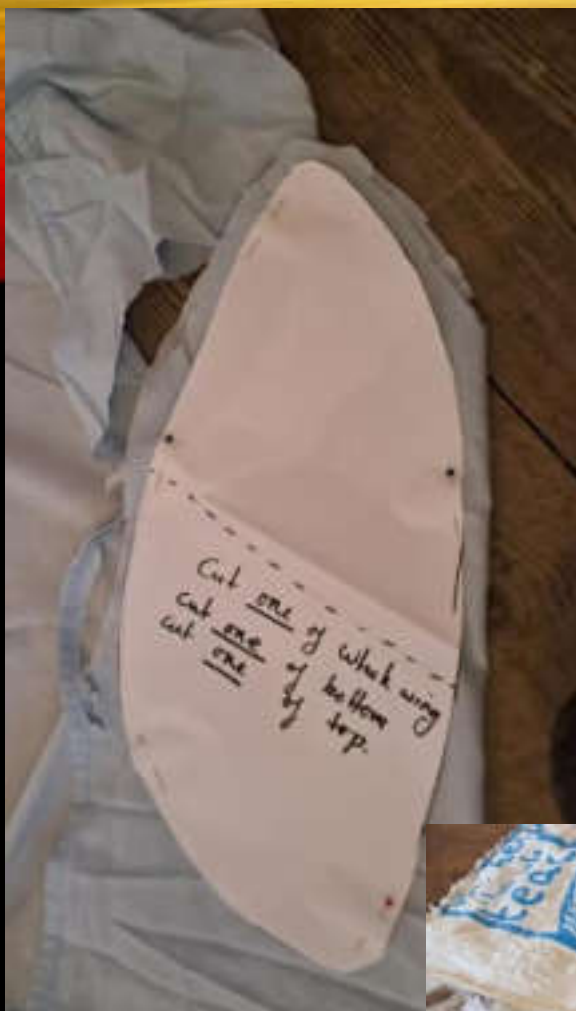
- It has 4 stages – 1) Develop, 2) Refine and Experiment, 3) Record and 4) Present.
- In other words:
 - 1) Learn about the artist,
 - 2) Practise and learn about the skills involved,
 - 3) Recreate aspects of the artists work to practise those skills and
 - 4) Create your own version/ final piece based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



Slides and photos from Art Staff Meeting



Art Training at Osborne House



Textiles – making
moth wings

Sculpture- Soap
carving

Art Training at Osborne House



Sculpture –
making an
elephant from
a milk bottle

Printing-
Cyanotype and
Gelli printing



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!



There was a real buzz in the classrooms and everyone shared their ideas to their class. We would love to build a new mud kitchen and have an area for building, but we thought of making some structures to play on or shelter in as well as music and book nooks. Our trees and planters will be bursting with our favourite 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 build something together.

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

https://drive.google.com/drive/folders/1Y5B63V86u545T2Pye445HVAffuCV6uG75d?usp=sharing_Link

ART IN FOREST SCHOOL



We took
of the w
drawing
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...puppet making...



...puppet shows...



LIGHT OF HOPE

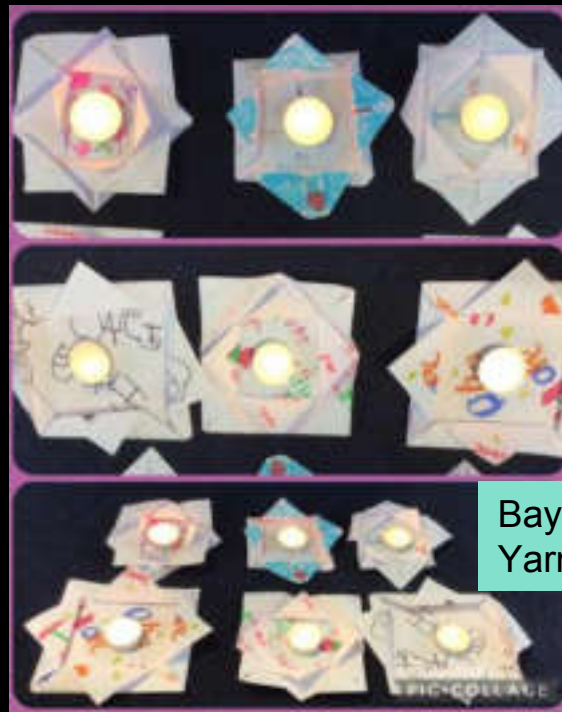
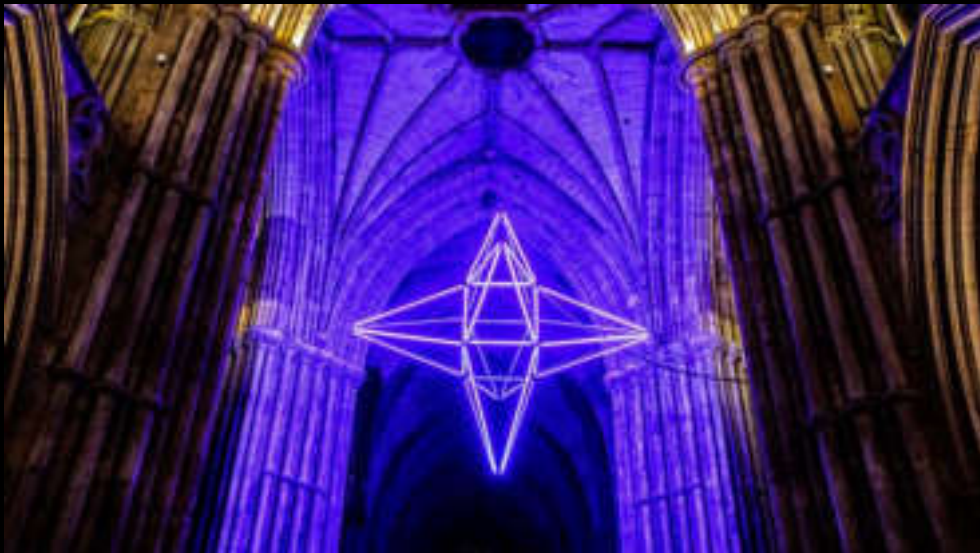
Federation and Whole School Projects

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



Bay Class
Yarmouth



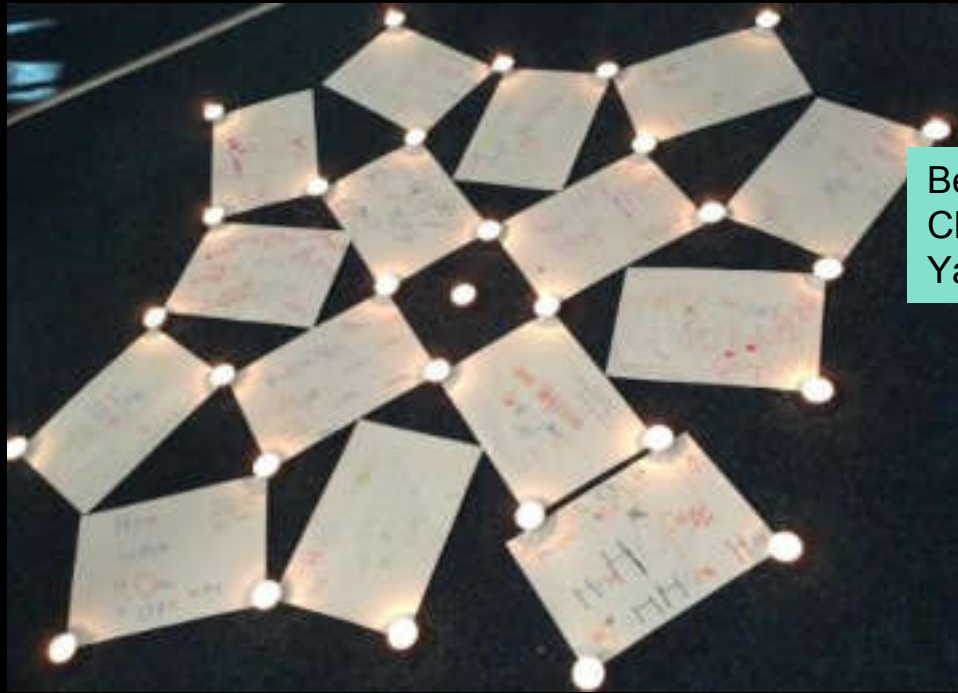
Solent Class
Yarmouth



Cove Class
Yarmouth

LIGHT OF HOPE

Federation and Whole School Projects

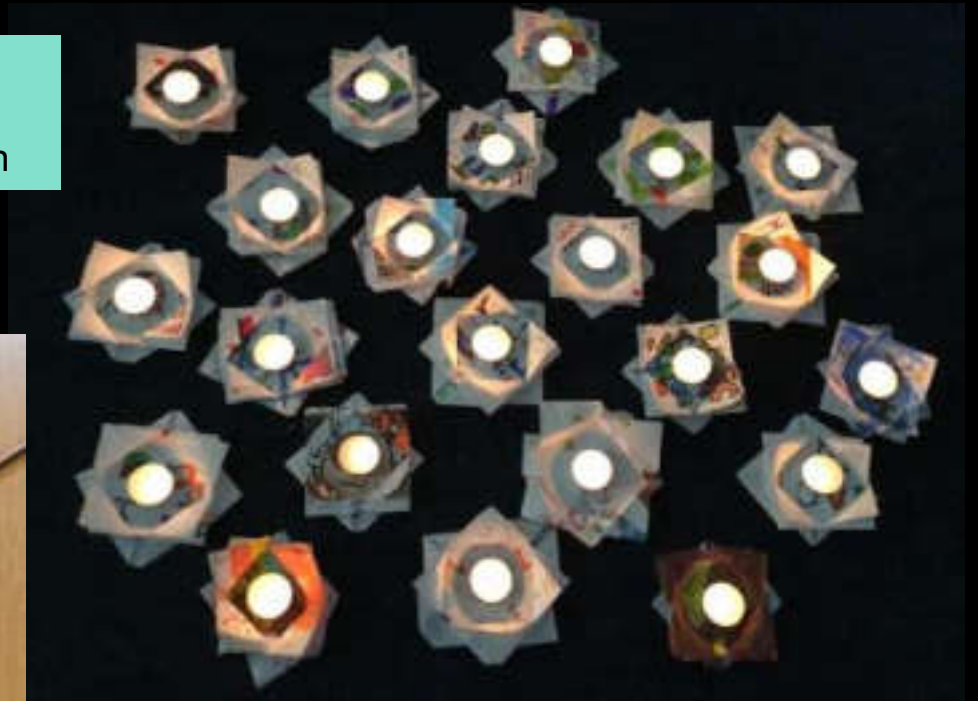


Beach
Class
Yarmouth

Coast
Class
Yarmouth



Star Class
Shalfleet



Federation and Whole School Projects PEACH and the Quay Arts Centre

This years theme was "Movement". All pieces made it into the public exhibition at the Quay Arts Centre!



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? <i>Success Criteria</i>	WHO?	COST/RESOURCES?	OBJECTIVE ACHIEVED?	EVALUATION <i>What has been the impact?</i>	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.	Partially due to work in staff meetings and 1:1 meetings with staff who needed assistance.	Definite increase in a range of printing techniques across both schools. All staff learnt how to use shaving foam to produce marbling and results have been positive. Collagraph printing has been taught to key staff and used as well as Hapa Zoma.	Increase of knowledge and sharing of skills within textiles.
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	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.	Partially.	Huge improvements seen in both schools and across key stages. Wonderful learning journeys seen with clear skills being practised. Feedback has been extremely positive in terms of how this learning journey has aided planning as well as enabling all children and staff to have a clear focus.	Continue to support staff where this is still in development, highlighting good practise in all year groups to show it can be done for children of all ages.

**ACTION
PLAN**

own creations inspired by the 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	Partially	I have been securing more sources of textile resources for projects, but this is an ongoing process.	To develop the range of textiles projects undertaken and share good practise with all staff.

ACTION PLAN