

VISION FOR: Art

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.

PRINCIPLES AND RATIONALE

- **At Kobi Nazrul, the teaching of art enables children to:**
- Analyse and appreciate great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Produce creative work, exploring their ideas and recording their experiences
- Develop their skills in drawing, painting, sculpture and other art, craft and design techniques over time
- Evaluate and analyse creative works using the language of art, craft and design
- Develop their critical thinking skill

We work 'with and through' our six curriculum concepts to engage, inspire, challenge and enable children to develop their skills in the above areas and build on previous learning.

WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS

Change

- Changing colours/mixing
- Change in artistic styles over time – periods e.g. impressionism, expressionism etc.
- Manipulating materials, cause and effect, reversible & irreversible changes e.g. sculpture
- Changing your mind about a piece of artwork / evaluating / modifying
- How the use of materials changes their function and ultimate effect

Power

- The power of art to impact and influence emotion, imagination, opinion, understanding of the world etc.
- What power does the piece of art have? Does it depict/record/remind/celebrate/express/inspire/ something else?
- Expression – having a voice
- The existence of wealth and power within art historically e.g. who were paintings of in the past? Who is depicted? Who is represented? (Race/gender) Who could create art? What platforms did they have versus now? E.g. National Portrait Gallery versus street art

Identity and Belonging

- Expression – having a voice
- Who is represented?
- Can you relate?
- What messages are broadcast through art around identity and belonging e.g. political art
- What impact does art have on making you reflect on who you are in the world?

Equality and Equity

- Who can make art?



- Who can see art?
- Who can buy art?
- What impact does that have on the art that is created in a certain period of time, and future generations of artists?

Connections

- Art as a vehicle, a mode of communication, community
- Similarities between artists/art forms
- Connecting to other subject areas e.g. geography – landscapes, history – portraits/sources, RE etc.

Legacy

- Famous artists, well-known pieces of art (and why we know about them)
- The impact of artwork and movements of art – how they can reflect and shape our history, and contribute to the culture, creativity and wealth of society e.g. Cable Street mural
- Community and posterity e.g. murals
- Questions around representation – who is remembered? And why? (Historical and societal context)



	Autumn	Spring	Summer
	CYCLE A		
Year 1 & 2	<p>Outcome: PAINTING</p> <p>Landscape Drawing & Paintings – <i>Claude Monet</i> - water colours & sponge print</p> <p style="text-align: center;">Portraits – Drawing (door)</p>	<p>Outcome: COLLAGE– Henri Matisse ‘Betes de la Mere’</p>	<p>Outcome PRINT</p> <p>African Art – Collage/Print/textiles – safari animal print</p> <p>Y1 – Goldsworthy 3D/sculpture (art week)</p>
	Objectives		
	<p>Drawing:</p> <ol style="list-style-type: none"> 1.Extend the variety of drawings tools 2.Explore different textures 3. Observe and draw landscapes 4.Experiment with tools and surfaces 5.Draw as a way of recording experiences and feelings – 6.Discuss use of shadows, use of light and dark and attempt in own work 7.Sketch to make quick records <p>Painting:</p> <ol style="list-style-type: none"> 1.Experimenting with primary & secondary colours 2.Learn the names of equipment used 3.Use a range of tools to apply colour 4. Name all the colours 5. Mix colours to create new colours 6.Find collections of colour 7.Make as many tones of one colour as possible (using white) 8. Darken colours using black. 	<p>Collage:</p> <ol style="list-style-type: none"> 1.Develop collages, based on a simple drawing, using papers and materials 2.Collect natural materials to create a temporary collage 3.Use recycled materials <p>Investigate a range of textures through rubbings</p> <ol style="list-style-type: none"> 4.Develop tearing, cutting and layering paper to create different effects 	<p>Collage:</p> <ol style="list-style-type: none"> 1.Develop collages, based on a simple drawing, using papers and materials 2.Collect natural materials to create a temporary collage 3.Use recycled materials <p>Investigate a range of textures through rubbings</p> <ol style="list-style-type: none"> 4.Develop tearing, cutting and layering paper to create different effects <p>Print</p> <ol style="list-style-type: none"> 1. Create rubbings 2.Print with a variety of objects 3.Print with block colours 4.Print with readymade equipment 5.Create patterns 6.Develop impressed images 7.Identify different types of printing



Year 3 & 4	<u>Landscapes/Seascapes</u> Outcome: Painting	<u>Collage</u> Outcome – Roman Mosaic	<u>Egyptian Art</u> Outcome - 3D Canopic jars (Clay)
	Objectives		
	Painting 1. Make colour wheels 2. Use different techniques to apply colour: dotting, scratching, splashing etc. 3. Colour mixing and matching; understand tint, tone, shade 4. Observe and talk about colours 5. Understand how colour can reflect mood 6. Choose from a range of brush sizes and use appropriately. 7. Confidently mix colours to make a range of tones. 8. Use black/white to make a deeper/lighter shade/tint of one colour. 9. Give reasons why a colour is liked or disliked. 10. Mix colours to match an example e.g. skin tone. 11. Identify warm and cool colours. 12. Explore blending and washing using watercolours. 13. Use what they have learnt in an imaginative composition.	Collage 1. Research collage from around the world, create own designs based on these 2. Develop individual and group collages, working on a range of scales 3. Use a range of stimulus for collage work, trying to think of more abstract ways of showing views 4. Use scissors to cut complex shapes. 5. Apply glue accurately. Use IT to explore collage <i>e.g. cut and Paste</i> 6. Make patterns with interlocking and overlapping shapes.	3D 1. Shape, form, model and construct (malleable and rigid materials) 2. Plan and develop a 3D piece 3. Understand different adhesives 4. Create surfaces with patterns / textures 5. Discuss own work and work of other sculptors 6. Analyse and interpret natural and manmade forms of construction 7. Discuss and evaluate own work and that of other sculptors 8. Confidently create and build using a wider variety of materials. Clay, paper, card, junk, papier Mache, newspaper
Year 5 and 6	<u>Outcome:</u> Monet - Painting	<u>Outcome:</u> 3D – Viking Shields	<u>Outcome:</u> African Prints - Printing
	Objectives		
	1. Understand hue, tint, tone, shades and mood 3. Explore the use of texture in colour 4. Understand colour for purposes 5. Use colour to express feelings 6. Use a wider variety of paints and different tools to apply	1. Plan and develop ideas considering materials, shape, form, model and join 2. Use observation and/ or imagination to create 3. Discuss and evaluate own work and that of other sculptors	1. Combining prints 2. Design prints for different purposes 3. Discuss and evaluate own work and that of others 4. Build up drawings and images of whole or parts of items using various techniques



	7. Make informed decisions about colour choices 8. Select and work skilfully with a limited palette 9. Use different tones of colour 11. Use different tones of colour and make links with space and size 12. Record the effects of light and dark in more complex situations	4. Confidently create and build using a wider variety of materials (E.g. Clay, paper, card, junk, papier mache, mod roc, newspaper, paper sticks, wire.)	5. Screen printing 6. Explore printing techniques used by various artists 7. Use tone within prints to create a feeling of distance/movement etc.
	Cycle B		
Year 1 and 2	Murals – textures/ rubbings ‘Can Buildings Speak?’ unit Outcome Printing	Landscape Drawing & Paintings Vincent van Gogh Outcome Painting	Carnival of Colours: Tropical landscapes - Masks Outcome 3D
	Objectives		
	1. Create rubbings 2. Print with variety of objects 3. Print with block colours 4. Print with readymade equipment 5. Create patterns 6. Develop impressed images 7. Identify different types of printing	1. Experimenting with primary colours 2. Learn the names of equipment used 3. Use a range of tools to apply colour 4. Name all the colours 5. Mix colours to create new colours 6. Find collections of colour 7. Make as many tones of one colour as possible (using white) 8. Darken colours using black.	1. Construct using materials to make known objects for a purpose 2. Carve, Pinch and roll coils and slabs using clay 3. Make simple joins 4. Awareness of natural and man-made forms 5. Express personal experiences and ideas 6. Shape and form from direct observation (malleable and rigid materials) 7. Develop decorative techniques 8. Replicate patterns and textures in a 3-D form



Year 3 and 4	Printing William Morris: Artist study	Drawing Cave drawings	Mayan Masks – 3D
	Objectives		
	<ol style="list-style-type: none"> 1. Know about Relief, impressed printing and mono printing 2. Colour mixing through overlapping colour prints 3. Use sketchbook for recording textures/patterns 4. Identify environmental and manmade patterns 5. Modify and adapt print 6. Use own made stencils 7. Create individual and group prints 	<ol style="list-style-type: none"> 1. Experiment with pencils and other tools 2. Close observation 3. Initial sketches as a preparation for painting and other types of work 4. Accurate drawings of people – particularly faces 5. Identify and draw the effect of light 6. Use scale and proportion 7. Accurate drawings of whole people including proportion and placement 8. Work on a variety of scales 9. Computer generated drawings 10. Talk about different types of mark, and the ways they are created. 11. Draw familiar objects 	<ol style="list-style-type: none"> 1. Shape, form, model and construct (malleable and rigid materials) 2. Plan and develop a 3D piece 3. Understand different adhesives 4. Create surfaces with patterns / textures 5. Discuss own work and work of other sculptors 6. Analyse and interpret natural and manmade forms of construction 7. Discuss and evaluate own work and that of other sculptors 8. Confidently create and build using a wider variety of materials. Clay, paper, card, junk, papier Mache, newspaper
Year 5 and 6	Trench Art <u>Outcome</u> - 3D	Drawing Outcome – Stephen Wiltshire style drawing and study	Collage Outcome – Plate/Collage Portraits
	Objectives		
	<ol style="list-style-type: none"> 1. Plan and develop ideas considering materials, shape, form, model and join 2. Use observation and/ or imagination to create 3. Discuss and evaluate own work and that of other sculptors 4. Confidently create and build using a wider variety of materials (E.g. Clay, paper, card, junk, papier mache, mod roc, newspaper, paper sticks, wire.) 	<ol style="list-style-type: none"> 1. Know about the effect of light on objects and people from different directions. Replicate in own work. 2. Interpret the texture of a surface 3. Produce increasingly accurate drawings of people 4. Understand and create perspective 5. Produce increasingly accurate drawings of people and landscapes 	<ol style="list-style-type: none"> 1. Research collage from around the world, create own designs based on these 2. Make individual and group collages, working on a range of scales 3. Use a range of stimulus for collage work, trying to think of more abstract ways of showing views 4. Explore the translucent nature of tissue paper. 5. Combine collage with other 2D techniques 6. Select materials by colour and texture to match intentions.



EYFS - CYCLES A AND B (Please see separate EYFS Subject overview for further detail)	What skills do we want children to develop across topics in the EYFS? (Birth to 5 Matters, Ranges 4,5,6):
Creating with Materials	<ul style="list-style-type: none"> • Explore colour and talk about how colours can be changed • Use 3D and 2D structures to explore materials and/or to express ideas • Develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience • Develop ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Engage in imaginative play based on own ideas or first-hand or peer experiences. • Use available resources to create props or creates imaginary ones to support play • Play alongside other children who are engaged in the same theme • Create representations of both imaginary and real-life ideas, events, people and objects • Introduce a storyline or narrative into their play

