

WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

RESPECT	EFFORT	ATTEND	COOPERATE	HONEST
As emotionally intelligent young people we will listen to and value other opinions. We will create a safe and supportive environment where we will feel confident to investigate without fear of being wrong. To consider social and moral dilemmas, reflect on experience, explore reasoned views and moral and ethical issues.	We will learn to take risks in our learning and challenge ourselves and each other. We will be able to explain clearly our investigations and discoveries. We will develop our thinking skills and resilience so that we become motivated and independent learners.	We will learn the importance of concentration, listening and participating during all of our lessons. We value being on time and getting the most from all of our time at school. We will develop an understanding that by being in school and joining in we will get more from our school and support our friends and fellow learners.	As co-operators we will work together and support each other in developing and listening to our ideas. In doing so we will challenge and explore new learning. We will work together being kind, helpful and gentle to all our school community and valuing its diversity.	We will learn that being honest means being true to ourselves. That by being honest with ourselves we learn more and support our friends more. We will learn the importance of honest self evaluation to help us improve and become independent learners. We will learn that honest support of our friends will help them to be better learners.

ART CURRICULUM

	AUTUMN	SPRING	SUMMER
YEAR 1	DRAWING AND PAINTING Still Life (toys)	COLLAGE Landscapes	PRINTING Seaside Scenes
YEAR 2	TEXTILES Sewing	DRAWING AND PAINTING Artist	PRINTING Gakonga Art
YEAR 3	DRAWING AND PAINTING / 3D WORK Ancient Greek Art	DRAWING AND PAINTING Iron Age Art	TEXTILES Sewing
YEAR 4	DRAWING AND PAINTING Sketching	DRAWING AND PAINTING Tudor Paintings	PRINTING Andy Warhol
YEAR 5	3D WORK Clay Modelling	TEXTILES Sewing	TEXTILES Batik
YEAR 6	PRINTING	TEXTILES Viking Longboats	DRAWING AND PAINTING Local Artist

YEAR 1

As artists we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: How to paint still life – pictures of toys. How to draw maps.</p>	<p>Know and understand: How to draw 60s fashion. How to use collage to represent landscape – Arctic.</p>	<p>Know and understand: How to paint and image of Columbus’s ship. How to use collage to represent landscape – the seaside.</p>
<ul style="list-style-type: none"> • sort according to different qualities eg warm or cold colours • explore mark-making using thick brushes, foam and sponges • investigate tone by drawing dark / light lines, patterns and shapes • use lines to represent objects that we see, remember or imagine • become aware of form, feel, texture, pattern and weight 	<ul style="list-style-type: none"> • sort according to different qualities e.g. warm, cold colours • explore mark-making using thick brushes, foam and sponges • investigate tone by drawing dark/light lines, patterns and shapes • use lines to represent objects that we see, remember or imagine • sort, collect, discuss and pull apart cloths and threads 	<ul style="list-style-type: none"> • be able to repeat patterns, random or organised, with a range of blocks • explore mark-making using thick brushes, foam and sponges • investigate tone by drawing dark/light lines, patterns and shapes • use lines to represent objects that we see, remember or imagine

YEAR 2

As artists we will

AUTUMN	SPRING	SUMMER
<p>Know and understand:</p> <ul style="list-style-type: none"> • Different media can be used to set different moods 	<p>Know and understand:</p> <ul style="list-style-type: none"> • Colours can be mixed to make other colours • Explore and name artists and identify their style 	<p>Know and understand:</p> <ul style="list-style-type: none"> • Why and where printing is used • Explore and name different artists in different media
<ul style="list-style-type: none"> • use different grades of pencils, charcoal and pastels for sketches • create different tones of light and dark • engage in more complex activities eg. cutting and sewing a variety of materials • compare and recreate form and shape to natural and manmade environments <p><i>This topic links with mathematics.</i></p>	<ul style="list-style-type: none"> • use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas • create shapes use eraser, shape and fill tools • experiments with basic tools on rigid and plastic materials <p><i>This topic links with mathematics.</i></p>	<ul style="list-style-type: none"> • imitate Gakonga art • explore printing (mono printing) • develop art design techniques in using colour, pattern, texture line, shape, form and space • learn about the work of an artist • experiment with and enjoy colour • experience adhesives and decide on the most effective for a given task • record visual information using digital cameras • produce a simple weaving with strong wool through a stiff card loom • weave paper progressing from one to two colours <p><i>This topic links with English and mathematics.</i></p>

YEAR 3

As artists we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: Why art was used in Ancient Greece. That Athens was creative, while Sparta was not, and to understand why.</p>	<p>Know and understand: About Iron Age art. How paint was created in the Iron Age and what and why they painted things.</p>	<p>Know and understand:</p>
<ul style="list-style-type: none"> • use line, tone and shade to represent things seen, remembered or imagined • develop awareness of contrasts in texture and colour • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • match the tool to the material • develop skills in stitching, cutting and joining • experiment with paste resist 	<ul style="list-style-type: none"> • use line, tone and shade to represent things seen, remembered or imagined • develop awareness of contrasts in texture and colour • draw familiar things from different viewpoints • represent things observed, remembered or imagined using colour/tools • introduce different types of brushes for specific purposes • use stimuli to create simple 2D and 3D images using a variety of tools and materials • create printing blocks using a relief or impressed method • create repeating patterns • create repeating patterns • print with two colour overlays 	<ul style="list-style-type: none"> • recreate 2D images in a 3D piece. • experiment with creating mood, feeling and movement and areas of interest • draw familiar things from different viewpoints • represent things observed, remembered or imagined using colour/tools • introduce different types of brushes for specific purposes • use stimuli to create simple 2D and 3D images using a variety of tools and materials • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • match the tool to the material • Develop skills in stitching, cutting and joining • experiment with paste resist

YEAR 4

As artists we will

AUTUMN	SPRING	SUMMER
<p>Know and understand:</p> <ul style="list-style-type: none">• How different media can affect the look of sketches <p>• experiment with line, tone and shade</p> <p>• use printing to represent the natural environment</p> <p>• use line, tone and shade to represent things seen, imagined or remembered</p> <p>• explore colour through printing, using two colours and a variety of materials.</p>	<p>Know and understand:</p> <ul style="list-style-type: none">• Tudor portraits and the artists that painted them <p>• to interpret stories, music, poems and other stimuli</p> <p>• to show an awareness of texture, form and shape by recreating an image in 3D form</p> <p>• to be happy to experiment with line, tone and shade</p> <p>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>• match the tool to the material Develop skills in stitching, cutting and joining</p>	<p>Know and understand:</p> <ul style="list-style-type: none">• Andy Warhol <p>• use sketch books to record observations and use them to review and revisit ideas</p> <p>• improve mastery of art and design techniques (painting)</p> <p>• learn about the life and work of a great artist (Claude Monet)</p> <p>• explore the effect on paint of adding water, glue, sand, sawdust</p> <p>• print with two colour overlays</p> <p>• experiment with paste resist</p>

YEAR 5

As artists we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: How to create a thumb pot in clay. How to create a clay tile using tools to create pattern. That designs need to be evaluated in order to improve them.</p>	<p>Know and understand: How to select needle and thread and use appropriate stitching.</p>	<p>Know and understand: How to create a batik.</p>
<ul style="list-style-type: none"> • explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour • selects and uses materials to achieve a specific outcome • Create printing blocks by simplifying an initial sketch book idea • Create prints with three overlays <p><i>This topic is linked to mathematics.</i></p>	<ul style="list-style-type: none"> • select and use materials to achieve a specific outcome • use fabrics to create 3D structures • use different grades of threads and needles <p><i>This topic is linked to geography.</i></p>	<ul style="list-style-type: none"> • to present recorded visual images using software, eg Photostory, PowerPoint • to use fabrics to create 3D structures • use a range of materials to produce line, tone and shade • to use different grades of threads and needles • to experiment with batik techniques • Use relief of impressed method <p><i>This topic is linked to geography.</i></p>

YEAR 6

As artists we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: About printing techniques and how to do 3 layers.</p>		<p>Know and understand: About a local artist. About line drawing of buildings and cartography. How to use different media to produce line drawings of significant Liverpool buildings.</p>
<ul style="list-style-type: none">• selects appropriate media and techniques to achieve a specific outcome• create prints with three overlays• work into prints with a range of media, e.g. pens, colour pens and paints		<ul style="list-style-type: none">• select appropriate media and techniques to achieve a specific outcome• look at 3D work from a variety of genres and develop own response through experimentation• recreate images as 2D and 3D looking at one area of experience—with a focus on textures• Experiment with a range of media to overlap and layer creating interesting colours, textures and effects