

## 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   |
|---------------|--|---|--|
| <b>YEAR 1</b> | <u>3D Work</u><br>School Collage                       | <u>Painting</u><br>Cold and Warm Colours            | <u>Drawing</u><br>Line drawing- Miro               |
| <b>YEAR 2</b> | <u>3D Work</u><br>Sewing                               | <u>Painting</u><br>Silhouette- Gokonga              | <u>Drawing</u><br>Observational Drawing- Paul Klee |
| <b>YEAR 3</b> | <u>Painting</u><br>Cave Painting- Prehistoric Art      | <u>Drawing</u><br>Self-Portraits                    | <u>3D Work</u><br>Greek Vase- clay sculpting       |
| <b>YEAR 4</b> | <u>3D Work</u><br>Natural Materials mosaic             | <u>Painting</u><br>Manga/Anime Poster               | <u>Drawing</u><br>Shadows- Cezanne                 |
| <b>YEAR 5</b> | <u>Painting/Printing</u><br>Emoji prints- Romero Britt | <u>Drawing</u><br>Cross Hatching- Van Gogh          | <u>3D Work</u><br>Wire Sculpture- Alexander Calder |
| <b>YEAR 6</b> | <u>3D-Work</u><br>Recycled Sculpture                   | <u>Painting</u><br>Graffiti Art- Banksy/Paul Curtis | <u>Drawing</u><br>Perspective- Lowry               |

# YEAR 1

## As artists we will ....

| AUTUMN   | SPRING  | SUMMER  |
|--|---|---|
| <b>Know and understand:</b><br>3D Work- School Collage   | <b>Know and understand:</b><br>Painting- Warm and Cold Colours  | <b>Know and understand:</b><br>Drawing- Miro  |
| Cut and tear paper and card for collages.<br><br>Gather and sort materials they will need.<br><br>Group materials by their properties e.g. warm, cold, shiny, smooth etc.<br><br>Describe what they can see and like in the work of an artist.<br><br>Ask sensible questions about a piece of art. | Choose to use thick and thin brushes as appropriate.<br><br>Paint a picture of something they can see.<br><br>Name the primary and secondary colours.<br><br>Repeat patterns, random or organised.<br><br>Describe what they can see and like in the work of an artist.<br><br>Ask sensible questions about a piece of art. | Use a variety of tools including pencils, crayons, pastels, felt tips, chalk, charcoal and other dry media.<br><br>Begin to explore the use of line, shape and colour.<br><br>Describe what they can see and like in the work of an artist.<br><br>Ask sensible questions about a piece of art. |

## YEAR 2

### As artists we will ....

| AUTUMN   | SPRING  | SUMMER   |
|--|---|--|
| <b>Know and understand:</b><br>3D Work- Sewing   | <b>Know and understand:</b><br>Painting- Gakonga Art  | <b>Know and understand:</b><br>Drawing- Observational Drawings Paul Klee   |
| Engage in cutting and sewing materials<br><br>Use simple weaving with fabric and card.<br><br>Identify what they might change in their current work. | Mix paint to create all the secondary colours.<br><br>Mix their own brown.<br><br>Make tones by adding white. Make shades by adding black.<br><br>Create a print using pressing, rolling, rubbing or stamping.<br><br>Create a print like a designer. | Sketch to make quick records of something.<br><br>Experiment with visual elements; line, shape, pattern, colour.<br><br>Use lines and tone to represent things seen, remembered or observed.<br><br>Draw for a sustained period of time. |

# YEAR 3

## As artists we will ....

| AUTUMN  | SPRING   | SUMMER  |
|---|--|---|
| <p><b>Know and understand:</b><br/>Painting- Cave Paintings</p>   | <p><b>Know and understand:</b><br/>Drawing- Self Portraits</p>   | <p><b>Know and understand:</b><br/>3D Work- Greek Vase Clay Sculpture</p>   |
| <p>Predict with accuracy the colours that they mix.</p> <p>Know where each of the colours sits on the colour wheel.</p> <p>Use a range of brushes to create different effects</p> <p>Create a background using a wash.</p> <p>Use sketch books to express feelings about a subject describing likes and dislikes.</p> | <p>Make initial sketches as a preparation for painting.</p> <p>Draw familiar things from different viewpoints.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Represent things seen, remembered or imagined and demonstrate improved accuracy when drawing people and faces.</p> <p>Use sketch books to express feelings about a subject describing likes and dislikes.</p> | <p>Begin to sculpt with clay and other mouldable materials.</p> <p>Add onto their work to create texture and shape.</p> <p>Recreate 2D images in a 3D piece.</p> <p>Develop awareness of contrasts in textures and colour.</p> <p>Use sketch books to express feelings about a subject describing likes and dislikes.</p> |

## YEAR 4

### As artists we will ....

| AUTUMN   | SPRING  | SUMMER  |
|--|---|---|
| <p><b>Know and understand:</b><br/>3D Work- Natural Materials Collage</p>  | <p><b>Know and understand:</b><br/>Painting- Manga/Anime poster</p>   | <p><b>Know and understand:</b><br/>Drawing- Shadows - Cezanne</p>   |
| <p>Experiment with and combine different materials and processes to design and make 3D form.</p> <p>Use mosaic to produce a piece of art.</p> <p>Interpret stories, music, poems or other stimuli.</p> <p>Use printing or dying techniques to create different textural effects.</p> <p>Use printing to represent the natural environment.</p> <p>Collect images and information independently in a sketch book.</p> | <p>Explore the effect on paint of adding water, glue etc.</p> <p>Be able to create all the colours they need to paint.</p> <p>Print with 2-colour overlays.</p> <p>Successfully use shading, tone and brushstroke to create mood and feeling.</p> <p>Explain art from other periods of history.</p> | <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Identify and draw the effect of light (shadows) on a surface, objects and people.</p> <p>Begin to create technical drawings.</p> <p>Alter and refine drawings and describe changes using art vocabulary</p> <p>Experiment with different styles which artists have used.</p> |

# YEAR 5

## As artists we will ....

| AUTUMN   | SPRING  | SUMMER   |
|--|---|--|
| <p><b>Know and understand:</b><br/>Painting- Emoji Printing- Romero Britto</p>   | <p><b>Know and understand:</b><br/>Drawing- Cross-Hatching – Van Gogh</p>   | <p><b>Know and understand:</b><br/>3D Work- Wire Sculpture- Alexander Calder</p>   |
| <p>Create all the colours they need and give names to the colours they have created.</p> <p>Express their emotions accurately through painting and sketches.</p> <p>Create printing blocks by simplifying an initial sketch book idea.</p> <p>Use relief impressed methods.</p> <p>Create prints with three overlays.</p> <p>Use their sketchbooks to compare and discuss ideas with others.</p> | <p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (e.g. cross hatch, pointillism etc.)</p> <p>Observe and use a variety of techniques to show the effect of light on objects and people (e.g. use rubbers to lighten, use pencils to show tone, use tones of the same colour.)</p> <p>Keep notes in their sketch books as to how they might develop their work further.</p> | <p>Plan a sculpture through drawing and other work.</p> <p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p> <p>Use recycled, natural and manmade materials to create a piece of work.</p> <p>Show understanding of shape, space and form.</p> <p>Learn about the work of others by looking in books, the internet, visits to galleries and other sources of information.</p> |

# YEAR 6

## As artists we will ....

| AUTUMN   | SPRING   | SUMMER   |
|--|--|--|
| <p><b>Know and understand:</b><br/>3D Work – Recycled Sculpture</p>  | <p><b>Know and understand:</b><br/>Painting- Graffiti art- Banksy/Paul Curtis</p>  | <p><b>Know and understand:</b><br/>Drawing- Perspective- LS Lowry</p>  |
| <p>Look at 3D work from a variety of genres.</p> <p>Recreate images in 2D and 3D looking at one area of experience, e.g. recreating a landscape painting, focus on textures.</p> <p>Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.</p> <p>Independently select materials and techniques to use to create a specific outcome.</p> <p>Sketchbooks contain detailed notes about their working.</p> | <p>Print and overprint using a number of colours</p> <p>Paint onto different materials and work with a range of media (e.g. pens, coloured pens, paints etc.)</p> <p>Explain why they have chosen specific painting techniques and explain what their own style is.</p> <p>Look carefully at the methods they use and make decision about the effectiveness of printing methods.</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p> | <p>Produce increasingly detailed preparatory sketches.</p> <p>Introduce the concept of perspective.</p> <p>Look at the effect of light on a shape from different directions.</p> <p>Manipulate and experiment with line, tone, pattern, texture, form, space, colour and shape.</p> <p>Create computer created drawings.</p> <p>Identify artists who have worked in a similar way.</p> |

