

# Art

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
<b>At Tillingbourne we want children to:</b> <ol style="list-style-type: none"> <li>1. Love Learning</li> <li>2. Find their strengths and talents</li> <li>3. Achieve more than they thought possible</li> </ol>	<b>Children are successful at Tillingbourne School because they are:</b> <ul style="list-style-type: none"> <li>• Aspirational</li> <li>• Responsible</li> <li>• Resilient</li> <li>• Curious</li> <li>• Confident</li> <li>• Caring</li> </ul>	<b>FOCUS RIGHTS</b> <ol style="list-style-type: none"> <li>1. The right to learn</li> <li>2. The right to be heard</li> <li>3. The right to be me</li> </ol>	<b>All children must be:</b> <p>Ready</p> <p>Respectful</p> <p>Safe</p>

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>					
<b>Enquiry</b>	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>• Baseline of previous drawing skills</li> </ul>	<b>How do we use pencils to draw a portrait?</b>	<b>How are hatching and cross-hatching methods used to create tone in drawing?</b>	<b>How is pen and ink used in drawing?</b>	<b>How do Architects use perspective in pencil study drawing?</b>
<b>Outcome</b>		A pencil portrait	A still life drawing (range of sketching pencils)	A landscape drawing using pen and ink	A landscape drawing involving perspective (pencil)

<b>Skills</b>		<ul style="list-style-type: none"> <li>To sketch by drawing lightly with light strokes whilst being aware of and exploring pressure to create and refine an image</li> <li>Explore different grades of pencils and the changing tones they create</li> <li>To explore the proportions of facial features</li> <li>To explore the shapes of facial features</li> <li>Use the grid method to draw individual features accurately</li> <li>To use shading to show shadows and reflection on the face (use smudging, pressure of pencil and pencil grades)</li> </ul>	<ul style="list-style-type: none"> <li>To explore hatching and cross hatching to show tone and texture and create soft gradients.</li> <li>To experiment with stippling, finger blending, scribbling, circling. Annotate findings in sketchbooks.</li> <li>To identify areas of shadow and light, including using a rubber to expose lighter tones</li> <li>To begin to explore and experiment with graded pencils to show texture.</li> <li>To experiment with creating a real-life composition of objects eg ensuring bigger objects at the back</li> <li>To draw from first-hand observation and secondary sources images e.g. a photo of their original composition</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with pen and ink using art pens, nib pens and sticks</li> <li>To explore hatching and cross-hatching, stippling, scribbling, circling, pointillism to show tone and texture and create gradients.</li> <li>To create objects in then foreground that appear larger than those in the background</li> </ul>	<ul style="list-style-type: none"> <li>To explore the work of famous architects</li> <li>To learn the skill of drawing one-point perspective using a horizon line and vanishing point</li> <li>To draw simple shapes (squares and rectangles) using a horizon line and vanishing point</li> <li>To practise drawing basic building structures using one vanishing point</li> <li>To practise drawing multiple buildings along a street using one vanishing point (to show buildings of various sizes with different lengths and heights)</li> <li>To practise drawing rows of windows and doors, ensuring they all align towards the vanishing point</li> <li>To practise drawing rooflines that converge with the vanishing point</li> </ul>
<b>Knowledge</b>		<ul style="list-style-type: none"> <li>To know that H pencils are hard and will produce light marks – best for technical drawing</li> <li>To know that B pencils are soft and will produce darker tones – best used for tonal drawing and shading</li> <li>To understand proportions of face</li> </ul>	<ul style="list-style-type: none"> <li>To know the technique of rendering whereby we use an eraser to create lighter tones.</li> <li>To know that different grades of pencils 2H, HB, B, 2B, 4B and 6B and select appropriate one for purpose.</li> <li>To know and explore how light and shadow is captured in the correct areas with knowledge of light source.</li> </ul>	<ul style="list-style-type: none"> <li>To identify background, middle ground and foreground in landscapes</li> <li>To know the names of the drawing techniques</li> </ul>	<ul style="list-style-type: none"> <li>To understand the horizon line and vanishing point</li> <li>To know that different grades of pencils 2H, HB, B, 2B, 4B and 6B and select appropriate one for purpose</li> <li>To know and explore how light and shadow is captured in the correct areas with knowledge of light source</li> <li>To know that H pencils are hard and will produce light marks – best for technical drawing</li> <li>To know that B pencils are soft and will produce darker tones – best used for tonal drawing and shading</li> </ul>

## Painting

<b>Enquiry</b>	<ul style="list-style-type: none"> <li>Baseline of previous painting skills</li> <li>Recap what primary and secondary colours are and how to make them.</li> </ul>	<b>How do we create moods in paintings?</b>	<b>How can paint be used to create different effects?</b>	<b>How do you mix colours to match objects?</b>	<b>What is composition?</b>
<b>Outcome</b>		A picture that represents a feeling or mood (Readimix)	A painting eg landscape, animal (Readimix)	A real life portrait (Readimix including skin colours and white and black for tints)	A still Life Composition (Readimix)
<b>Skills</b>		<ul style="list-style-type: none"> <li>Can discuss how key artists studied and expressed thoughts, moods and feelings through use of colour</li> <li>To experiment with mixing tertiary colours on a colour wheel</li> <li>To further explore warm and cool, as well as complimentary colours, and the effects they create</li> </ul>	<ul style="list-style-type: none"> <li>To explore paint effects and techniques used by famous artists. (Claude Monet)</li> <li>To explore creating tints and shades of a variety of different colours using white and black.</li> <li>Explore techniques such as wet and wet, dry brush, combing, washes, sponges, drips and splatters, dabbing.</li> </ul>	<ul style="list-style-type: none"> <li>To combine colours and create tints, tone and shades to reflect the purpose of the work.</li> <li>To observe colours on hands and faces - mix a range of flesh colours.</li> <li>To mix and blend colours using a soft and smooth gradient (colour swatch with varying tints and shades).</li> <li>Colours are blended with little visual appearance of intervals.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the work of famous still life artists and discuss similarities and differences</li> <li>To explore artists' different styles in composition</li> <li>To create a still composition to be photographed.</li> <li>To sketch the composition prior to photographing it</li> </ul>

		<ul style="list-style-type: none"> <li>To experiment with different colours that represent moods</li> <li>To create a mood painting through use of colour and application</li> </ul>	<ul style="list-style-type: none"> <li>To create a final piece that applies different painting effects.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to sketch the basic proportions of a face and features.</li> </ul>	<ul style="list-style-type: none"> <li>To refine colour mixing to accurately depict what they see.</li> <li>To paint a composition.</li> </ul>
<b>Knowledge</b>		<ul style="list-style-type: none"> <li>Children demonstrate a secure knowledge of primary, secondary, tertiary, complementary, warm and cold colours.</li> </ul>	<ul style="list-style-type: none"> <li>To know that adding white to a colour creates tints (lightness)</li> <li>To know that adding black to a colour creates shades (darkness).</li> <li>To know different painting techniques</li> </ul>	<ul style="list-style-type: none"> <li>Children now have precise colour language (tint, tone, shade and hue).</li> <li>Begin to see how artists have used different styles of painting for portraits</li> </ul>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>To know what composition means.</li> <li>To know the names of famous artists known for their still life paintings</li> </ul>

## Printing

<b>Enquiry</b>	<ul style="list-style-type: none"> <li>Baseline of previous printing skills</li> </ul>	<b>How do we create a collagraph print?</b>		<b>How are multi-techniques used in printing?</b>	
<b>Outcome</b>		A collagraph print (Mixed media)		A multi-layered print (printing ink on fabric)	
<b>Skills</b>		<ul style="list-style-type: none"> <li>Cutting materials like cardboard, foam or card into desired shapes</li> <li>Use scissors safely and effectively</li> <li>Layer and glue materials onto the base to build up texture and pattern</li> <li>Apply ink evenly using rollers</li> <li>Ensure even pressure to transfer ink from the plate to the paper</li> <li>To examine how artists and designers used colours, shapes and lines to create patterns</li> <li>To explore positive and negative space in printing</li> </ul>		<ul style="list-style-type: none"> <li>To look at famous artists and designers who have used colours in their art.</li> <li>To explore positive and negative space in printing</li> <li>To look at printmaking in the environment (eg wallpapers, fabrics etc.)</li> <li>To examine how artists and textile designers used colours, shapes and lines to create prints</li> <li>To create press prints using inks</li> <li>To print onto different textures and colours of paper, board or fabric</li> </ul>	
<b>Knowledge</b>		<ul style="list-style-type: none"> <li>Glen Alps was a printmaker and educator who is credited with having developed the collagraph</li> <li>A collagraph print is made by gluing different materials to cardboard to create a textured plate, and then pressing it onto paper to transfer the image</li> </ul>		<ul style="list-style-type: none"> <li>Poly block is a polystyrene based printing material which you can work into using a biro or a pencil</li> <li>The areas pushed down on the polystyrene block will show up in white when printed on to white paper</li> </ul>	

## Sculpture

<b>Enquiry</b>	<ul style="list-style-type: none"> <li>Year 4 drawing portraits, proportions of faces, facial features</li> </ul>		<b>How is clay used to create 3D models?</b>		<b>How can card and cardboard be used to create sculptures?</b>
<b>Outcome</b>			A clay portrait		A card and cardboard sculpture
<b>Skills</b>			<ul style="list-style-type: none"> <li>Begin to shape and form clay</li> <li>Use carving to add detail and texture</li> </ul>		<ul style="list-style-type: none"> <li>To know different techniques when working with paper and card such as fold, fan, tube roll, cone roll, spiral, fringe, curling</li> </ul>

			<ul style="list-style-type: none"> <li>• Use clay to add prominent features (high-relief)</li> <li>• Can use fingers to smooth out any blemishes if they wish to.</li> <li>• Can add textures to different features using a variety of tools.</li> <li>• Can use scoring in order to apply slip.</li> <li>• Can apply slip in order to attach clay to clay.</li> </ul>		<ul style="list-style-type: none"> <li>• How cardboard is used to create texture and depth</li> <li>• To accurately scorer in order to create a fold in cardboard</li> <li>• To create tabs, hinges and flanges/tabs in order to support sculpture structure</li> <li>• To use glue and masking tape to glue sculpture structures</li> </ul>
<b>Knowledge</b>			<ul style="list-style-type: none"> <li>• That slip can be used as a glue.</li> <li>• To understand proportions and dimensions of face (using knowledge from Y3)</li> <li>• Begin to understand how clay was used throughout history</li> <li>• To look at cultures who have used clay masks in their art: mskaysartworld.weebly.com</li> </ul>		<ul style="list-style-type: none"> <li>• Know card can be folded and manipulated to create 3D sculptures</li> <li>• Know about famous paper sculptors</li> <li>• Know that recycled materials can create sculptures</li> </ul>
<b>Art Appreciation</b>					
		<ul style="list-style-type: none"> <li>• To give preferences about what they like and dislike about a piece of work and why they have their preference.</li> <li>• Begin to identify the purpose of colour in an artwork and link to colour families, properties and its impact on mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand and discuss line, shape, form, space, texture and colour when looking at a piece of artwork.</li> <li>• Generate basic questions about the contents of artworks looking at mood, process, content and form. (e.g. What is the artwork about? What did the artists want to show?)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and discuss the 7 elements of art (line, shape, form, space, texture, value and colour) when looking at a piece of artwork.</li> <li>• Generate basic questions about the context and content of an artwork and form opinions of how an artwork was produced based on its outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse artworks looking at mood, process, content and form.</li> <li>• Generate questions about an artwork and form opinions of how an artwork was produced based on knowledge of previously studied artists</li> </ul>