

ART

SUBJECT OVERVIEW AND PURPOSE

WHY IS ART IMPORTANT?

Our Art approach promotes self esteem by developing creative pride and a sense of achievement. Art plays an important part in children's mental well-being by providing them with a chance to connect with their thoughts, emotions and experiences.

Children have the opportunity to experiment, invent and create in a range of art forms to express their imagination and inspire creativity.

OUR AIMS

We aim to foster an appreciation of the arts that will last a lifetime. Naturally, Art challenges our children, through its progression of skills and techniques throughout their primary journey. Within Art, children study and reflect on a

wide range of diverse, cultural and historical artists to develop their understanding of the world around them and know how art and design has shaped history.

HOW IS ART TAUGHT?

Our teaching is based on equipping the children with the knowledge and skills through four main strands:

- Drawing
- Painting/Mixed Media
- Sculpture
- Art Appreciation

Children become proficient in art techniques by building on prior knowledge and skills, including their control and their use of materials. Children record their work and ideas in sketch books and these demonstrate progression in skills and techniques.

Through Art, children will develop skills such as:

- Creative thinking
- Critical thinking by evaluating and giving constructive feedback
- Fine and gross motor skills
- Perseverance
- Experimental skills

CAREERS

These skills will prepare children for a wide range of careers:

- Artist
- Architect
- Graphic designer
- Illustrator
- Photographer
- Interior designer
- Teacher
- Curator
- Set designer
- Animator
- Jewellery maker



**“Creativity
takes courage.”**

Henri Matisse

EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
DRAWING			
<ul style="list-style-type: none"> ■ Begin to use a variety of simple drawing tools (finger, sticks, pencil and felt tips). ■ Experiment with mark making in an exploratory way. ■ Enjoy looking at and talking about art. ■ Experiment with observational skills by using mirrors or to include main features of faces. ■ (Continuous areas of provision for children to use and refine a variety of techniques). 	<ul style="list-style-type: none"> ■ Explore a range of media. ■ Begin to explore tone by drawing light/dark lines, patterns and simple shapes. ■ Develop observational skills by looking at the shapes and patterns. ■ Investigate textures by describing, naming, rubbing and copying. ■ Begin to evaluate their work by talking about how they can improve their work. 	<ul style="list-style-type: none"> ■ Develop more control over drawing tools. ■ Investigate proportion, emotion and expression. ■ Experiment with different implements to achieve variations in tone using a range of materials. ■ Apply simple use of pattern and texture in a drawing. ■ Apply intricate mark making, lines and shapes within a drawing. ■ Evaluate their work more regularly and independently. 	<ul style="list-style-type: none"> ■ Apply a more complex use of pattern and texture in a drawing. ■ Work from a variety of sources eg. photographs, digital images. ■ Use a systematic and independent approach to create a detailed drawing. ■ Apply their own style using tonal contrast and mixed media by choosing appropriate materials to create an outcome. ■ Evaluate their work and to try alternative solutions to improve their work.
PAINTING/MIXED MEDIA			
<ul style="list-style-type: none"> ■ Experiment with colour mixing. ■ Explore mark making using different application methods such as fingers, splatter, natural materials). ■ Create different textures. ■ Work on different scales. ■ Introduce primary colours. 	<ul style="list-style-type: none"> ■ Use a variety of tools such as different sized brushes, sponges, fingers). ■ Explore colour mixing creating secondary colours. ■ Create texture and effects by mixing media, layering materials. ■ Work on different scales more confidently. 	<ul style="list-style-type: none"> ■ Mix colours and to know which primary colours make secondary colours. ■ Mix and use tints and shades to create different effects. ■ Experiment with different effects and textures. ■ Use their knowledge of colour mixing and make choices about suitable tools. 	<ul style="list-style-type: none"> ■ Work with complimentary and contrasting colours. ■ Create imaginative pieces of work using a range of different sources eg. photography and digital art effects. ■ Develop an awareness of composition, scale and proportion. ■ Apply and manipulate paint techniques in different ways to create atmosphere, expression and light effects.
SCULPTURE			
<ul style="list-style-type: none"> ■ Experiment with properties of clay, play dough and plasticine. ■ Understand the safety and basic care of the tools used. ■ Manipulate malleable materials for a purpose. 	<ul style="list-style-type: none"> ■ Explore and experiment joining different materials. ■ Understand the safety and basic care of the tools used. ■ Create a range of textural effects. ■ Add carving and shaping techniques to sculptures. 	<ul style="list-style-type: none"> ■ Plan, design and make models from observation or imagination. ■ Join materials in different ways confidently. ■ Transform 2D designs into 3D form. 	<ul style="list-style-type: none"> ■ Use personal plans to create more complex sculptures. ■ Confidently problem solve and being able to refine and edit their work. ■ Investigate and test scale for a purpose.
ART APPRECIATION			
<ul style="list-style-type: none"> ■ Study and research a range of diverse, cultural and historical artists, craft makers, architects and designers. ■ Evaluate and interpret artist work to inspire their own art pieces. ■ Compare similarities and differences between their own and their peers' work. 			

