

How are concepts developed in Art within the school's curriculum plan?

Each concept is interwoven into each unit of work. However some units naturally provide greater opportunity for the concept to be explored and children's understanding deepened. Examples of this as below.



Within EYFS children are taught to explore and experiment with different media and materials within the continuous provision. Children interact with Art indoors and outdoors. Children are taught that boundaries around exploration are limitless and are encouraged to take risks.

By Year 1 children have opportunity to work with clay, digital technology, photographs, crayon, textiles, paint and pencil as a minimum and use different implements and techniques within their printing activities.

In Year 2 children develop further their clay modelling skills and develop their pencil work to sketch using observational skills. They work on large and small scales and use paint to mix colours and experiment with shades. Children will also use digital software and photos to create their own work in the style of Kusama.

By Year 3 children use crayon, pastels and charcoal as well as glass paints to explore different ways that art and images have been used as decoration or to tell a story or pass comment. Children work on paper and on windows at different scales as part of their graffiti work.

In Year 4 children will investigate with natural items to create temporary and permanent natural images, focusing on arrangement and layout. Children will also develop their collage skills using textiles and paper in the style of Lubaina Himid.



In EYFS children learn the techniques of basic pencil grip and control to work in crayon. They have opportunity to use a range of techniques including drawing, painting, splattering (Pollock) and working individually as well as in collaboration. Children learn to colour in and stay within the defined lines and how to draw simply from imagination and from observation. In EYFS children have daily access to play dough to make sculptures and practise rolling, marking and chopping.

In Year 1 children continually practise the skills that they have acquired in Reception, but also acquire new skills of printing and creating silhouettes. By Year 2 children develop clay modelling skills building upon the work started in EYFS and develop the techniques of mixing their own colours and shades. Children will also be taught observational sketching skills in pencil.

By Key Stage 2 children will learn the technique of drawing with perspective and understanding proportion. Children in Year 3 will learn to work in a graffiti style and to create art that interacts with the physical environment. In Year 4 children will develop collaging techniques using a range of different medias including textiles. They will also learn how to use the natural environment to inspire their own work.



In EYFS children will learn to name and identify colours within their indoor and outdoor environment. They will be encouraged to

experiment with colour in a range of media and express their ideas in a creative way. E.g if a child wants to draw themselves with a blue face this will be praised, whilst also practitioners share opportunities for them to reflect on the actual colour of their skin also. In their artist study children will enjoy experimenting with colour at large scale and can reflect upon the beauty in the chaos of the colour that they use.

By Key Stage 1 children will consider skin tones as part of their portrait work. They will create their own palettes and comment on shades. Children will learn about the ways that colour and tone can see how they create shadows. Children will also learn about the vibrant colours and dot work of Yayoi Kusama and discuss how the contrast within the art she produces excites the viewer.

In Year 3 children will explore the muted tones and shades of the Stone Age cave drawings and children will create their own shades. They will use vibrant colours as part of their graffiti work and consider the use of a bold outline as can sometimes be used in this genre. Children will learn about the limited colour palette used by Banksy and look at the use of colour within their work on landscapes.

In Year 4 children will evaluate and look at the colours used by Himid inspired by her mother's work as a textile designer and Zanzibar upbringing. Children will further their understanding of the colour of nature in looking at the work of Goldsworthy and within their own creations within the school site.



Throughout their time in school children will learn how different colours can make us feel differently. Within EYFS they will have some experience of the colours of Pollock and the beauty and fun in the erratic splay style that they produce.

In KS1 children will consider how hot and cold tones represent different moods and feelings. They will think about how printing techniques can help represent significant places, images etc to them so as to represent their thoughts.

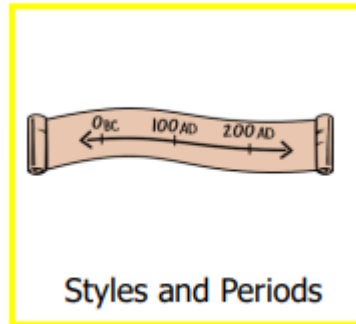
Children will explore the use of seascape colours in Year 2, working in blues and greens. They will think about how the brush strokes represent the waves of the sea and how this makes them feel.

They will also evaluate how the work of Kusama makes them feel. Do they enjoy it? Do they find the style fun and upbeat? They will be encouraged to respond to the different works that they see and then reflect upon how what they create makes themselves and others feel.

Within KS2 children think deeply about how Art makes them feel. Children will understand that Art is meant to evoke emotions and to consider how the work of Banksy has a definite intention to provoke thought and debate. Children will also need to come to their own conclusions about the value of graffiti as an art form.

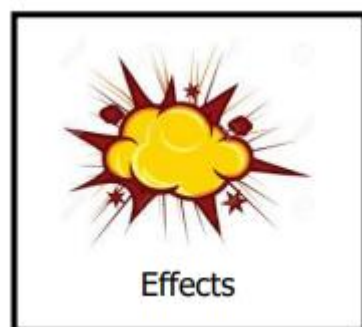
Children will also have lots of opportunities to reflect upon art installations that interact with the environment within the work of Gormley and others. Children will need to think about whether these works enhance or ruin the natural environment. They can also consider whether art has to be permanent and whether the temporary status of some natural art pieces makes them any less meaningful or more so.

We seek throughout our curriculum to promote opportunities for awe and wonder in Art and for children to challenge their own thinking and articulate their own responses to what they see and how it makes them feel.



We have been conscious to ensure our Art curriculum introduces children to contemporary and artists from the past that span cultures, decades and movements. Each artist and style has been specifically chosen for our school community.

[Our artist study pathway shows how different styles and periods are planned for within our curriculum.](#)



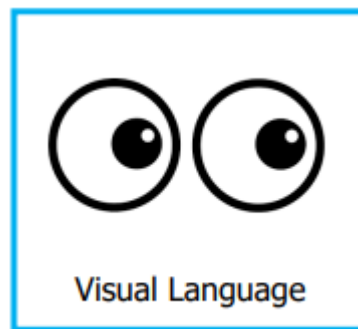
In EYFS children will learn about Pollock and the effect of his art which although it might appear random was very deliberate. Children learn about how he dribbled, dripped, and poured paint that was glossy and matte and how this altered the effect.

In Year 1 children learn about different effects that can be created by printing. They will have experience of different methods and can evaluate how successful these are.

In Year 2 children will use clay and paint to create 3D tiles using different techniques to make marks and indentations for different effects.

In Year 3 children will study the effect of graffiti styles as well as perspective drawing on the eye of the audience. They will see how perspective impacts on the overall picture.

In Year 4 children experiment with textiles and nature to consider arrangement and layout for different visual and emotional effects on the audience.



In EYFS children will think about the arrangement of their drips and dribbles with Jackson Pollock and also in their own pieces created within continuous provision on the eye.

In KS1 children will begin to understand and identify include line, shape, colour and form on the audience from pieces they study as well as within their own work.

Throughout KS2 children will develop an understanding of motion, texture, pattern, direction, orientation, scale, angle, space and proportion within their units ensuring that they have a good understanding of these within established works as well as an opportunity to experiment with this as artists in their own right.



In EYFS children will experience art in a very open, raw and experimental way they will take risks, explore, try and challenge boundaries within their art. This is to be encouraged and supported.

They will also have opportunities to develop key basic skills of pencil control, drawing and identifying shapes within an image .

By KS 1 children have acquired most basic skills and will learn more complex processes including preparation, execution and finishing touches. Children will learn about the required materials, working conditions/spaces, techniques to be used and how these can be adapted to create a desired effect.

This is built upon in KS2 with children expected to take greater ownership and responsibility within choosing and following processes. Children are encouraged to ask what if and test out their technique or adapt the process to achieve a desired effect very much going back to their EYFS roots.