

## Art Curriculum Summary

Art is a powerful tool through which children can both discover and express themselves. At St John's, individuality of expression, imaginative creativity and learning to draw are at the heart of the art curriculum. We aim to teach children skills that enable them to be confident and expressive artists in a wide variety of different mediums and to develop a love of art and artistic expression. In a spiralling curriculum, children develop skills of observation, use of different materials, interpretation, colour, texture, shape, form, line and space, photography, printing and digital art work together with an awareness of artists and Art movements through time. The approach is thematic and various resources are used to stimulate practical work - such as poppies for Remembrance Day, War poems, the year group drama performances, music, the school environment, animals and buildings at Wimpole Home Farm, the aeroplanes at IWM Duxford and reference to famous works of art. The content of the artwork varies from year to year as it follows the interests of the children, the topics being studied and events in the school and community.

### Key Skills

#### Kindergarten (KG)

- Explore colour, texture, shape and space in two and three dimensions
- Use their imagination in art and to work with a range of materials, papers and paint tools.
- Develop fine motor skills
- Investigate and represent the world around them.

#### Transition 1 (T1)

- Record from first-hand observations, experience and imagination.
- Ask and answer questions about the starting points for work and develop their ideas.
- Investigate the possibilities for a range of media and processes.

#### Transition 2 (T2)

- Try out different tools and techniques and apply these to a range of materials.
- Represent observations, ideas and feelings, and to design and make images and artefacts from their own experiences.
- Review their work and identify what could be changed or developed in the future.
- Explore colour, pattern and texture, line and tone, shape, form and space and they learn about materials and processes used in art, craft and design.

#### Form 1

- Develop abstract ideas
- Investigate and combine visual and tactile qualities of materials and to develop control of tools and techniques
- Compare ideas, methods and approaches in their own and others' work and to say what they think and feel about them
- Learn how to adapt their work according to their views and to understand how to develop it further
- Mix primary colours to produce secondary, then tertiary colours
- Experiment with/using a range of brushes and associated skills
- Learn how to compose a landscape with a foreground, mid ground and background
- Develop an understanding of positive and negative space
- Introduce the technique of mono printing

## **Form 2**

- Develop their understanding of line, pattern, shape and colour
- Explore new materials such as acrylic paint
- Understand tone through creating monochromatic pictures
- Develop a range of brush skills
- Develop the ability to evaluate work, express opinions and make reasoned judgements
- Explore the tactile qualities of materials and processes and how media can be manipulated and matched to ideas and purposes
- Make aesthetic judgements and choices
- Understand the printing process and to produce a number of prints

## **Form 3**

- Build observational drawing and painting skills.
- Explore 'atmosphere' in art and how to express it.
- Respond imaginatively to stories
- Compose in 3 dimensions using formal shapes of small manmade objects
- Develop imaginative skills by moving from observation, to pictorial and then mechanical interpretations.
- Paint in the style of an impressionist artist.
- Learn how to look at objects so as to be able to draw, paint, print and sculpt focussing on negative shapes.
- Extend visual language by experimenting with different ways of mark making to describe shape, tone and texture.
- Learn to discuss the aims and individual qualities of their own work and that of their peers.

## **Form 4**

- Develop the ability to work in an abstract way by focussing on line, pattern, shape and tone and using a range of drawing materials
- Use mark making for expression in a range of media, including fabric.
- Study the style of medieval painting, in particular its flatness and sense of pattern and to link this with developing composition within the children's work
- Look at castles/other buildings and landscape within Medieval/early renaissance painting with particular reference to Mantegna.
- Respond imaginatively to story and artists, including Rousseau and artists from different cultures.
- Continue to learn to discuss the aims and qualities of their work and that of their peers.

## **Form 5**

- Build an awareness of composition, colour harmonies / contrasts and mark-making
- Use basic materials to create their own world/scene
- Take risks within their paintings and model making.
- Respond expressively and imaginatively to historical artists
- Develop an understanding of composition on a large scale
- Use colour to create different 'moods'
- Learn about Architectural features, their functions and the difference in style between different centuries.
- Organise 3D space by planning and building an Architectural structure using materials of the children's own choice.
- Continue to build and to evolve their awareness of the aims, qualities and strengths of their own work and that of their peers.

## **Form 6**

- Reflect upon personal experience and memory to learn how to express their memories, thoughts and feelings in a visual way using a multitude of media.

- Improve their skills in a variety of media in both 2D and 3D forms whilst thinking about scale and embracing large scale work in sculpture and painting.
- Explore and respond to the work of a range of artists including Cornell, Tracey Emin, Beuys, Whitread, Picasso, Turner
- Build on observational and expressive drawing skills with an emphasis on positive and negative shapes, sustained drawing and learning about abstract qualities within a drawing.
- Explore and respond to war artists ie. Paul Nash and Henry Moore.
- Explore different effects with colour, pattern and light in landscapes, seascapes and cityscapes.
- Explore the formal elements of colour mixing, pattern, shape and composition.
- Make aesthetic judgements and choices
- Articulate feelings about their work and progress and that

#### Contribution to Spiritual, Moral, Social and Cultural Development

Art develops SMSC through a wide range of different ways, including:

- Developing aesthetic appreciation
- Evoking awe and wonder in the world as it is more closely observed and responded to and as nature is reflected on
- Developing imaginative responses to the world
- Studying artists who work on a spiritual or religious theme
- Responding to ethical issues through art such as the War and Remembrance
- Developing an awareness of harmony, symmetry, balance and proportion
- Developing the ability to express one's feelings and thoughts
- Working collaboratively
- Exploring artwork from a range of different cultures from around the world
- Developing an understanding of the role of artwork in communities
- Respect for the work of others
- Perseverance