**Plumbland CE School, Art statement**

Our curriculum is based on the National Curriculum and is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities, from which children can learn and develop a range of transferable skills. The children’s own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, create a sense of personal pride in achievement, and provide a purpose and relevance for learning. We provide a curriculum approach that has clear intent, a carefully designed and monitored implementation and a positive impact that allows children to develop knowledge, understanding and skills in each subject. The subject Art is incorporated into all of our themed mornings, with a specific Art/ Craft activity. Part of our forest learning involves our children creating sculptures in the forest and they often draw and paint the natural environment. Our school has a weekly Art/ Craft afterschool club which many of the children attend.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Year 1**

**Materials-pattern**

* Use a range of materials creatively to design and make products.
* Use a wide range of patterns.

**Drawing-line, shape**

* Use drawing as a medium to develop and share ideas.
* Incorporate known experiences.
* Focus on using lines and known geometric shapes to create.

**Painting- colour, space**

* Use painting as a medium to develop and share ideas.
* Create using imagination.
* Develop and use a texture for effect.
* Incorporate known experiences or imagination.

**Sculpting**

* Use painting as a medium to develop and share ideas.
* Create using imagination.
* Develop and use a texture for effect.
* Incorporate known experiences or imagination.

**Artists-Making links to their own work**

* Covered either continuously or as revision.
* Link their products to well-known artists.
* Attempt to make links to the local artistic community.

**Year 2**

**Materials-pattern, texture, form**

* Use a range of materials creatively to design and make products.
* Create and use a wide range of patterns and colours.
* Identify man-made and natural patterns.
* Choose for effect and purpose.

**Drawing-line, shape**

* Refine skills in drawing and develop and share ideas.
* Incorporate known experiences.
* Focus on using lines (movement, contours and feelings) and known shapes (geometric) to create.

**Painting- colour, space**

* Refine skills in painting and develop and share ideas.
* Choose to use own experiences or imagination.
* Focus on using colour and space for effect.

**Sculpting**

* Refine skills in sculpture and develop and share ideas.
* Combine their experiences and their imagination.
* Develop and use a texture for effect.
* Create visual texture using different marks.

**Artists-differences and similarities**

* Covered either continuously or as revision.
* Link their products to well-known artists.
* Attempt to make links to the local artistic community.
* Examine a piece of work from a well known artist. Eg Sheila Fell
* Critically evaluate their work.

**Year 3**

**Sculpture- observations, technique and control**

* Introduce them to a wide range of sculptures and artists.
* Choose one for in-depth analysis.
* They must evaluate and analyse their work and form their opinion.
* They can replicate the work to gain understanding and improve technique and control.

**Drawing-pencil, charcoal**

* Children are to develop their drawing skills- charcoal, pencils and sketching.
* They can incorporate previously learned techniques ie. Line, shape (geometric and irregular) colour and space.

**Painting- acrylic- Review and re-visit ideas**

* Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic.

**Artists, architects and designers in history**

* Continuously refer back to artists, architects and designers in history for inspiration or comparison.

**Year 4**

**Materials- Texture, pattern, experimenting**

* Create visual texture using different marks and tools.
* Create patterns/ motifs with repeated mark making.
* Evaluate beginning to use artistic language.

**Painting 1 Watercolours- observations, techniques and control**

* Conduct an in depth analysis of a watercolour painting.
* Comment on the form, line, technique and other observations.
* Form and discuss opinions.
* Begin to create a sketchbook of what you have discovered.
* Evaluate, beginning to use artistic language.

Painting 2 Watercolour, experiment

* Plan, create and evaluate a painting using watercolours.
* Incorporate what you have found in Painting 1 into creating something.
* Pupils refer to the sketch book and use it for planning.
* Evaluate beginning to use artistic language.

**Drawing- pencil, charcoal**

* Children are to develop their drawing skills charcoal, pencils and sketching.
* Choose the appropriate techniques ie. Line, shape, colour and space.
* Evaluate beginning to use artistic language.
* Discuss artists, architects and designers in history.
* Continuously refer back to artists, architects and designers in history for inspiration or comparison.

**Year 5**

**Sculpture- experimenting, form**

* Plan and create a sculpture.
* Evaluate using artistic language.

**Drawing-charcoal- line, texture**

* Experiment with shading and perspective to create form and texture.
* Know that a short, hard line gives a different feeling to a more flowing one.

**Children are to create a sketch book, record, revisit and review their ideas.**

* Refer to artists, architects and designers in history to explain choices.
* They must choose from a range of materials (eg. Pencil, charcoal, paint, clay)
* Pupils are to refer to sketch books and use them for planning.

**Artists, architects and designers in history**

* Continuously refer back to artists, architects and designers in history for inspiration or comparison.

**Year 6**

**Sculpture experimenting, form**

* As independently as possible plan, create and evaluate a sculpture.
* Incorporate for, pattern and texture.
* Use a wide variety of tools and refine skills.
* Use imagination and experience to influence work.
* Evaluate and edit using artistic language.

**Drawing- charcoal, pencil**

* Use a variety of techniques to create form and texture ie. Shading and perspective.

**Painting- acrylic**

* Review and revisit their work.
* Critically evaluate and edit (paint over their work)
* Work in pairs to recreate a well-known piece or an element of the piece.
* Try to use the colour wheel to use ‘harmonious colours’ and ‘contrasting colours’.

**Artists, architects and designers in history**

* Continuously refer back to artists, architects and designers in history for inspiration or comparison.