Our Art Vision

At Thurcroft Infants our vision is to inspire, create and celebrate achievements though art. Our art curriculum encourages children to concentrate, persevere, be creative, explore and be proud of their achievements. In order to commit knowledge to children’s long-term memories, we plan time to teach new skills and knowledge, as well as time to revisit, rehearse and refine skills through directed and self-initiated art work.

National Curriculum aims for Art and Design:

* Produce creative work, exploring ideas and recording experiences
* Become proficient in drawing, painting, sculpture and other art, craft and design techniques (collage and textiles)
* Evaluate and analyse creative works using the language of art, craft and design (Key Visual Techniques and Integral Concepts)
* Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

National curriculum for **Key stage 1** states pupils should be taught:

* To use a range of materials creatively to design and make products
* To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* 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

William Morris said “Have nothing in your house that you do not know to be useful or believe to be beautiful.” This is how we have divided our Art and Design curriculums, into beautiful (art) and useful (DT).

All artwork is made up of Key Visual Techniques. These are what make a piece of art attractive or interesting to the viewer. The key visual techniques of art are **colour, pattern, texture, line, shape, form** and **space** and are the building blocks of all art work.

These key visual techniques can be used individually but have a strong relationship to one another.

* Most images begin their life as line drawings
* Lines cross over one another to form shapes
* Shapes can be filled with colour, tone and pattern
* A shape can be rendered to create texture
* A shape can be projected in to three dimensions to create form

The Key visual techniques are covered repeatedly and built upon each year to embed a deeper understanding of them.

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| Key Visual Technique | Explanation |
| Colour | There are three primary colour (red, yellow and blue). Primary colours can be used to mix secondary colours (orange, green and purple). Colours can be made lighter and darker using tints and tones (black and white). |
| Pattern | The arrangements of shapes, natural or manmade (petals, brickwork, animal prints, wrapping paper, patterns form other cultures). |
| Texture | Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, spikey, and furry are all examples of how we might discuss texture. Texture can be imprinted into clay but can also be created through the use of line and pattern. |
| Line | Short or continuous marks made using a variety of tools. Lines can be straight, curved, broken or continuous, thick or thin. Lines can be used to create texture by hatching and cross-hatching (handwriting patterns). |
| Shape | Shape is created by enclosing a space using an outline. This includes the shape of an object or a pattern. |
| Form | The dimensions of 3D shape. Form has a volume and occupies space. It can be a regular or irregular shape (cube, sphere, stone, shell). |
| Space | The arrangement of all objects. It can be the distance between two points or the space used on a page. The illusion of space can be created through the use of colour and scale. |

A long side the Key Visual Techniques outlined above, we have our Integral Concepts which are **observation, evaluation, source, style, themes and time period**. These are taught at an age appropriate level each half term.

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| Integral Concept | Explanation |
| Observation | Observation is a crucial skill to develop the artistic eye and become better at seeing things which are often unseen. To observe well pupils must be taught the vocabulary related to what they are observing. This goes hand in hand with the key visual techniques and the vocabulary taught at each level. For example, when evaluating a work of art children may talk about the colour, texture, shape and pattern. |
| Evaluation | Evaluation is about reflection and is part of learning. We reflect in order to learn something or we learn something because we have reflected. Children will learn to reflect upon and evaluate works of art by artists and themselves. Evaluation is part of every lesson. |
| Source | A source could be a work of art produced by an artist, designer or crafts person but it could also be a photograph, poem, book, illustration or experience that inspires visual thinking. |
| Style | Pupils will consider, discuss and often imitate styles of artwork. For example, they may study styles such as monochrome, abstract, modern or digital and after close observation and evaluation try to replicate some elements of these works of art. |
| Theme | The theme in art is the central topic, subject matter or message within the artwork. |
| Time period | Pupils will be able to use the words old new modern when talking about artwork, and consider the periods in history when the artwork was produced. |

The Key Visual Techniques and the Integral Concepts all combine as part of a web, coming together to create beauty and interest though development of skills and knowledge.

Integral Concepts – to be taught within all art lessons

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| Integral concept | F1 | F2 | Y1 | | Y2 | |
| Source | Gather ideas from their imagination, observations, experiences and the natural world | Gather ideas from their imagination, observations, experiences and the natural world. | Gather ideas from their imagination, observations, experiences, the natural world and stories | | Gather ideas from their imagination, observations, experiences, the natural world and stories | |
| Observation | Point out the main features on objects to draw and attempt to draw it. | | Focus in on fine details talk about what they see | | Focus in on details and talk about what they see/how they will recreate it. | |
| Evaluating | Talk about their work, what they have painted/drawn/built  When looking at works of art talk about the colours they see | Share their creations, explaining the process they have used.  When looking at works of art talk together about colours and details they see | Talk about their work/other people’s work saying what is good (linking to skills taught)  When looking at works of art say what they like/dislike about it and talk about details and colour. | | Talk about their work/other people’s work and suggest how they could improve their work (linking to skills taught)  Use feedback to improve work  When looking at works of art notice similarities and differences between works | |
| Style, time period, theme | Look at artists and illustrators from across time and culture to widen the range of ideas the children can draw on.  Begin to see that art is created in different styles and can be of many different themes. | | | | | |
| Possible artists  1 Henri Matisse – cat with red fish  2 Kandinsky – circles  3 Sheila Hicks – bold colour textile artist  4 Van Gogh – Sunflowers  5 Pat Hutchins – Rosie’s walk illustrations  6 David Hockney – Green Tide | Possible artists  1 Mondrian – shapes and colours  2 Ranbir Kaur – Diwali artist  3 Alice Kettle – textile artist portraits  4 Lucy Arnold - butterflies  5 Sarah Abbott -vegetables  6 Sandra Francis – Seascapes | Possible artists Y1  Van Gogh – Starry Night  Picasso – Weeping Woman  Australian aboriginal art (link back to Ranbir Kaur)  Kuhnert – Giant Penguins  Tullio Crali – Acrobazie in Cielo  Turner – Norham Castle | Possible artists Y1/Y2  David Hockney – weather series  Katerina Apale – flowers  Andy Warhol – portraits  Christine Montague – paws-ed in light  LS Lowry – Level Crossing  Edward Tingatinga – African art | | Possible artists Y2  Charles Fazzino - Touch down in London Town  Quinten Blake - illustrator  Yayai Kauma – vegetables  Pablo Uccello - St George and the Dragon  Alexandra Kehayoglou – textile landscapes  Jin Nong – plum blossom |

Drawing

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| Key visual techniques | F1 | F2 | Y1 | Y2 | Y2 Extension |
| Media | Draw with – pencil crayons, oil pastels, pencils, mouse | Draw with - pencil crayons, oil pastels, pencils, mouse | Draw with - pencil crayons, oil pastels, artist pencils, handwriting pens, mouse | Draw with - pencil crayons, oil pastels, artist pencils, handwriting pens, charcoal, soft pastels, mouse |  |
| Line, shape, space and colour | Draw simple outlines to represent people, objects, plants and animals.  Use a mouse to draw an outline on a simple digital drawing program (basic 2Simple) | Draw simple outlines then colour the space between.  Choose colours for a purpose.  Use a mouse to draw an outline then colour the space between on a simple digital drawing program (basic 2Simple) | Draw lines of different shapes and thicknesses using HB and 2B pencils  Colour neatly keeping within the lines  Use a mouse to create art with some detail using a selected program and its tools (all tools 2Simple) | Draw using light back and forth marks to eliminate the need for a rubber  Colour neatly, not pushing on and all in the same direction  Experiment with tone using a range of different artist pencils (hard/soft/tone)  Use a mouse to independently create art with detail using a selected program and its tools (all tools 2Simple) | Draw with soft pastels and charcoal learning to smudge and blend |
| Pattern and texture | Experiment with different media to make marks on paper | Begin to represent texture using mark making skills | Represent texture, pattern and light and dark areas by adding dots and lines to works of art | Have a repertoire of handwriting patterns to use to create patterns, texture and light and dark areas to works of art |  |
| Possible outcomes | ICT waves  Pencil hen/pets  Oil pastel sunflowers | Pencil caterpillars/butterflies  Pencil faces  ICT bonfire  Oil pastel Characters  Oil pastel Mondrian | Pencil eyes/feathers/flowers  Pen penguins/space rockets  Oil pastel Picasso faces/storm  ICT Picasso faces/penguins/weather  Pencil crayon astronauts | ICT city scape/Kings guards  Oil pastel fire of London/dragons  Pencil dragon eyes/plum blossom/peppers  Pencil crayon panda  Pen frogs/portraits | Soft pastel turnips/shells |
| Vocabulary | **Outline Red**  **Yellow Blue**  **Black White** | **Green Orange**  **Purple Brown**  **Pink** | **Detail**  **Handwriting patterns** | **Back and forth**  **Smudge**  **Blend** | |

Sculpture

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| Key visual techniques | F1 | F2 | Y1 | Y2 | Y2 Extension |
| Texture and pattern | Create texture/patterns in clay or dough using tools | Purposefully use clay tools and found objects to create patterns or texture in clay or dough | Begin to know how to add texture to 3D clay models using tools | Make a textured relief clay tile adding detail using tools | Create textured surfaces on clay using a variety of tools |
| Form | Explore clay and dough pushing, poking, squeezing and rolling it | Experiment with clay making simple one-piece clay models using pushing, poking, squeezing and rolling to shape it (thumb pot, owl, hedgehog) | Use a knife and clay tools to cut and join clay with some accuracy  Twist, cut, roll out and shape clay | Use a knife, rolling pin and clay tools with competency and accuracy  Know how to twist, cut, join and shape clay with confidence  Ensure clay is not too thin to break |  |
| Possible outcomes | At least 2 teacher lead opportunities to explore with clay and dough -photographs | 3D clay model requiring no joining of a thumb pot  3D clay model requiring no joining of a hedgehog/wolf | 3D clay model of an alien/penguin with some joining used  3d clay model of tree/Aboriginal figure with some joining used | Clay tile of a house/beach hut  Clay tile of a flower or dragon eye |  |
| Vocabulary | **Clay**  **Dough** | **Shape** | **Mould** | **Texture** | |

Painting

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| Key visual techniques | F1 | F2 | Y1 | Y2 | Y2 Extension |
| Media | Powder paint for paintings | Powder paint for paintings | Powder paint for paintings | Powder paint for paintings  Watercolour washes |  |
| Colour | Experiment with colour mixing paint naming some colours | Mix colours for a purpose | Mix and know what primary colours are (red, yellow, blue)  Mix and know that primary colours mix to make secondary colours | Know that adding white to colours makes tints  Know that adding black to colours makes tones |  |
| Line, shape, space, pattern and texture | Draw outlines using a paintbrush  Experiment with the thickness of paint (what happens with very thick/thin paint?) | Use a paintbrush to make small ‘dabbing’ marks to draw an outline then fill in the area with colour  Begin to add texture and pattern to paintings using print techniques  Mix paint to the correct thickness | Use a paintbrush to create texture by using a dabbing motion, and long and short brush strokes  Rinse brush and remove excess water | Confidently use a paintbrush to create texture by using a dabbing motion, and long and short brush strokes | Apply paint in different ways to create a particular effect or texture (dotting/scratching/splashing) |
| Possible outcomes | Lines/circles  Sunflowers/fish | Mondrian  Caterpillars/butterflies  Vegetables | Picasso face  Starry night  Stormy sky  Flowers | Tint and tone painting of fire of London/dragon scales  Tint and tone painting of bamboo/peppers  Different brush strokes painting of wolf/hen/stormy sea |  |
| Vocabulary | **Outline Red**  **Yellow Blue**  **Black White** | **Green Orange**  **Purple Pink**  **Brown Thick**  **Thin** | **Details Dab**  **Secondary colours**  **Brush strokes**  **Primary colours** | **Tints**  **Tones**  **Wash** | |

Collage

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| Key visual techniques | F1 | F2 | Y1 | Y2 | Y2 Extension |
| Line, space and shape | Make a simple outline using mosaic pieces of paper, card, felt etc.  Begin to hold scissors correctly and snip with scissors | Build up an outline using mosaic pieces first before filling in the middle  Hold scissors correctly and cut purposefully. | Begin to use whole shapes to represent objects – circles, squares  Cut collage media with some accuracy | Competently use whole shapes to represent objects – circles, squares and more complex shapes  Cut collage media precisely |  |
| Colour, pattern and texture | Use physical objects from the environment with different patterns, colours tones and texture to make patterns (atelier) | Use physical objects from the environment with different patterns, colours tones and texture to make pictures and patterns (atelier) | Select collage media for their appearances/colour  Tear collage media to create texture | Mix paper/fabrics with different textures and appearances to create different effects | Create a base of collage materials before adding marks and colour to represent an idea |
| Possible outcomes | Fabric mosaic - hen  Paper mosaic - circles | Fabric mosaic - Faces  Paper mosaic - Fish | Fabric mosaic/some wholes shapes – Picasso faces  Paper mosaic - Starry night  Paper tear - Stormy/snowy landscapes | Fabric whole shapes - Guard/building/dragon  Paper whole shapes – veg/flowers  Paper whole shapes - characters |  |
| **Vocabulary** | **Cut**  **Snip**  **Outline** | **PVA glue**  **Glue stick**  **Pattern** | **Tear**  **Mosaic** | **Precisely** | |

Textiles

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| Key visual techniques | F1 | F2 | Y1 | Y2 | Y2 Extension |
| Form | Explore using a needle and thread  Thread large beads/buttons/bobbins onto string | Begin to use a needle and thread  Begin to use pinch and push technique to sew (random stitches/abstract) | Use a needle and thread with some accuracy  Use running stitch to create simple shapes (star)  Add beads and buttons to weaving and sewing’s using threading techniques | Use a needle, thread, pins and sewing hoop  Attempt to thread own needle  Use running stitch to join fabrics for applique  Join materials using tying and knotting techniques |  |
| Pattern, texture and colour | Explore fabrics, though a sensory approach and make a simple weaving (class projects using fabric/paper/plastic bags) | Choose threads and fabrics for their colour and make a simple weaving | Choose threads and fabrics for their colour, texture and pattern and make weavings with small scale pieces | Choose for a purpose a variety of threads, fabric, wool, buttons and sequins to make a weaving with the intended colour, texture and pattern | Make weavings that represent an image or landscape. |
| Possible outcomes | Sew – Spring colours  Weave- Autumn colours | Sew -cape  Weave - sea | Sew – snowflakes/stars  Weave – hot/cold colours  Weave – round (aboriginal) | Sew – fire/eye/flower/pepper/Lilly pad  Weave – lucky read  Weave – seascapes |  |
| Vocabulary | **Fabric**  **string** | **Thread**  **Needle**  **Wool** | **Weave**  **Sew**  **Hessian** | **Applique**  **Running stitch** | |