

Art

Vision


THINK BIG means providing all pupils with a meaningful and enriched art curriculum full of exciting and engaging opportunities to experiment, reflect and grow as artists. At Mile Oak we aim to provide a high quality art education which gives pupils the skills, concepts and knowledge to enable them to express their ideas and experiences through a variety of mediums. Pupils study, compare and evaluate art and artists from various cultures, and times and make connections to their own work and the work of their peers. Creating independent and reflective artists enrich all areas of the curriculum; inspiring pupils to take risks, make thoughtful judgements and become actively involved in shaping their environment and community.

Skills	Year 6
What skills will a successful MILE OAK pupil have by the end of year 6?	What knowledge will a successful MILE OAK pupil have acquired?
<p><u>Generating Ideas</u></p> <ul style="list-style-type: none">* select ideas based on first hand observations, experience or imagination and develop these through open ended research* follow a design brief to achieve an effect for a particular function <p><u>Making</u></p> <ul style="list-style-type: none">* improve my use of techniques I have been taught* use simple perspective in their work using a single focal point and horizon* use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds* use different techniques, colours and textures in my artwork and explain the choices I have made* Mix own palette – use cardboard.* create intricate printing patterns by simplifying and modifying sketchbook designs* produce intricate patterns in a malleable media <p><u>Evaluating</u></p> <ul style="list-style-type: none">* change and improve my own final work following feedback on my first thoughts and designs* explain and justify my preferences towards different styles and artists* explain how I have used composition, scale and proportion in my work	<p><u>Yearly Overview</u></p> <p>A1- DT Textiles - Vikings A2 – Painting – Van Gogh - Rivers Sp1 – Drawing – 2D to 3D Lubaina Himid Sp2 – DT S1 - DT S2 - Collage & Photography</p> <ul style="list-style-type: none">* describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts* know the technical vocabulary and techniques for modifying the qualities of different materials and processes <p><u>Disciplines Covered:</u></p> <p>Drawing Painting Collage</p> <p><u>Art Movement</u></p> <p>Post-impressionism Pop Art</p> <p><u>Focus Artists</u></p> <p>Vincent Van Gogh Lubaina Himid</p>

	Year 5	Year 4																				
Skills	<p>By the end of year 5, children should be able to:</p> <p><u>Disciplines Covered:</u> Drawing Sculpture - Recycled mixed media Painting (Mayan Murals) Lino Printing</p> <p><u>Generating Ideas:</u> * develop different ideas which can be used and explain my choices for the materials and techniques I have used * confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work * research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p><u>Making:</u> * use line, tone and shading to represent things seen, remembered or imagined in three dimensions * mix colours to express mood, divide foreground from background or demonstrate tones * use a variety of techniques when I use clay, including slabs, coils and slips * add a collage to a background that I have already painted, drawn or printed * experiment with using layers and overlays to create new colours/textures</p> <p><u>Evaluating:</u> * talk about my work and how close it came to what I wanted to do * return to work over longer periods of time and use a wider range of materials</p>	<p>By the end of year 4, children should be able to:</p> <p><u>Disciplines Covered:</u> Painting Drawing Sculpture</p> <p><u>Generating Ideas:</u> I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork I can plan my sculpture using drawings or other preparatory work</p> <p><u>Making:</u> I can draw familiar objects with correct proportions I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt</p> <p><u>Evaluating:</u> I can say how I would improve my work using technical terms and giving reasons I can use skills I have been taught to adapt and improve my work</p>																				
Knowledge	<p>By the end of year 5, children should know:</p> <table border="0"> <tr> <td>Art Movement</td> <td>Focus Artists</td> </tr> <tr> <td>Contemporary</td> <td>Toyin Ojih Odutola</td> </tr> <tr> <td>Impressionism</td> <td>Degas</td> </tr> <tr> <td>Abstract</td> <td>Picasso, Alexander Calder</td> </tr> <tr> <td>Ancient Art</td> <td>Mayans</td> </tr> <tr> <td>Contemporary</td> <td>Eric Ravilious/Helen Brown</td> </tr> </table> <p>* know various artists, architects and designers and can discuss their processes and explain how these were used in the finished product. * Describe the art processes used and how a high-quality outcome was achieved. * How colour theory, tone and shades are used to create different effects and moods * How shading is used to create a 3D effect.</p>	Art Movement	Focus Artists	Contemporary	Toyin Ojih Odutola	Impressionism	Degas	Abstract	Picasso, Alexander Calder	Ancient Art	Mayans	Contemporary	Eric Ravilious/Helen Brown	<p>By the end of year 4, children should know:</p> <table border="0"> <tr> <td>Art Movement</td> <td>Focus Artists</td> </tr> <tr> <td>Renaissance</td> <td></td> </tr> <tr> <td>Pointillism</td> <td></td> </tr> <tr> <td>Environmental Art</td> <td>Andy Goldsworthy</td> </tr> </table> <p>* Be able to describe some of the key ideas, techniques and working practices of artists, architects and designers studied * Be able to name tools and know how they should be used properly and safely and for different effect. * Know that using certain materials and techniques can create different moods, feelings and movement effects.</p>	Art Movement	Focus Artists	Renaissance		Pointillism		Environmental Art	Andy Goldsworthy
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Yearly Overview	A1 – Drawing/Charcoal - Minotaur Sp1 - Sculpture - Planets S1 – Painting – Mayan Murals S2 – Printing – The Downs	A1 – Painting - Tudors Sp - Drawing - Romans S1 – Sculpture – Environmental Art
Enrichment Opportunities	Visits to PACA – art lesson with KS3 ART TEACHER Children’s Parade Photography community project Helen Brown printing workshop	Roman Day Children’s Parade
Vocabulary Opportunities	two dimensional (2D), three dimensional (3D), tone, shade, mould, secondary, tertiary, relief, resist.	proportion, scale, portrait, landscape, foreground, background distance.

	Year 3	Year 2
Skills	By the end of year 3, children should be able to:	By the end of year 2, children should be able to:
	<p><u>Disciplines Covered</u></p> <p>Drawing Collage Sculpture</p> <p><u>Generating Ideas:</u></p> <p>* use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p><u>Making:</u></p> <p>* experiment with different materials to create a range of effects and use these techniques in my finished piece of work *use shading, using different media * compare and recreate form of natural and manmade objects * create a collage using overlapping and layering * create printing blocks using relief or impressed techniques * add detail to my work using different types of stitch, including cross-stitch</p> <p><u>Evaluating:</u></p> <p>* say what I like or dislike about my work</p>	<p><u>Disciplines Covered</u></p> <p><u>Generating Ideas:</u></p> <p>* choose the right materials to use for my artwork and use them well</p> <p><u>Making:</u></p> <p>* try out making different tones using pencils, chalk or charcoal * paint things I have seen, remembered or imagined * experiment with basic tools on rigid and flexible materials * make collages by folding, crumpling and tearing materials * use different techniques like carbon printing, relief, press and fabric printing and rubbings * develop techniques to join fabrics and apply decorations such as a running or over stitch</p> <p><u>Evaluating:</u></p> <p>* give reasons for my opinions when I look at art/craft or design work</p>
Knowledge	By the end of year 3, children should know:	By the end of year 2, children should know:

	<p>Art Movement Focus Artists</p> <ul style="list-style-type: none"> * be able to talk about some of the great artists, architects and designers in history and describe their work * Be able to discuss colour theory and identify complementary colours, colour as tone, warm and cold colours * To know how to use some tools for different techniques. 	<p>Art Movement Focus Artists</p> <ul style="list-style-type: none"> * that different artistic works are made by craftspeople from different cultures and times * to know to use different tools for different effect * Know how to use basic tools safely * how to talk about the materials, techniques and art processes used. * that different forms of art work are made by different artists, craftspeople and designers, from different cultures and times. * Can select photographs for a theme, creative purpose.
Yearly Overview	<p>A1 – Drawing – Stone Age (ancient art) Sp1 – Collage – Matisse, Jeanne Baker (abstract art) S2 – Sculpture – Canopic Jars – Egyptians</p>	<p>A1 – Fire mosaic (link to Alma Thomas) A2 – Frida Kahlo artist study (self portrait sketched and shaded with pencil, then background drawn and painted). Sp1 – Snow Dragon Pastel pictures (LJ front cover) and ice collage Sp2 – Daffodil sketching and Matisse artist study (using patterns to merge these two pieces of artwork- onto a snail shell)</p>  <p>S1 - Portrait Painting – famous women Investigating colour mixing S2 - monoprint ink blocks. (printing pier, shells) (collages of photos from beach. Mixed media.) Coastal artist – Julie Kepp</p>
Enrichment Opportunities	Children’s Parade	<p>Craft artists to help them adapt and make their own work. (Brighton local artists) Children’s Parade Photography community project Stamp design competition Jubilee Event</p>
Vocabulary Opportunities	warm/cold colours, complimentary, shading, man-made, relief, impressed technique	properties, collage, overlap, tone, sew, stitch, primary colours

	Year 1	EYFS
Disciplines Covered	<p>By the end of year 1, children should be able to:</p> <p>Drawing Collage and printing Collage and drawing</p>	<p>Creating with Materials ELG Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>Generating Ideas:</p> <ul style="list-style-type: none"> * use art to share my ideas <p>Making:</p> <ul style="list-style-type: none"> * try out different materials to design and make products * draw things I have seen or imagined using lines * try out ways mark-making using different tools * cut, glue and trim material to create new pictures * sort, cut and shape fabrics and experiment with ways of joining them <p>Evaluating:</p> <ul style="list-style-type: none"> * say what I like about other people's artwork * try out different activities and make sensible choices about what to do next 	<p>Generating ideas:</p> <ul style="list-style-type: none"> * Share their creations, explaining the process they have used * decide on how to make my own art worked based on exploring key artists <p>Making:</p> <ul style="list-style-type: none"> * safely use materials and tools * experiment with colour, design, texture, form and function * make props to support stories, games and independent learning * make puppets using joining techniques * use a range of materials to make props for story telling * explore cutting, gluing, joining * using printing tools to make patterns and explore shapes <p>Evaluating:</p> <ul style="list-style-type: none"> * explain choice of materials * explain why materials worked well for a specific purpose * say what I like about my own work and others', including artists
Knowledge	By the end of year 1, children should know:	By the end of Reception, children should know:
	<p>Art Movement Focus Artists</p> <ul style="list-style-type: none"> * to identify the names of tools, techniques and elements used * To be able to spot and describe some characteristics of different kinds of art, design and craft. * know the different names of some tools, techniques and elements of art (colours, shapes, tones) 	<p>Art Movement Focus Artists</p> <ul style="list-style-type: none"> * how art processes can be used * art can be creating and not completing * identify and name tools; including scissors, glue, Sellotape, split pins * know that colours can be mixed to produce different colours * know the names of some art disciplines: eg collage, painting * to be able to say what they like or dislike about their own art
Yearly Overview	<p>Autumn 1 Painting – Claude Monet (impressionism) Spring 2 Collage – Gustav Klimt (art nouveau) Summer 1 Collage and drawing – Bordalo II (street art/contemporary)</p>	<p>Autumn 1 Picasso- drawing portrait Angelica Dass- painting portraits</p> <p>Autumn 2 Clay artist- Diva lamps (Ladi Kwali) Walter Mason- natural art/ hole punch leaves</p> <p>Spring 1 Mondrian- primary colours Kandinsky- shape exploration</p>

		<p>Spring 2 Atta Kwami- Printing/African Textiles Yayoi Kusama- Dots/ Aboriginal Art</p> <p>Summer 1 James Brunt- Transient art Parent big make- castles</p> <p>Summer 2 Jessica Coote- Collage Raku Inoue- Forest art/collage</p>
Enrichment Opportunities	<p>Children's Parade Photography community project Winter Art Christmas Cards</p>	Reception Big Make – parents' event.
Vocabulary Opportunities	Etch, shape, smooth, squeeze, repeated pattern, print, sketch, outline, colour, line	