

## High Ash C of E - Art milestones - 2020



- 3 lessons in each art topic (2 art topics across the year = 6 lessons)
- 5 lessons in art themed week
- At least 9 cross-curricular art lessons across the year. Hook Days, innovate tasks, etc.
- = 20 altogether per year, 40 in each full cycle

### Early Years Framework

#### **Expressive Arts and Design**

##### **ELG: Creating with materials**

Children at the expected level of development will:

- safely use and explore a variety of materials, tools, 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 roleplaying characters in narratives and stories

### National curriculum objectives

#### **Key stage 1**

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.

#### **Key stage 2**



Pupils should be taught




- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils should be taught:
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### Milestones for full cycle (to include art topics and themed week)

Painting, drawing, and sculpture to be covered over the full cycle (to include 2 half terms and 1 Themed Week, with all areas being covered).

Art and Design Skill	Foundation	Year 1/2	Year 3/4	Year 5/6
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<p>Developing ideas</p>	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings with step-by-step guidance when appropriate</p> <p>Encourage children to think about and discuss what they want to make</p>	<ul style="list-style-type: none"> <li>• Develop and talk about their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Begin to comment on artworks using visual language</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>
<p>To take inspiration from the greats (classic and modern)</p>	<p>To understand what an artist is</p> <p>Explore the work of famous illustrators: Nick Sharratt, Eric Carle, Dapo Adeola</p> <p>Create own book cover at the end of <u>Spring</u> <u>1 Once Upon a Time</u> topic - write own book and create own artwork for the front cover</p>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> <p><u>Bright Lights, Big City</u></p> <p>Artist: Monet</p> <p>Painting: Houses of Parliament</p> <p>Use this artist and painting as inspiration to explore colour washing and colour mixing</p>  <p>(hook day?)</p> <p><small>courtesy of www.claudemonetgallery.org</small></p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul> <p><u>I am Warrior</u></p> <p>Artist: Martin Brown (Horrible Histories illustrator)</p>  <p><u>Blue Abyss</u></p>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul> <p><u>Off with her Head</u></p> <p>Artist to explore: Hans Holbein</p>

		<p><u>Rio De Vida</u></p> <p>Artist: Lobo (pop artist) Explore landmarks of Rio and Brazil in the style of Lobo</p>	<p>Anna Sheversky</p>  <p>Use her marbling work as inspiration to explore colour/mood for an ocean background. Build on this by adding own style such as foreground images, silhouettes, painting etc.</p>	 <p><u>Into the Unknown</u></p> <p>Artist to explore (inuit artist): Kenojuak Ashevake</p> 	
<p>Mastering techniques in:</p>	<p>Painting</p>	<p>Develop colour mixing techniques using poster paint and water colours to match colours they see and want to represent with step-by-step guidance when appropriate Mix primary colours and explore Use white and black to change colour tones Holding a paintbrush using a tripod grip Use a comfortable grip with good control when holding pens, paintbrushes and pencils.</p>	<ul style="list-style-type: none"> <li>● Use thick and thin brushes.</li> <li>● Mix primary colours to make secondary.</li> <li>● Add white to colours to make tints and black to colours to make tones.</li> <li>● Create colour wheels.</li> </ul> <p><b>Access Art units:</b> Year 2- colour wheel (Y2)</p>	<ul style="list-style-type: none"> <li>● Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>● Mix colours effectively.</li> <li>● Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>● Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>● Sketch (lightly) before painting to combine line and colour.</li> <li>● Create a colour palette based upon colours observed in the natural or built world.</li> <li>● Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>● Combine colours, tones and tints to enhance the mood of a piece.</li> <li>● Use brush techniques and the qualities of paint to create texture.</li> </ul>

					<ul style="list-style-type: none"> <li>Develop a personal style of painting, drawing upon ideas from other artists</li> </ul> <p><b>Access Art units:</b> David Parr House - "What's Your Space?"</p>
Drawi ng	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects with step-by-step guidance when appropriate</p> <p>use a comfortable grip with good control when holding pens and pencils.</p>	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul> <p><b>Access Art units:</b> Drawing cartoon characters</p>	<ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>Access Art units:</b> Quentin Blake's drawings</p>	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement</li> </ul> <p><b>Access Art units:</b> Celebrating Class Success</p>	
Sculpt ure	<p>Teach children different techniques for joining materials such as how to use adhesive tape and different sorts of glue with step-by-step guidance when appropriate.</p> <p>Use clay and salt dough to mould and shape (i.e. diyas in Diwali week)</p>	<ul style="list-style-type: none"> <li>Use a combination of shapes. Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys feelings, expression or movement.</li> <li>Use clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> </ul>	

		<p>Use one handed tools and equipment and use a comfortable grip with good control when holding pens and pencils.</p>	<p><b>Access Art units:</b> Making boats that float</p>	<ul style="list-style-type: none"> <li>• Add materials to provide interesting detail.</li> </ul> <p><b>Access Art units:</b> Sculptural characters inspired by Dahl and Blake</p>	<ul style="list-style-type: none"> <li>• Use frameworks (such as wire or moulds) to provide stability and form</li> </ul> <p><b>Access Art units:</b> All that glitters Fruit Pinch Pots</p>
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**Potential 3 lesson overview:**

1. Study artist and practise skill
2. Practise skill
3. Create own outcome

**Hook Days, Innovate and lunchtime Art clubs:**

Art and Design Skill	Year 1/2	Year 3/4	Year 5/6
Print	<ul style="list-style-type: none"> <li>● Mimic print from the environment (e.g. wallpapers).</li> <li>● Use objects to create prints (e.g. shells, vegetables or sponges).</li> <li>● Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>● Use layers of two or more colours.</li> <li>● Replicate patterns observed in natural or built environments.</li> <li>● Make printing blocks (e.g. from coiled string glued to a block).</li> <li>● Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● Build up layers of colours.</li> <li>● Create an accurate pattern, showing fine detail.</li> <li>● Use a range of visual elements to reflect the purpose of the work.</li> </ul>
Collage	<ul style="list-style-type: none"> <li>● Use a combination of materials that are cut, torn and glued. Sort and arrange materials.</li> <li>● Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>● Select and arrange materials for a striking effect.</li> <li>● Ensure work is precise.</li> <li>● Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>● Mix textures (rough and smooth, plain and patterned).</li> <li>● Combine visual and tactile qualities.</li> <li>● Use ceramic mosaic materials and techniques.</li> </ul>
Textiles	<ul style="list-style-type: none"> <li>● Use weaving to create a pattern.</li> <li>● Join materials using glue and/or a stitch.</li> <li>● Use plaiting.</li> <li>● Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Shape and stitch materials.</li> <li>● Use basic cross stitch and back stitch. Colour fabric.</li> <li>● Create weavings.</li> <li>● Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>● Show precision in techniques.</li> <li>● Choose from a range of stitching techniques.</li> <li>● Combine previously learned techniques to create pieces.</li> </ul>
Digital media	<ul style="list-style-type: none"> <li>● Included in Computing units</li> </ul>	<ul style="list-style-type: none"> <li>● Included in Computing units</li> </ul>	<ul style="list-style-type: none"> <li>● Included in Computing units</li> </ul>