

Curriculum Big Picture for Subjects

(to be used with subject overview)

School	Victoria Park Academy
Subject	Art

What are the Big Concepts and Ideas that we want children to learn about in this subject through their education?

1. Children understand that when being an artist the process of exploring ideas, starting points, techniques, media and design is as valuable as creating the final outcome
2. Children can critique and evaluate their own and others work using technical and artistic language and improve their work as a result
3. Children have knowledge of different styles and mediums of art and of the work of different artists
4. In each year group, pupils develop skills and techniques in the areas of sketching and drawing (with pencils and other media), painting (in different styles, with different media) and art work involving different materials and 3D work including sculpting or modelling, printing or fabric

How do these concepts progress throughout the school?

EYFS	KS1	KS2
<ul style="list-style-type: none"> • Children use their own ideas and experiences as starting points for their Art work (1) • Children can say what they do and don't like about their own and others work (2) • Children explore and experiment using a range of different media, colour and texture (3, 4) 	<ul style="list-style-type: none"> • Children are able to express what they like about their own and others work and why (2) • Children are able to select the best technique for their work form a range of taught skills and apply these confidently (1, 3, 4) • Children use ideas from artists or art forms in their own work (1, 3) 	<ul style="list-style-type: none"> • Children are able to use technical language when evaluating their own and others work (2) • Children become more accurate when drawing and produce more complex patterns and textures (1, 3, 4) • Children draw inspiration and compare their own work with artists work (3)

WHY do children learn what they are learning in each year and term?

	Autumn	Spring	Summer
Reception			
Year 1	<p>Printing with fruit and vegetables from chosen country links with both the DT work completed in this term around food, and also with Geography – learning about the country and then the food that comes from it, and then using this to help art work.</p> <p>Considering repeated patterns links with cultural diversity, appreciation of art and designs from different places studied and artists that work with this form. It also connects to our PSHE and British values to help children realise that children and places have different heritage and art/designs are a part of this.</p>	<p>Following on from the previous term where children would have explored paint with objects for printing, they now start to use further control in their paint work by working with paint brushes and painting something of finer detail – portraits of themselves and of other famous people.</p> <p>They might look at different styles of portraits including life like and abstract.</p> <p>They will look at famous artists who paint portraits to be able to imitate their style, as well as recognising famous artists work even if they painted other things (as this links to their history work of recognising heroes of the past – which can include famous artists.)</p>	<p>In contrast to the Spring term where children look at portraits, children will grow their understanding by moving on to look at landscapes, building their knowledge of what people often will use as stimulus for painting. This will link to their Geography work on beach (contrasting location) so that they can see how art work often depicts a certain type of landscape.</p> <p>Their art work will become more detailed and refined as they progress on to sketching with different medium. They also work with collage here, so that they can look at how using different materials can help to create texture of landscapes such as the sea, sand and cliffs.</p>

<p>Year 2</p>	<p>We commence year 2 by starting children with a greater understanding of colours – Primary, Secondary and Tertiary which will act as a platform for their other artistic understanding.</p> <p>By using paint, they are able to mix different colours effectively and also create imagery of fire and fireworks, both of which have a number of different colours and blends to it – hence being an effective medium to work in.</p>	<p>In the spring term, because children are learning in their Geography about rural landscapes, it thematically makes sense for them to study the art work of Andy Goldsworthy, who often uses a lot of natural materials and features in his art work and designs. Connected to their geographical learning, children will be able to distinguish the type of materials that are natural and found in rural areas, and how those are different from manmade materials. This will then be built on in their summer term work in Science around different types and properties of materials.</p>	<p>Progressing on from Spring, children will work on further 3D and modelling work but in contrast, they will make their art and design work with manmade materials rather than natural materials in the Spring term.</p> <p>Thematically this connects to their Science, DT and history work – as their learning is all about the design of flying machines.</p>
<p>Year 3</p>	<p>Progressing their knowledge from Year 1, children will look at more complex patterns and designs of art work from different countries around the world, but will do this with a deeper knowledge of colour from KS1.</p> <p>With a link to Geography that means that they will be looking at more than one country and making comparisons, children will also compare artistic styles from these different countries and look at similarities and differences in pattern, design and representation.</p>	<p>The art in this term is very much linked to the history – because artefacts and replicas and the designs found on them tell us much about a period of time, children will use this as inspiration when creating their own replica objects in 3D work and the designs and patterns that they use on these.</p> <p>Their sketching of their designs will also form a clear part of the artistic process in preparation for making something of quality and authenticity.</p> <p>They will also be able to draw on their knowledge from the prior term where patterns for printing have shown cultural links to place – this will show how design and patterns may also be linked to time.</p>	<p>At this point in KS2 children would have had a few years experimenting with sketching in a given material, however we now want them to explore a range of sketching materials with more experimentation moving into informed choice for a chosen or given effect.</p> <p>Because they will be looking at creating images that create emotion and also show devastation in landscape (they will be building on their knowledge of creating landscapes in Year 1), it will be important for them to think about which material would help them to create the right effect, and therefore the right emotions, in and from their image.</p>
<p>Year 4</p>	<p>By this point in KS2, children should have developed an ability to draw more detailed sketches and observe closely when looking for detail, including their ability to use line, shade and tone.</p> <p>Due to drawing the body (linked to the health and exercise elements of this thematic unit connected to Science and PE) they will be at a point in their learning of drawing where they can start to draw more accurate and proportionate bodies and body parts than they did in KS1 when they learnt about portraiture.</p>	<p>Pupils collaborate across Year's 3 and 4 when creating their museum, and therefore their art work in this year group also focuses on historical designs. As their focus is wider world history, their art work would be influenced by early Egyptian paintings such as hieroglyphics on papyrus.</p>	<p>Building on their work from the end of Year 2, pupils work on 3D forms of artwork, perhaps using more unusual materials such as metal or wood in their designs. They will be influenced by art that has post industrial revolution allowed artists to move away from more traditional art forms into more contemporary sculpture.</p>
<p>Year 5</p>	<p>In their work on landscapes lined thematically to their Geography work on South America, pupils work with more effectively focus on the choices from their colour palette to represent different settings and also more complex techniques such as use of perspective. Pupils will be at a point in their artistic progression where they are able to more effectively employ these techniques.</p>	<p>Children will here undertake 3D work in their art such as clay or papier mache, manipulating these materials more effectively than they would have done in lower KS2 as their skills and fine motor skills progress.</p> <p>They will have to think and work as artists to find ways of representing aspects such as the crescents of the moon and the size and shape of planets in the solar system so as to help an audience get a feel for what space is actually like physically through the creation of their art work.</p>	<p>Pupils will undertake printing and textile art work as they are at an age where they can experiment with more complex techniques. They will work through a process of design, experimentation on paper before moving on to fabric.</p> <p>They will be influenced in their designs by historical battle imagery and flags. Their earlier work in the year on colours during painting will help them be able to create designs that are appropriate in colour palette.</p>
<p>Year 6</p>	<p>By the end of KS2, children will have built up a range of skills and techniques in their art work – hence having their first focus employing the use of mixed media, so that pupils can make a choice as to what they would like to combine.</p> <p>They will be working at large scale which will be most effective for actually recognising and remembering fallen war heroes and creating public pieces of significance and seen by an audience.</p>		<p>We finish pupils artistic journey by asking them to apply their art skills into branding and logo design. This allows them to see one opportunity for purposeful art, linked to marketing and careers in art and design that could be tangible to our pupils.</p>

	<p>As this is likely to be work that pulls in both landscape and portraiture, pupils will therefore combining types of art work and painting that they would have been exposed to through their KS1 and 2 journey.</p>		
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