

Enmore Church of England Primary School

'Those who are taught here must
go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you
should do as I have done for you.'

John 13: 15

Art for website

Background



Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Enmore follows the Early Years Foundation Stage Curriculum which can be found [here](#), and the National Curriculum programmes of study which can be found [here](#).

Vision

The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how Art is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.

Vision

- To have high expectations

What this looks like in Art

- Learning behaviours are excellent
- Poor behaviour is uncommon and is challenged
- Marking is high quality
- teaching spaces are kept tidy and are well- organised

Vision

- A broad curriculum offer

What this looks like in Art

- Displays and work in books reflects a broad curriculum
- classes have topics but discrete subjects are taught
- Cross- curricular links used when possible

Vision

- An inclusive curriculum

What this looks like in Art

- All children have access to the curriculum
- Pre, post and during interventions used as appropriate, aimed at removing barriers to learning

Vision

- A mastery approach

What this looks like in Art

- Whole class teaching is predominant
- children who have mastered topics are given opportunities to support less confident
- low stakes testing and retrieval exercises used where appropriate

Vision

- Expose children to diversity

What this looks like in Art

- Exposure to artwork and artists from different cultures, religions and communities.
- Visits or visitors invited into school that allow children to develop their understanding and respect for diversity.

Vision

- Ask Big Questions

What this looks like in Art

- Encouraged to express their feelings, thoughts and preferences.
- Discuss the impact of pieces of work and movements within the history of art.

Vision

- Close vocabulary gap for disadvantaged children

What this looks like in Art

- Key vocabulary explicitly taught and repeatedly used in context
- Key Stage 2 sketchbooks incorporate key vocabulary for children to refer to.
- Key Stage 2 sketchbooks use 'Write about...' scaffolding sheets.

Vision

- Reinforce school, Christian and British values

What this looks like in Art

- Study artwork/ artists/ topics that celebrate the diversity of British culture, climate and environment.
- Encourage a Mastery approach
- Look at artwork from different religions.
- Incorporate artwork when learning about/ celebrating different cultural and religious events.

Vision

- To develop the children as individuals and give responsibility

What this looks like in Art

- Give responsibilities for specific tasks/ jobs

- Allow for creative autonomy
- Encourage individuality when developing their work and ideas

Subject Intent/Rationale

Art Scheme of Work

Art and Design

Aim: 1. Build the children's artistic knowledge. 2. Develop creative competency.

Pedagogy: Engage – Develop – Innovate – Express

Evaluating and reflecting				
Class 1	Class 2	Class 3	Class 4	Class 5
Say whether they enjoyed/disliked working with different tools and media.	Say which materials, tools and media they like or dislike working with.	Begin to reflect on the success of their own work.	Regularly reflect on the success of their own work. Take account of what they hoped to achieve.	Provide a reasoned evaluation of both their own and professional's work, which considers the starting points and context behind the work.
Identify skills/ concepts that they found challenging and say how they tried to overcome these.	When looking at the creative work of others, express clear preferences and give some reasons for these.	Begin to say what they could have done to improve their, or they would do differently next time.	Reflect and adapt their work as their artwork progresses.	Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of different cultural and social contexts in which they worked.
Say what they have done when working on their own artwork and constructions.	Ask questions about an artist or their work.	Analyse artist's work. What techniques did they use? Give opinions about a piece of art or movement. Explain their views with greater detail and use of the vocabulary of art.	Begin to critique other artist's work, giving reasons for their views.	Use feedback to make amendments and improvements to art.
Describe what they can see when looking at an artist's work and say whether they like/ dislike anything about the work. Begin to vocalise and identify how the work makes them feel.	Share their ideas, experiences and imagination.		Know how different artists developed their techniques.	
Begin to understand that there are no right or wrong answers in art. Everyone is entitled to their own views.	Describe what they can see when looking at an artist's work and say whether they like/ dislike anything about the work. Vocalise and identify how the work makes them feel.		Explore work from different cultures.	Reflect on why specific tools and techniques have been used.

Drawing				
Class 1	Class 2	Class 3	Class 4	Class 5
Hold a drawing implement and use it with control.	Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt pens, charcoal, chalks, fine tipped drawing pens.	Draw for sustained periods of time.	Draw for sustained periods of time.	Work on sustained, independent, detailed drawings.
Draw with a range of media, exploring different surfaces and textures.	Draw from observation using different surfaces.	Use a sketchbook to collect and develop ideas.	Use a sketchbook to collect and develop ideas.	Use a sketchbook to collect and develop ideas.
Draw shapes and marks from observation.	Investigate tone by drawing light/ dark lines, patterns and shapes.	Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt pens, charcoal, chalks, fine tipped drawing pens.	Develop close observation skills.	Use different techniques for different purposes e.g. shading, hatching, blending.
Use pencils to create lines of different thickness in drawings.	Use different grades of pencils.	Experiment with different grades of pencils to achieve varied tone and textures.	Know how to use marks and lines to show texture.	Begin to use simple perspective in their work e.g. by using a simple focal point on the horizon.
	Use a viewfinder to focus on details.		Use shading to create mood and feeling.	
			Use sketches to develop their ideas.	
Key Vocabulary				
Pattern, repeating, thick, thin, line, shape, colour.	Thick/ thin, smudge, dark/ light, hard/ soft, wavy, curved, straight, texture, surface, marks, shapes, tone, detail.	Pencil grades, refine, shading, texture, symmetry, pattern, repeating, pressure, blend, sketch, tone, observation.	Scale, proportion, refine, alter, accurate preparation, perspective, comparison, contrast, foreground, background.	Purpose, sources, scale, proportion, refine, alter, accurate preparation, perspective, comparison, contrast, foreground, background.

Painting				
Class 1	Class 2	Class 3	Class 4	Class 5
<p>Hold a brush correctly.</p> <p>Know primary and secondary colours.</p> <p>Create marks with a range of tools.</p> <p>Work from direct observation and imagination.</p> <p>Mix colours to create new colours and tones.</p> <p>Introduce the simple colour wheel and the primary and secondary colours.</p> <p>Identify colour names and hot and cold colours.</p> <p>Explore paint with different consistencies and textures e.g. watercolour, with additives such as sand and soap.</p>	<p>Use a variety of tools and techniques i.e. brush sizes and types.</p> <p>Secure understanding of the simple colour wheel and the primary and secondary colours.</p> <p>Mix colours to match artefacts and objects, including brown.</p> <p>Work on different scales.</p> <p>Experiment with different painting techniques e.g. layering.</p> <p>Work from direct observation and imagination.</p>	<p>Use media and equipment correctly and with increasing confidence.</p> <p>Learn about the colour wheel and predict colour mixing with increasing accuracy.</p> <p>Use a variety of tools and techniques i.e. brush sizes and types.</p> <p>Select and work from direct observation, including detail.</p> <p>Use tints and shades.</p> <p>Know how to create a wash.</p> <p>Begin to record their ideas in a sketchbook.</p>	<p>Create different effects and textures including blocking colour, washes, thickened paint, creating textural effects, adding depth and distance.</p> <p>Use sketchbooks to record information about colour mixing, brush marks etc.</p> <p>Use tints, shades and hues.</p>	<p>Create imaginative work from a variety of sources e.g. observational drawing, music, poetry.</p> <p>Use their sketchbook to record and store information as appropriate.</p> <p>Introduce the more complex colour wheel with primary, secondary and tertiary colours.</p> <p>Begin to use perspective.</p> <p>Develop their own style.</p> <p>Demonstrate consideration about the use of colours and their relationships.</p>

Key Vocabulary				
Brush, paint, colour names, primary, secondary, colour wheel, thick/ watery paint, large/ fine brush, warm/ cold colours.	Thick/ fine brush, primary/ secondary colours, mix, palette, types of paint e.g. watercolour, poster, acrylic, apply.	Tint, shade, paint wash, names of different types of paint, artefact.	Blocking, paint wash, shade, tint, colour match, colour for purpose, technique, paint properties, colour spectrum, hue.	Atmosphere, expression, tertiary colours, composition, harmony, complementary, abstract.

Printmaking				
Class 1	Class 2	Class 3	Class 4	Class 5

<p>Make simple pictures and patterns by printing with objects.</p> <p>Use their fingers and hands to print.</p> <p>Use stencils to create pictures.</p> <p>Explore relief printing in surfaces of sand, clay and play dough.</p> <p>Make rubbings from different textured surfaces.</p>	<p>Create simple pictures by printing from a range of hard and soft materials.</p> <p>Take simple prints, for example, monoprints, block relief and resist printing.</p> <p>Recognise patterns in the environment.</p>	<p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks with rollers and printing pallets.</p> <p>Take simple prints e.g. mono-printing.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Demonstrate experience with fabric. Roman mosaics.</p> <p>Use their sketchbooks to plan and develop simple ideas and collect textures and patterns to inform their work.</p>		<p>Start to overlay prints with other media.</p> <p>Create printing blocks using a relief or impressed method.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.</p> <p>Use tools in a safe way with a good degree of independence.</p> <p>Show experience in a range of mono-print techniques.</p>
Key Vocabulary				
Stamp, rub, print, stencils, pattern.	Pattern, impressed images, relief printing.	Relief and impress printing, mono-printing, overlapping/ overprinting, design.		Overlay, printing blocks techniques, modify and adapt.

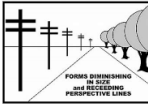

Sculpture				
Class 1	Class 2	Class 3	Class 4	Class 5
<p>Explore sculpture with a range of malleable materials. Roll, coil and cut.</p> <p>Work with safety and control with a range of tools.</p> <p>Experiment with constructing and joining various materials.</p> <p>Talk about their plans and ideas. Describe simple techniques and media used.</p> <p>Combine media.</p> <p>Work with a range of construction kits.</p>	<p>Explore sculpture with a range of malleable materials.</p> <p>Manipulate malleable materials in a variety of ways e.g. rolling, kneading, shaping. Understand safety and care for the tools.</p> <p>Experiment with constructing and joining various materials. Including how to make pinch pots with clay and how to join them together.</p> <p>Look at discuss their own work and the work of their peers.</p> <p>Look at the work of artists.</p> <p>Create texture by changing surfaces of malleable materials.</p> <p>Impress and apply simple decoration techniques e.g. painting, impressed and applied.</p> <p>Work with a range of construction kits.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Use a range of materials, both natural and man-made, to create sculptures</p> <p>Develop skills in joining, extending and modelling with malleable materials, including clay.</p> <p>Learn how to use coils to create a clay coil pot.</p> <p>Demonstrate experience in surface textures and patterns and use them when appropriate.</p> <p>Explore the work of artists.</p> <p>Work with a range of construction kits.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Shape, form, model and construct from observation and imagination.</p> <p>Use a range of materials, both natural and man-made, to create sculptures e.g. Tinga Tinga masks.</p> <p>Produce patterns and textures in malleable materials.</p> <p>Develop skills in using clay e.g. slip and slabs.</p> <p>Explore the work of artists.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Shape, form, model and construct from observation and imagination.</p> <p>Use a range of materials, both natural and man-made, to create sculptures.</p> <p>Develop skills in using clay e.g. slip, slabs and coils.</p> <p>Produce intricate patterns and textures in malleable materials.</p> <p>Explore the work of artists.</p>
Key Vocabulary				

Mould, build, roll, join.	Roll, knead, sculpt/ sculpture, texture, construct, pinch, carve, joins.	Manipulate, combine, malleable/ rigid, natural/ manmade, recycled, form, observation, decorative techniques.	Opaque, transparent, slip, coil, casting. Develop the language of analysis and interpretation of sculpture e.g. symbolic, patterned/ textured, complex, uneven, busy/ plain, delicate, simple, intricate.	Develop the language of analysis and interpretation of sculpture e.g. symbolic, patterned/ textured, complex, uneven, busy/ plain, delicate, simple, intricate.
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Collage and Textiles				
Class 1	Class 2	Class 3	Class 4	Class 5
<p>Enjoy playing with a range of fabrics and textiles.</p> <p>Decorate a piece of fabric.</p> <p>Experience simple weaving with paper, twigs, thread.</p> <p>Arrange and glue materials to different backgrounds.</p>	<p>Choose fabrics/ threads based on colour, textures, and shape.</p> <p>Cut and shape fabric using scissors/ snips.</p> <p>Apply decoration to fabrics using buttons, feathers, beads.</p> <p>Create images with a range of media e.g. photocopies, fabric, crepe paper, magazines.</p> <p>Fold, tear, crumple and overlap papers.</p>	<p>Match tools to materials.</p> <p>Use a variety of techniques with fabric e.g. printing, dyeing, weaving, stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping, and layering.</p>	<p>Use a variety of techniques with fabric e.g. printing, dyeing, weaving, stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Show an awareness of different fabrics.</p> <p>Add collage to a printed or painted background.</p> <p>Use different techniques, colours, textures when designing and making pieces of work.</p>	
Key vocabulary				
Fabric, materials, language associated with appearance and texture, weave, stick, thread, decorate, positional language.	Texture, shape, fabric names, creation, fold, tear, overlap, card, paper, tissue paper, crepe paper, cellophane, plastic.	Join, transparent, opaque, stitch, thread, sew, dye, print, design, layering, overlapping, collage.	Compare and name fabrics, embellish, design, mood, textural art, running stitch.	

Digital Media				
Class 1	Class 2	Class 3	Class 4	Class 5
<p>Explore ideas using digital sources e.g. internet, photos.</p> <p>Experience drawing and making marks using digital media.</p> <p>Record visual information using cameras and making videos.</p>	<p>Explore ideas using digital sources e.g. internet, photos.</p> <p>Record visual information using cameras and making videos.</p> <p>Use simple graphics packages to create images and effects e.g. House of Tartan (Interactive Weaver) and Doodle Art.</p>	<p>Explore ideas using digital sources e.g. internet, photos, National Gallery of Art.</p> <p>Record, collect and store visual information digitally.</p> <p>Use simple graphics packages to create images and effects.</p> <p>Use digital images and combine them with other media.</p>	<p>Explore ideas using digital sources e.g. internet, photos, National Gallery of Art.</p> <p>Record, collect and store visual information digitally.</p> <p>Present recorded visual images using software e.g. Reflections App</p> <p>Use a graphics package to create images and effects with lines, shapes, colours, and textures and manipulate and create images.</p>	<p>Explore ideas using digital sources e.g. internet, photos, National Gallery of Art.</p> <p>Record, collect and store visual information digitally.</p> <p>Present recorded visual images using software e.g. iMovies and Google Slides.</p> <p>Use a graphics package to create images and effects with lines, shapes, colours, and textures and manipulate e.g. Tinkercad and create images.</p>
Key Vocabulary				
Photograph, photocopy, video, Google, internet, iPad.	Photography, video, digital.	Chrome book, record, store/save, search engine, Google Draw, digital collage.	Digital media/ art, Google Slides, presentation, graphics, iMovies.	Research, digital media/ art, Google Slides, presentation, graphics, Tinkercad, iMovies.

Still Life Development				
Class 1	Class 2	Class 3	Class 4	Class 5
<p>Develop pencil control to produce shapes and lines with some control.</p> <p>Produce recognisable representations of objects.</p> <p>Choose appropriate colours.</p> <p>Explore using a range of media.</p>	<p>Copy the work of famous artists.</p> <p>Use colour mixing to match the colours of objects.</p> <p>Develop an awareness of size comparison/ scale.</p>	<p>Include greater detail e.g. pattern on vases, veins on a leaf.</p> <p>Begin to include shading to create depth.</p> <p>Show objects overlapping to create depth/ dimension.</p> <p>Refine their representation of shape and form.</p>	<p>Start to include texture.</p> <p>Use shading to create depth with greater awareness and control.</p> <p>Develop an awareness of light direction. Begin to sketch and refine e.g. feathering.</p>	<p>Develop a greater understanding of colour, symmetry, negative space and scale e.g. brighter colours, or areas of white draw the eye, filling the page with a small part of a complete object such as a flower.</p> <p>Identify 3D shapes similar to those of the object and use as an aid.</p> <p>Use overlapping, scale and shading to show depth and dimension.</p>

Landscape Development				
Class 1	Class 2	Class 3	Class 4	Class 5
<p>Develop pencil control to produce shapes and lines with some control.</p> <p>Notice features in their surroundings and represent these on paper.</p> <p>Make sensible colour choices. Explore using a range of media.</p>	<p>Mix colours to match the colours in a landscape.</p> <p>Create imaginary and observed landscapes.</p>	<p>Refine their colour mixing to match the colours in the landscape e.g. tints and shades.</p> <p>Begin to represent distance; foreground and background.</p> <p>Develop their understanding of concepts such as the sky reaching the horizon, objects closer look larger and distant objects look smaller.</p>	<p>Develop 1 point perspective/ vanishing point and an understanding of the horizon.</p> 	<p>Develop 2 point perspective to create depth of objects within a landscape.</p>  <p>Develop greater control and skill when mixing colours to represent the observed colours in a landscape.</p> <p>Use value changes to create depth.</p> <p>Understand the rule of thirds.</p> <p>Develop an understanding of the foreground, mid ground and background.</p>

Glossary of Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss.	
Colour	<p>Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are 4 properties of colour:</p> <ol style="list-style-type: none"> 1. Hue: the name we give to colours. 2. Intensity: the vividness of the colour. Is sometimes referred to its saturation or its strength. 3. Value: how light or dark it is. The terms shade and tint refer to value changes in colour. Shades are created by adding black. Tints are created by adding white to a colour. 4. Complementary colours: these are the colours opposite each other on the colour wheel.
Line	Lines and curves are marks that span a distance between two points. In art, line is the use of various marks, outlines, and implied lines during artwork and design.
Form	The form of work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. However, two-dimensional can achieve the illusion of form with the use of perspective and/ or shading or modelling techniques.
Space	<p>Space is any conductive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distance or areas around, between and within things. There are two types of space:</p> <ol style="list-style-type: none"> 1. Negative space: the area in between, around, through, within an object. 2. Positive space: the areas that are occupied by an object or form.
Texture	Describes how something feels or looks. It can be simulated or real.
Shape	Shape refers to a 2-dimensional, enclosed area. Shape could be geometric, such as squares, circles, triangles etc.
Value	This is the degree of lightness and darkness in colour. The difference in value is called contrast. Value can relate to shades, where colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it.

Subject Implementation



Class	Topics	Intent	Implementation
1	Skills and knowledge taught through the interests and needs of the children and the half term topics.	<ul style="list-style-type: none"> to use drawing, painting, printmaking, digital media and sculpture to develop and share their ideas, experiences and imagination use equipment and tools with some degree of control. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space learn about the work of a range of artists, craft makers and designers. Use as an inspiration for their own work. to describe and express an opinion about a piece of art. understand and use the appropriate vocabulary for common tools and media. name primary and secondary colours. 	<p>Children are taught to use materials and equipment in a safe and organised manner.</p> <p>They are exposed to a range of materials and techniques.</p> <p>They are exposed to, and explore, different ways of making marks using different media.</p> <p>The language of art will be embedded into their lessons.</p> <p>Use both 2D and 3D materials/ media.</p> <p>They are encouraged to be creative with the techniques and skills that they have learnt.</p> <p>Children's opinions are encouraged. They are taught to be accepting of other people's thoughts and feelings linked to art. Do we all like the same thing?</p> <p>Children are exposed to the work of artists, use it as a basis for their own work and use it to reflect on their likes and dislikes.</p>
Q ^c	Who am I? / The Stories People Tell	<ul style="list-style-type: none"> to use drawing, painting, printmaking, digital media and sculpture to develop and share their ideas, experiences and imagination. 	Materials and techniques are explored and used to develop their own work.

	<p>The Great Fire of London / Sensational</p> <p>Flowers and Insects / All Dressed Up</p> <p><i>I'm Alive/ Buildings</i></p> <p><i>Titanic / Seeing the Light</i></p> <p><i>Our World / Hooray! Let's go on Holiday</i></p>	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space know how to mix paint to create secondary colours, and tints and tones. Learn 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. Express their preferences. use a view finder to focus on specific parts of an artifact. know the meaning of some art and technique terminology. 	<p>A range of artists are studied in relation to the material, technique and concept being taught. e.g. Picasso cubism, Jackson Pollock splatter painting.</p> <p>Children are encouraged to reflect on their likes/ dislikes about an art movement or/ and artist's work. Begin to give reasons for their preferences.</p> <p>ICT is used to support their artwork e.g. tartan when working on All Dressed Up topic, drawing programme used during the Titanic topic, when researching an artist/ designer.</p> <p>Artwork is kept/ incorporated into their topic book to secure the children's understanding of the purpose of their art study</p> <p>A range of new/ challenging concepts taught, such as silhouette and shadows.</p> <p>Observational drawing/ paintings where concepts such as shape, size, overlapping etc are taught.</p>
3	<p>Explorers and Adventurers/ Shaping Up</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and sketches which are then used to create their final piece of art. 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] Draw plants and animals with greater accuracy. 	<p>Children use sketchbooks.</p> <p>Developing their ideas through small sketches, incorporating details and combining to make whole images.</p>

	<p>Footprints from the Past/ What's on the Menu? /Romans</p> <p>Gateways to the World/ Inventions that Changed the World</p> <p><i>Chocolate/ Pictures and Photographs</i></p> <p><i>Different Places, Similar lives (WWII)</i></p> <p><i>Treasure/ Do you live around here?</i></p>	<ul style="list-style-type: none"> Learn to draw facial expressions in art. learn about great artists, architects and designers in history. Identify the different techniques used and compare the work of different artists. Identify ways that art work can express emotion. Use vocabulary linked to skills and techniques. 	<p>Allow opportunities for children make choices about materials and media.</p> <p>Observational drawings are extended into shadow work.</p> <p>Draw from imagination.</p> <p>Emotions associated with creating artwork and appreciating other's artworks - accessing art on ICT devices</p> <p>Look at art work from different points in history e.g. cave paintings, Roman art.</p> <p>Learn to look closely and draw what they see through still life and portraits e.g. facial expressions.</p> <p>Use different grades of pencils.</p> <p>Use a range of brushes to create different effects in painting.</p>
4	<p>Being Human/ AD900 (Mayans)</p> <p>Going Global/ Space Explorers</p> <p>Full Power/ What a Wonderful World/</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and explore techniques, and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting, digital images, printmaking, collage and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] know how to show facial expressions and body language in sketches and paintings. 	<p>Children use sketchbooks.</p> <p>Draw from observation and imagination.</p> <p>Children build their vocabulary linked to their techniques and skills.</p> <p>Children are encouraged to form an opinion and justify it.</p>

	<p>Rainforest (IOW week)</p> <p>Fairgrounds/Weather and Climate</p> <p>Building A Village/ Vikings/ Mountains</p> <p>The Holiday Show/ Bahrain/Investigators</p>	<ul style="list-style-type: none"> • elect different techniques for different purposes: shading, texture, depth. • Explore colour mixing with different materials. • Use vocabulary linked to skills and techniques. • Reflecting on their own work and that of others. • learn about great artists, architects and designers in history. Use their work to inform their own work. 	<p>Make their own choices within the confines of a given task.</p> <p>Begin to critique other artist's work, giving reasons for their views.</p> <p>Complete artist studies and use it to inform and inspire their own work.</p> <p>Use tints, shades and hues.</p>
5	<p>Myths and Legends/ Fascinating Forces/ Making New Materials (Bake it)</p> <p>The Time Tunnel/ Existing Extinct Endangered</p> <p>They see the World Like This/ Isle of Wight /Growing Up (yr6)</p> <p>Making the News/ Go with the flow/ Christmas cookery</p> <p>Champions for Change/ Look Hear</p>	<ul style="list-style-type: none"> • 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) • know about great artists, architects and designers in history. Use their work to inform their own. Learn about different art movements e.g. impressionism. • learn about art's role in current affairs and politics. • art as a storyteller. 	<p>Children use sketchbooks.</p> <p>Learn about scale and perspective.</p> <p>Observational skills become more focussed and sophisticated. For example, drawing just part of an object, attention to detail, scale and perspective.</p> <p>Repeated drawing to improve on their previous attempts. Self-reflection and adult guidance allow for skills, concepts and improved technique to create a high quality final piece.</p> <p>Make informed choices about the media they wish to use to create impact and the tools that will be the most effective.</p> <p>Vocabulary developed linked to techniques, materials and artistic movements through time/ cultures.</p>

	<p>Making Things Go / Art- specialist unit/ Growing Up (yr6)</p>		<p>Politics and current affairs in art. Opinions are encouraged, debated and the impact of art e.g. can art have a message/ impact on others. Impressionist art was used to raise awareness of global issues. Picasso's art linked to the casualties of war was then used to inspire work on current issues such as plastic pollution.</p> <p>Changing opinions, over time, towards art techniques and styles.</p> <p>Complete artist studies and use it to inform and inspire their own work.</p> <p>Famous artists and art history e.g. Egyptian art, myths and legends.</p> <p>Learn about the art of religion e.g. Islamic art.</p> <p>Know how to express emotion in art.</p>
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Progression/Key "sticky" Knowledge

Knowledge and skills as an artist (Sticky Knowledge)				
At KS1, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.				
	Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> Study a range of artists, craft makers and designers
Class 1	<p>Know how to cut, roll and coil materials.</p> <p>Know how to use IT to create a picture.</p>	<p>Know how to use a pencil with a good degree of control.</p> <p>Know how to draw shapes to create a representation of their ideas.</p> <p>Know how to use pencils to create lines of different thickness in drawings.</p>	<p>Know how to create moods in artwork.</p> <p>Know the names of the Primary and Secondary colours.</p> <p>Know how to create a repeating pattern in print.</p>	<p>Describe what they can see and give an opinion about the work of an artist.</p> <p>Ask questions about a piece of art.</p>

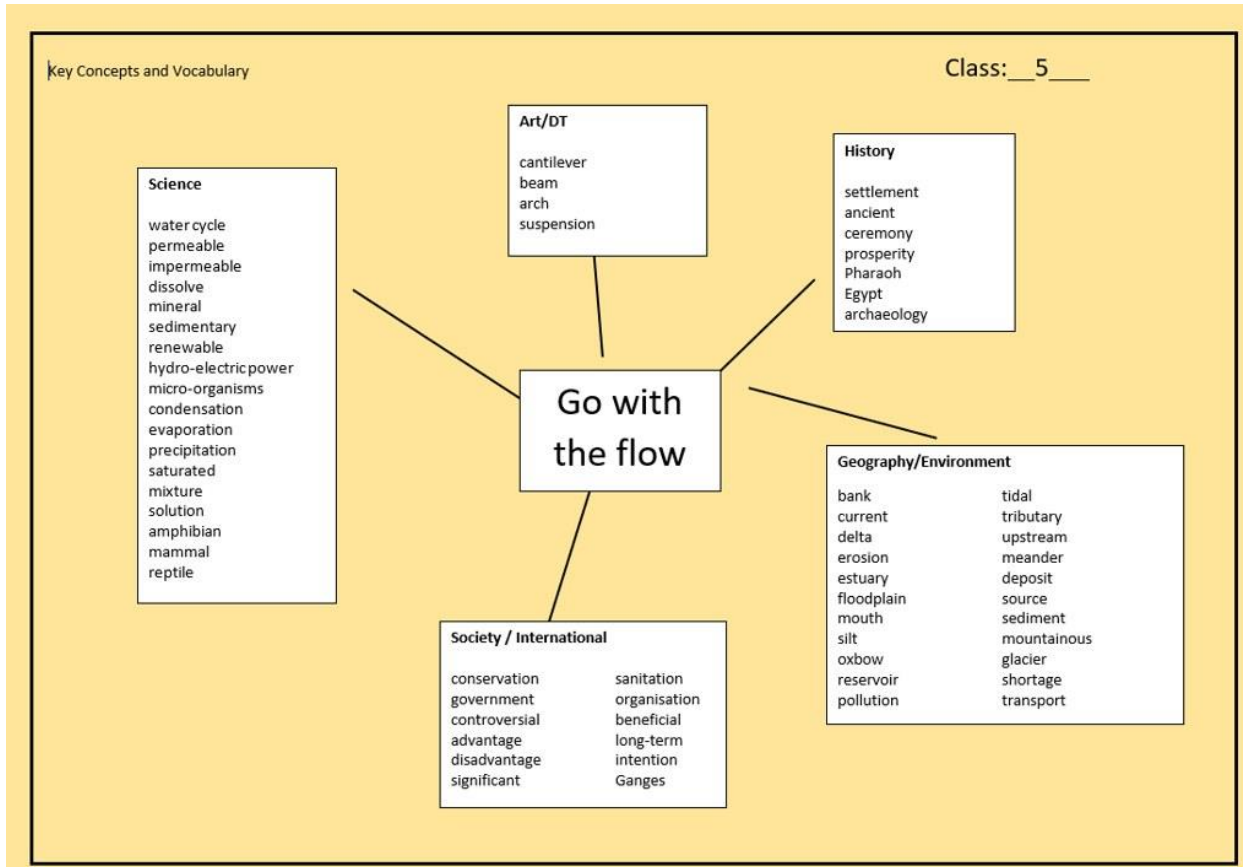
Class 2	<p>Know how to cut, roll and coil materials.</p> <p>Know how to use IT to create a picture or design.</p> <p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>Know how to make a clay pot and know how to join two clay pots together.</p> <p>Know to use different effects within an IT paint package.</p>	<p>Know how to show how people feel in paintings and drawings.</p> <p>Choose and use three grades of pencil when drawing.</p> <p>Know how to use pencil, charcoal and pastel to create art.</p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>Know how to mix paint to create secondary colours.</p> <p>Know how to create brown with paint.</p> <p>Know how to create tints with paint by adding white and know how to create tones by adding black.</p>	<p>Suggest how artists have used colour, pattern and shape.</p> <p>Know how to create a piece of art in response to the work of another artist.</p>
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Knowledge and skills as an artist (Sticky Knowledge)			
At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.			
	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
	<ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<ul style="list-style-type: none"> • Great artists, architects and designers in history
Class 3	<p>Know how to use sketches to produce a final piece of art.</p> <p>Know how to use digital images and combine them with other media.</p> <p>Know how to use IT to create art which includes their own work and that of others.</p>	<p>Know how to show facial expression in art.</p> <p>Know how to express emotion in art.</p> <p>Know how to use different grades of pencils to shade and to show different tones and textures.</p> <p>Know how to create a background wash.</p> <p>Know how to use a range of brushes to create different effects in painting.</p>	<p>Know how to identify the techniques used by different artists.</p> <p>Know how to compare the work of different artists.</p> <p>Recognise when art is from different historic periods.</p>

Class 4	<p>Know how to integrate digital images into artwork.</p> <p>Use sketchbooks to help create facial expressions.</p> <p>Use sketchbooks to experiment with different texture and media.</p> <p>Know how to use images created, scanned and found; altering them where necessary to create art.</p>	<p>Know how to show facial expressions and body language in sketches and paintings.</p> <p>Know how to use lines and marks to show texture in art.</p> <p>Know how to use shading to create mood and feeling.</p> <p>Know how to use line, tone, shape, colour to represent figures and forms in movement.</p> <p>Know how to sculpt clay and other moldable materials.</p>	<p>Know when art is from different cultures.</p> <p>Experiment with styles used by other artists.</p> <p>Explain some features of art from historical periods.</p> <p>Research an artist.</p> <p>Know how different artists developed their specific techniques.</p> <p>Begin to express their ideas and thoughts about an artist's work.</p>
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This subject is generally taught in discrete lessons, sometimes following topics from the International Primary Curriculum, which are supplemented by the Art Scheme of Work. The objectives within the National Curriculum have been cross-referenced with the IPC and Art scheme to ensure coverage.

For each topic, class teachers will produce a Key Concepts and Vocabulary Overview:



Drawing				
Class 1	Class 2	Class 3	Class 4	Class 5
Hold a drawing implement and use it with control.	Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt pens, charcoal, chalks, fine tipped drawing pens.	Draw for sustained periods of time.	Draw for sustained periods of time.	Work on sustained, independent, detailed drawings.
Draw with a range of media, exploring different surfaces and textures.	Draw from observation using different surfaces.	Use a sketchbook to collect and develop ideas.	Use a sketchbook to collect and develop ideas.	Use a sketchbook to collect and develop ideas.
Draw shapes and marks from observation.	Investigate tone by drawing light/ dark lines, patterns and shapes.	Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt pens, charcoal, chalks, fine tipped drawing pens.	Develop close observation skills.	Use different techniques for different purposes e.g. shading, hatching, blending.
Use pencils to create lines of different thickness in drawings.	Use different grades of pencils.	Experiment with different grades of pencils to achieve varied tone and textures.	Know how to use marks and lines to show texture.	Begin to use simple perspective in their work e.g. by using a simple focal point on the horizon.
	Use a viewfinder to focus on details.		Use shading to create mood and feeling.	
			Use sketches to develop their ideas.	
Key Vocabulary				
Pattern, repeating, thick, thin, line, shape, colour.	Thick/ thin, smudge, dark/ light, hard/ soft, wavy, curved, straight, texture, surface, marks, shapes, tone, detail.	Pencil grades, refine, shading, texture, symmetry, pattern, repeating, pressure, blend, sketch, tone, observation.	Scale, proportion, refine, alter, accurate preparation, perspective, comparison, contrast, foreground, background.	Purpose, sources, scale, proportion, refine, alter, accurate preparation, perspective, comparison, contrast, foreground, background.

Teachers are responsible for planning the teaching of their units and put weekly We Are Learning To (WALTs) onto their weekly plans:

	9.00	9.15	9.30	9.45	10.00	10.15	10.30	11.00	11.15	11.30	11.45	12.00	1.30	1.45	2.00	2.15	2.30	3.00	3.15	
Mon	Assembly	SUBJECT						SUBJECT					SUBJECT WALT:							
Tues		SUBJECT						SUBJECT					SUBJECT WALT:				SUBJECT WALT:			
Wed		SUBJECT						SUBJECT					SUBJECT WALT:						SUBJECT WALT:	
Thur		SUBJECT						SUBJECT					SUBJECT WALT:						SUBJECT WALT:	
Fri		SUBJECT						SUBJECT					SUBJECT WALT:				SUBJECT WALT:			

Class 1 children, in the EYFS, follow our tailored EYFS curriculum. This curriculum has been designed to fulfill our legal requirements, set out in the Government's [Statutory Framework for the Early Years Foundation Stage](#), as well as the ensuring a enriched and progressive education for the children at our school. Art objectives can be found under a range of different Areas of Learning, but are predominantly located under Expressive Arts and Design. Follow [this link](#) to see the EYFS curriculum for Enmore School.

Examples of Work



Class 1

Painting





1 - Artist study- Kandinsky.



2 - Painting with mud. The children created a winter landscape in their forest school lesson.



3 - Colour mixing using primary colours to make secondary colours.

Drawing



4 - Charcoal African animals.



5 - Learning to use pastels.



6 - The children's author, Will Hamilton-Davies came to talk about his book, *The Shrew with the Flu*. He demonstrated how to draw minibeasts which the children then copied.



7 - Using pastels to draw observational pictures of the church.



8 - Using pastels to draw observational pictures of the church.



9 - Using pastels to draw observational pictures of the church.

Sculpture



10 - Making totem poles, jewelry from clay and paper mache masks. Inspired by their study of native american culture.



11 - Diva lamps.

12 - Clay mini beasts.

Collage



13 - African animal spoon puppets













Printing



14 - Relief printing with leaves onto clay.

Digital art



15 - The children took photos of each other using the iPads. They then used these photos to incorporate them in their autumn collages.

Class 2

Painting



16 - Blending paint to make a sunset.



17 - Scratching into paint over crayons.



18 - Painting with control



19 - Inspired by Jackson Pollock.



20 - Using different tools to paint a copy of, *Starry Night*.

Drawing

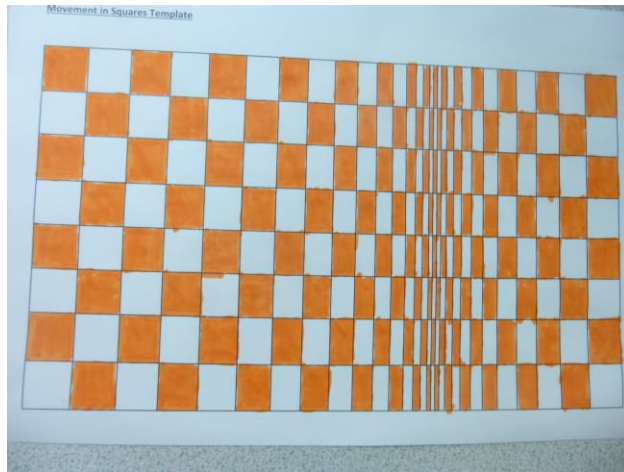




21 - Drawing self portraits.



22 - Drawing for effect; Jackson Pollock.



23 - Drawing lines to create optical illusions.



24 - Drawing still life thinking carefully about scale, shape and shading.



25 - Drawing still life thinking carefully about scale, shape and shading.



26 - Drawing still life thinking carefully about scale, shape and shading.



27 - Drawing still life thinking carefully about scale, shape and shading.

Sculpture





28 - Andy Goldsworthy's sculptures in nature



29 - Andy Goldsworthy's sculptures in nature



30 - Andy Goldsworthy's sculptures in nature



31 - Making clay fairy doors.



32 - Sculpting faces with play dough.

Collage





33 - Cutting out complex sky lines to create a collage. Blended paint to create sunset and learnt how to shade with pencil to create the reflection (using the side of the pencil nib and colouring in the same direction).

Digital Art



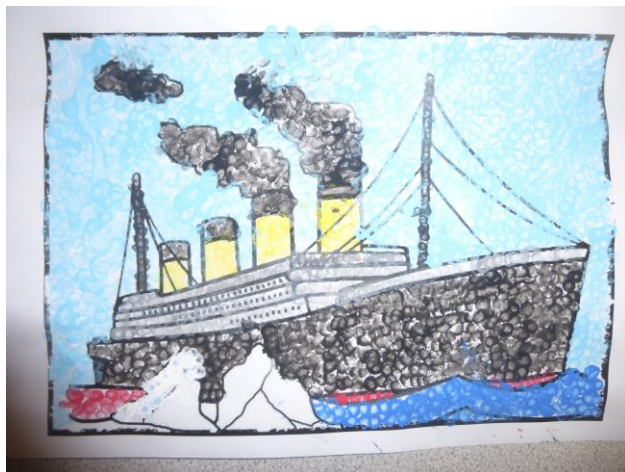


34 - Creating digital patterns.

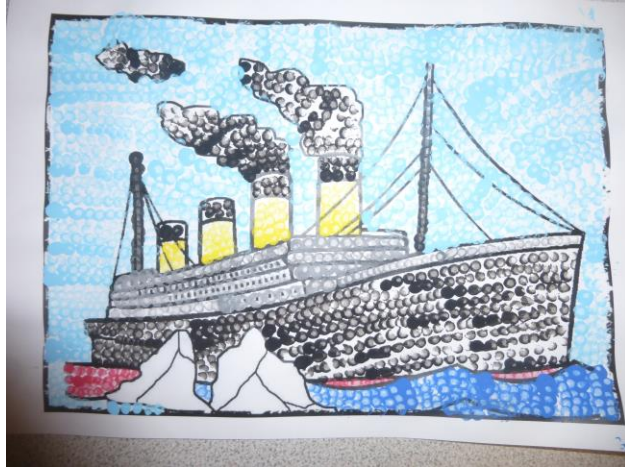
Printing



35 - Printing with different foods.



36 - Printing with cotton buds.



37 - Potato printing to make a collaborative Titanic picture on a large scale.



38 - Potato printing to make a collaborative Titanic picture on a large scale.


Class 3

Sketchbook

Spring Flowers 1/6/21

WALT observe carefully and reproduce different flowers.


Tulip



A Tulip has 6 petals. You can find them in colors such as yellow, orange, purple and red.


WALT achieved

Daisy



A Daisy has 6 petals. You can find them in colors such as yellow, orange or white. It has a bump in the middle.


Anemone



An Anemone has 6 petals. You can find them in colors such as purple, red and white.


Autumn leaves 4/11/20

Walt: observe seasonal changes in our world




✓ Great job

11/6/22



I chose this treasure because I love the texture on them and the detail. I love the design and that's why I chose it.



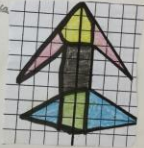


2/14/22 V&T Investigate the art of the Ndebele

Ndebele people paint on lots of walls like their houses.

The Ndebele tribe come from south Africa

only the women paint not the boys

Sea side

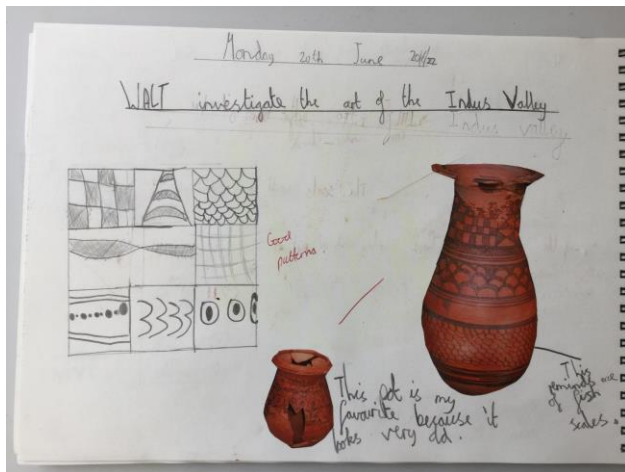
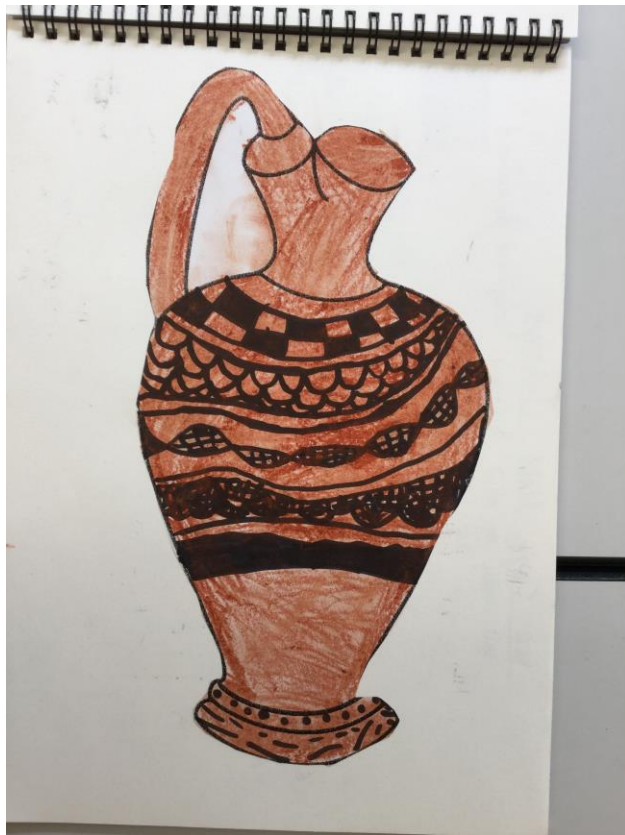
Desert

Snow

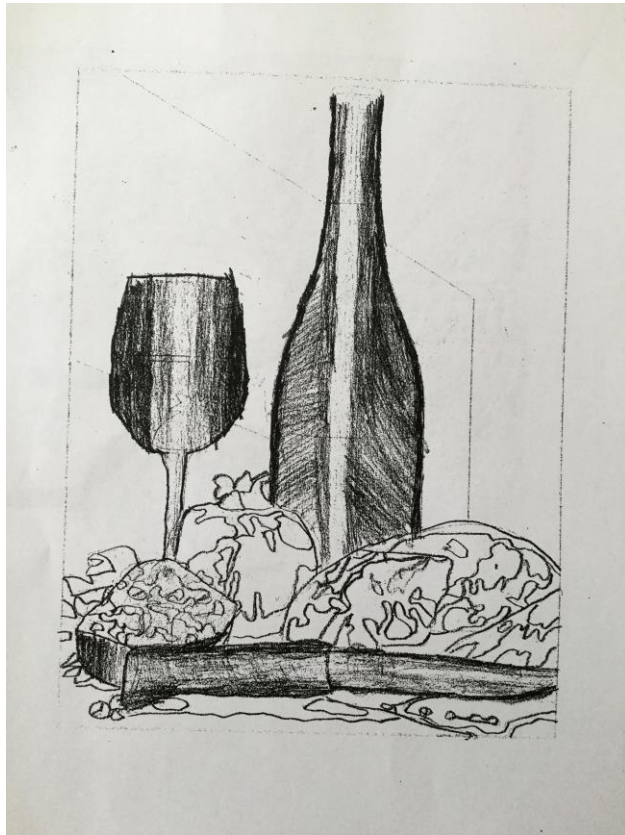
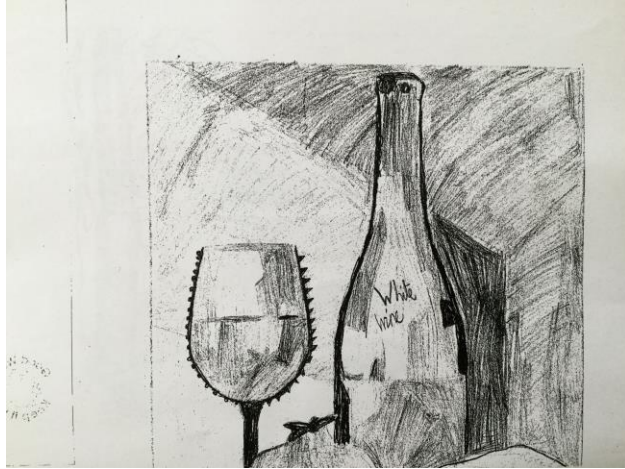
Country Side





Drawing



07/10/20 Margaret Mee

WALT reproduce botanical pictures using observational drawings.

Stem

petal

Leaf

WALT achieved

Observational drawing

WALT: see natural differences in our school.

daisy blossom

garlic

Broad beans

Apple blossom

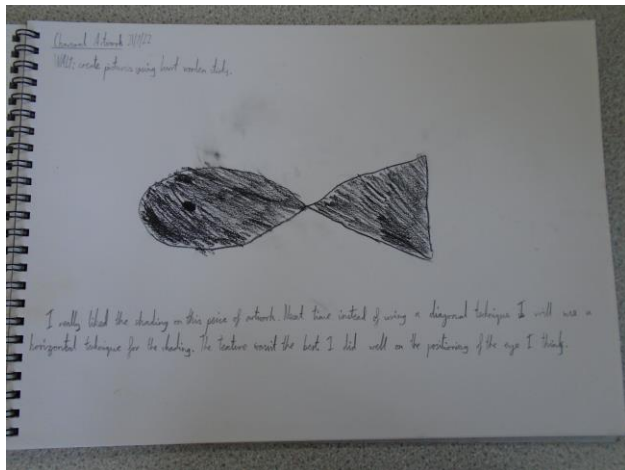
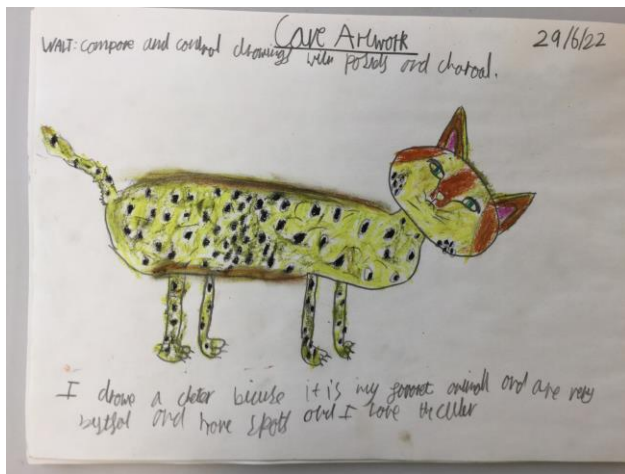
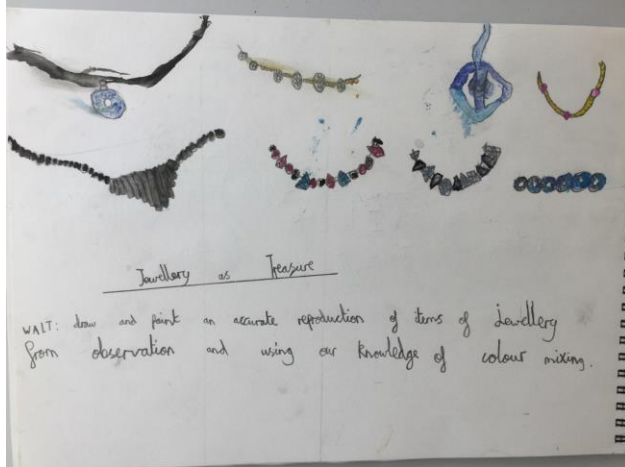
Mary gold

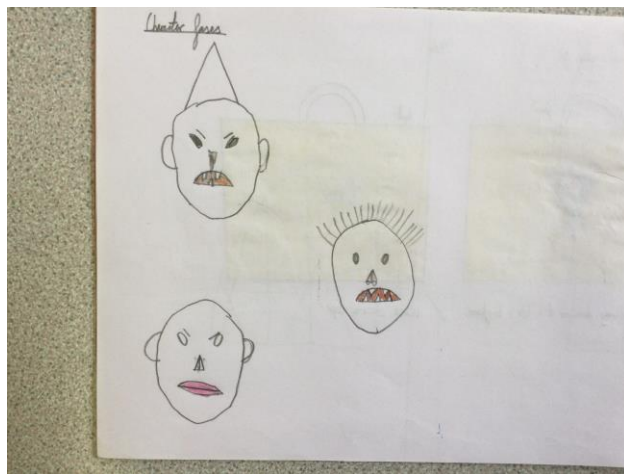
Horse chestnut

9/1/22 Copying Artist's Technique

WALT: copy an artist's technique using our observational skills

✓ Beautiful work
* 2/20



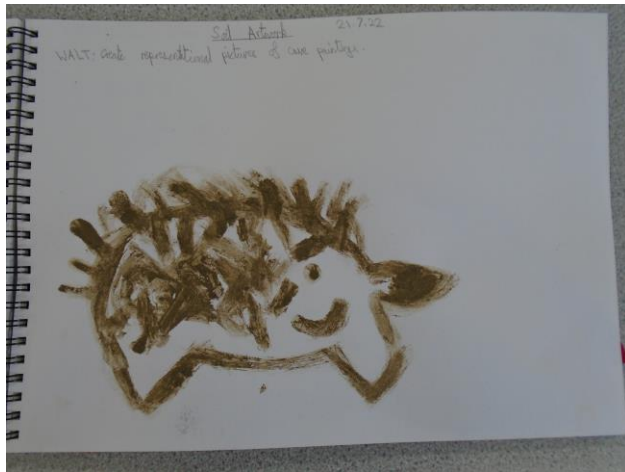


Painting





39 - Learning to use paint on different surfaces and enjoying their use of colour and pattern.



Sculpture



40 - Harappan Seals.

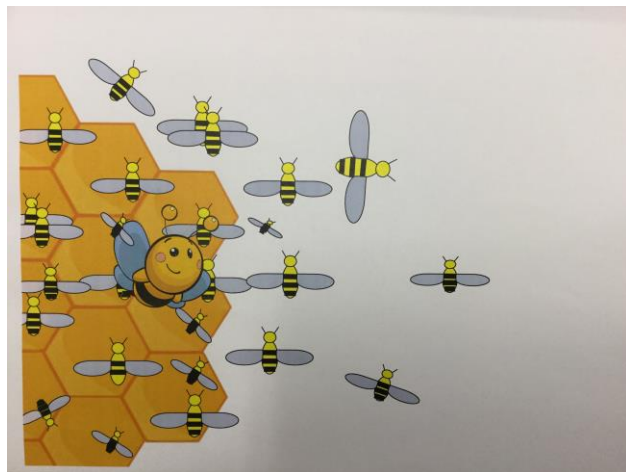
Collage



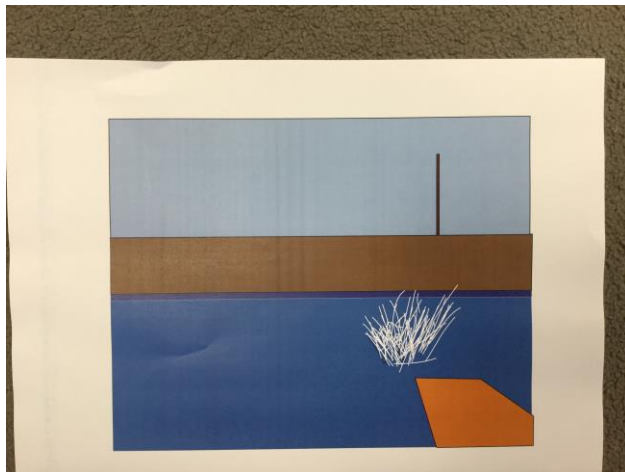
Printing



Digital Art

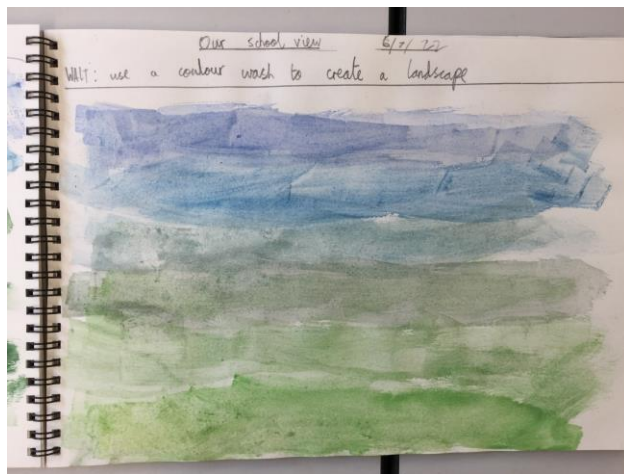
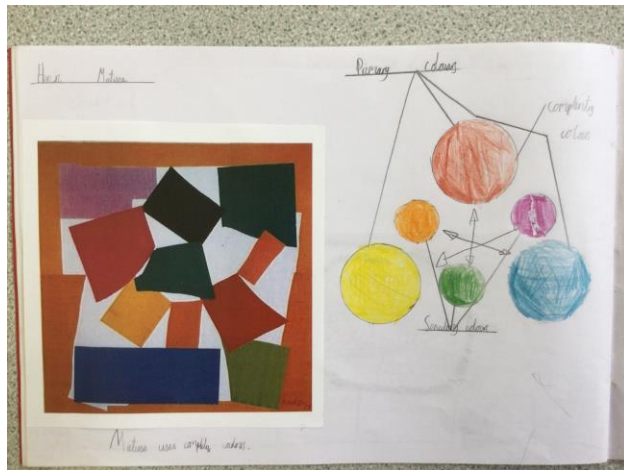


41 - Learning to create pictures digitally using Google Drawings.

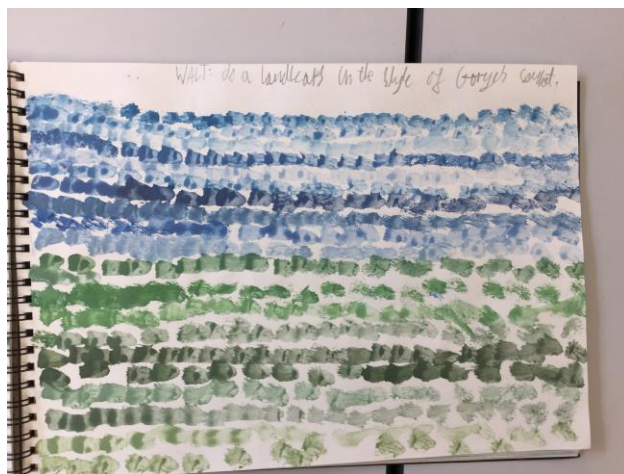


42 - Lockdown art. Learning to recreate *The Splash* by David Hockney using Google Drawings.

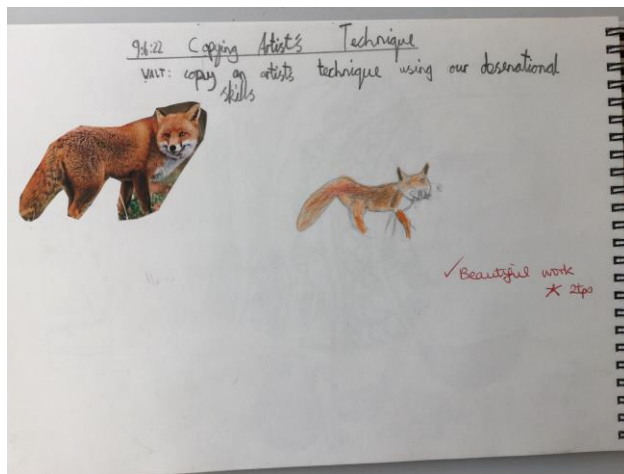
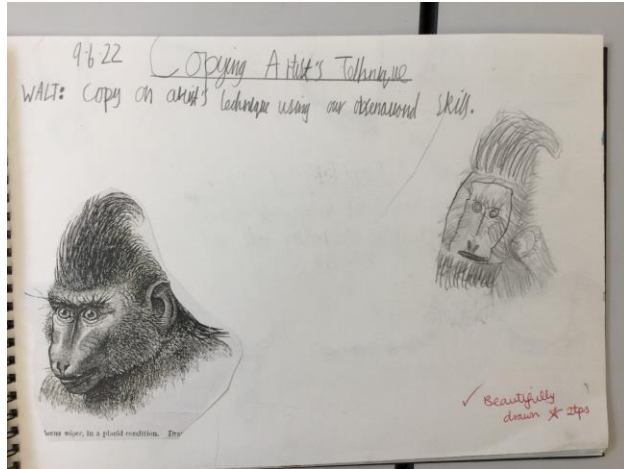
Artist Study



43 - Georges Seurat.

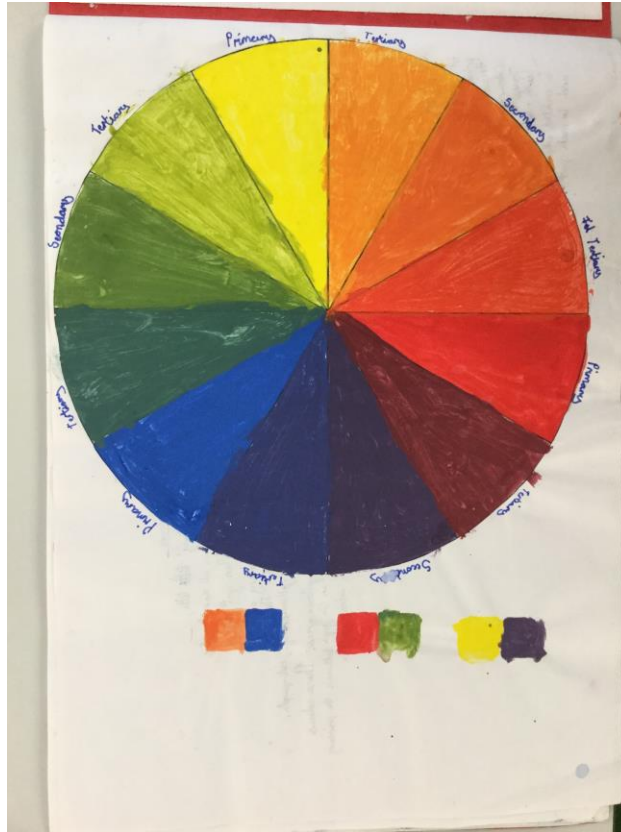


44 - Georges Seurat.



Class 4

Painting



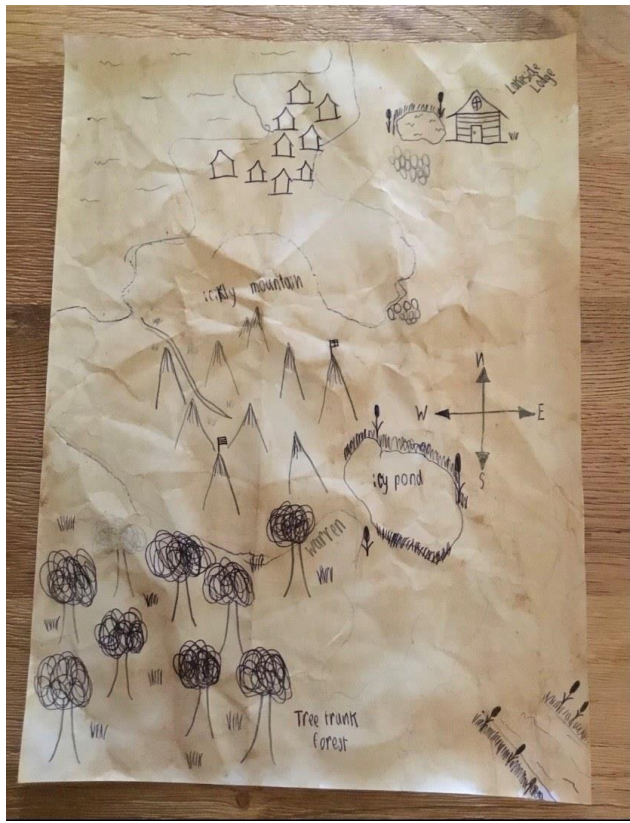
Primary Colours
 The primary colours are the colours that all other colours are made from. They are made up of a group of three colours that are Red, blue and yellow. When you mix these colours together they create new different colours that can be mixed further. You can not make the primary colours by mixing other colours.

Secondary Colours
 The secondary colours are the colours that you get when you mix the primary colours together. There are also three colours under the title of Secondary Colours they are orange, green and purple. Orange is made up of red and yellow. Green is created when you mix blue and yellow and to make purple, you mix red and blue.

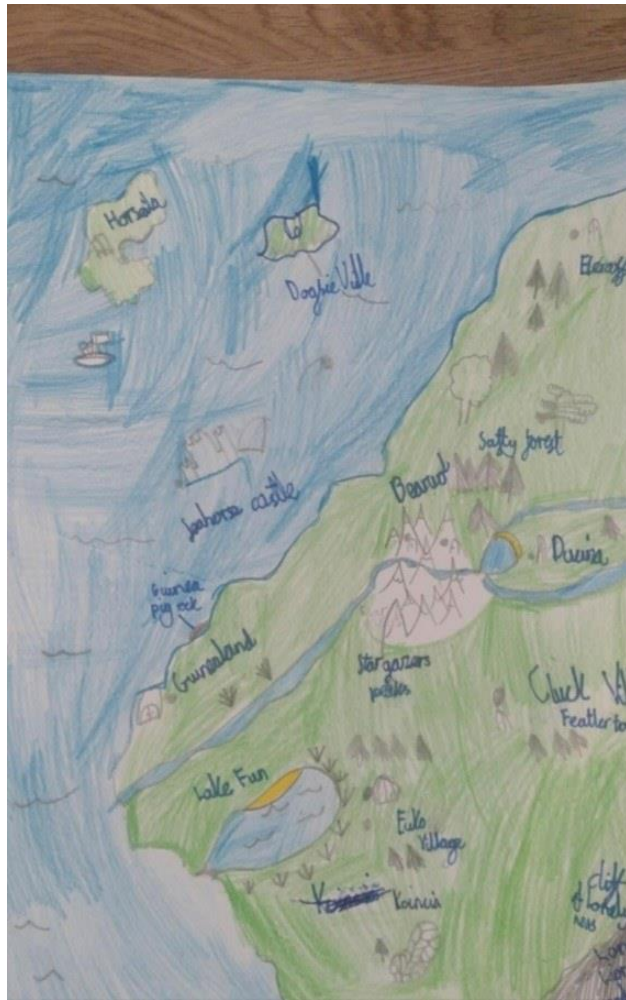
Tertiary Colours
 Under the 'tertiary' little title, there are six colours that are all named after the colours that made them. When you mix a secondary colour with a primary colour, you will get a tertiary colour. The tertiary colours are red-orange, yellow-orange, red-purple, blue-purple, blue-green and yellow-green. These colours lie between the primary and secondary colours on the colour wheel.

● + ● = ●
 ● + ● = ●
 ● + ● = ●

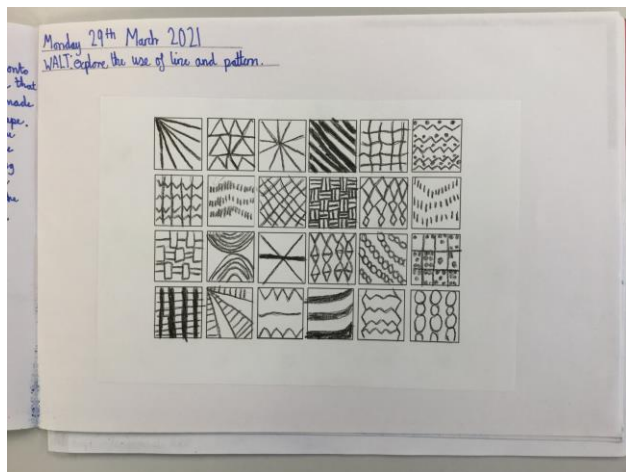
Drawing



45 - Lockdown drawing.



46 - Lockdown drawing.





47 - Studying architecture (St. Basil's Cathedral). They used pastels and black paint as a base and then used pointed tools to draw the lines to create the final picture.

Sculpture





48 - Displaying their work using 'selective colour' technique.



Collage

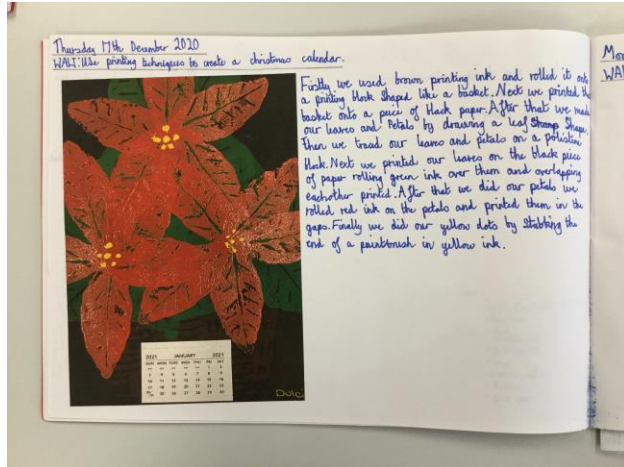


49 - Mosaics from magazine pages.



50 - The Queen's jubilee collage.

Printing



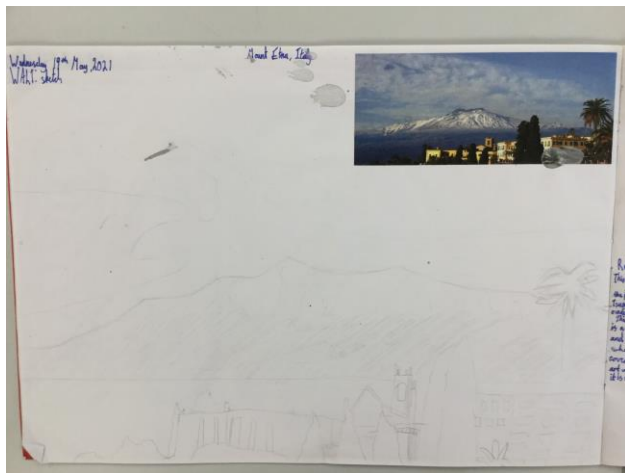
Textiles

Batik Designs for Christmas Cards





Artist study



Thursday 20th Aug 1981

Reid's

The picture reminds me of when I was in school and we used to sketch because we had a go at a sketching it. I remember it so I have seen it a few times and I know that when the picture was painted it was in Japan. I like the mountain in the background in Mount Fuji in Japan. I like how the spring from the sea gully.

Describe it:

In this picture I can see a huge wave that I think might be a tsunami. There are some boats that are old and it looks like the wave has been drawn in pen. I am not sure if it is a drawing or a photograph. I think it is a drawing who ever that has drawn it. There is an enormous wave and on the whole but that is the main part of the picture. There is a mountain in the background and it looks like it is a volcano. The wave is very big and it looks like it is about to break. There are some boats in the water and they are very small. I think it is a drawing of a tsunami. I like the picture and I think it is very interesting. I like the mountain in the background and I like the wave. I like the boats and I like the sea gully. I like the picture and I think it is very interesting.

Interpret it:

If I had painted this picture I might call it 'The Tsunami of the Japanese Ocean'. The picture is very interesting. I think it is a drawing of a tsunami. I like the mountain in the background and I like the wave. I like the boats and I like the sea gully. I like the picture and I think it is very interesting.

Symbolic it:

The picture is a symbol of the power of nature. It shows a huge wave that is about to break. This is a symbol of the power of nature and it is a warning to us. I think it is a very interesting picture and I like it. I think it is a symbol of the power of nature and it is a warning to us. I think it is a very interesting picture and I like it.

The Great Wave




The great wave in Hokusai's most famous piece of art is a picture of a wave that is about to break. It is a picture of a wave that is very big and it is very interesting. I like the picture and I think it is very interesting.

Mount Fuji

Hokusai made a whole series of pictures of Mount Fuji. Mount Fuji is a very important mountain in Japan and it is a symbol of the power of nature. I like the picture and I think it is very interesting.

36 views of Mount Fuji

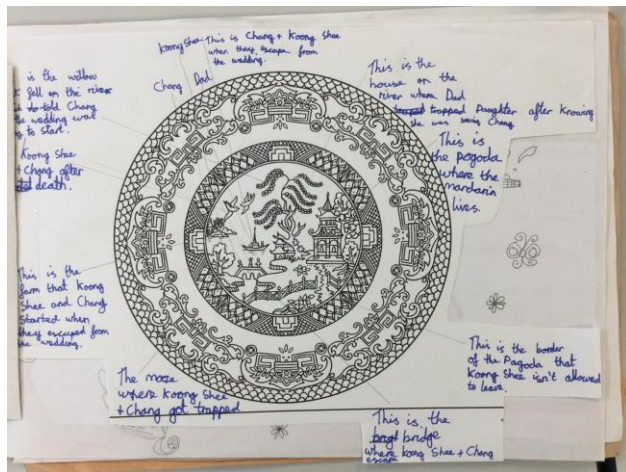
Hokusai has a series of 36 pictures of Mount Fuji. He made all of these pictures in 2 years and the great wave is one of them. I like the picture and I think it is very interesting.





Class 5


Sketchbooks



CUBISM



that
to Alati.
it most cubism
that it is, but
an clearly see.



ea
he
so ke


Cubism is a style of art
that George Braque founded.
It looks like lots of cubes
and rectangles on a page to
make the art. Cubism it was
founded in the early 20th
century. It can be shown landscape,
cityscape and portrait. To me,
it is like a picture that has been
broken up into pieces and mixed.
The colour is very simple. The
shading matters!

George Braque Facts
George was a French painter as
well as a sculptor and collage maker.
Think he is one of the best painters
in the 20th Century. He was born
on 13th May 1882 and
died on 31 August
1963.


Scandinavian Christmas Art


This week, we have
been looking at
Scandinavian designs.
It is usually quite detailed
but get simple at the
same time. We used
acrylic paint which is
white and red with a
very fine tipped brush.

Front



Back






Wednesday 16th May
WALT: appreciate a well known art work.

Relate it:
This reminds me
of the town I live
in when it's dark
at night and then
the stars are shining.

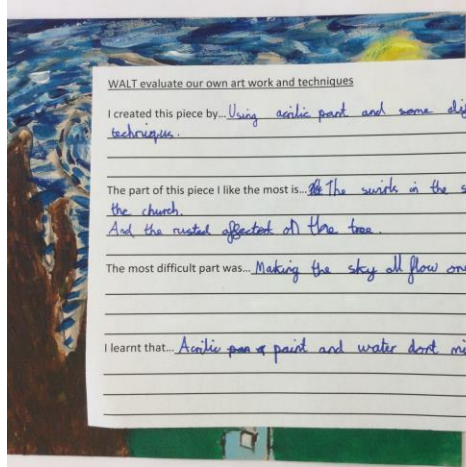
Evaluate it
I really like how it makes
me feel at home and makes me
want to be there right now.
I think Van Gogh has made
it so that he can make you learn
and enjoy yourself.

Relate it:
I recognised it from the last time
we did art. I remember looking at
it and acknowledging the different
parts of it.



Describe it
I see a stormy night. I know
that it is night time because there
are no lights in the houses and there
are stars in the sky.

Interpret it
If I had to give this painting a title,
I would name it 'The Flow Of The Wind'.
I would choose that because I can see the
winds blowing away with a flick of the paint
brush. I think Van Gogh is celebrating the sign
of nature.



WALT evaluate our own art work and techniques

I created this piece by... Using acrylic paint and some different techniques.

The part of this piece I like the most is... The swirls in the sky and the church.
And the mist affected all the time.

The most difficult part was... Making the sky all flow one way.

I learnt that... Acrylic paint and water don't mix.

This is what I got



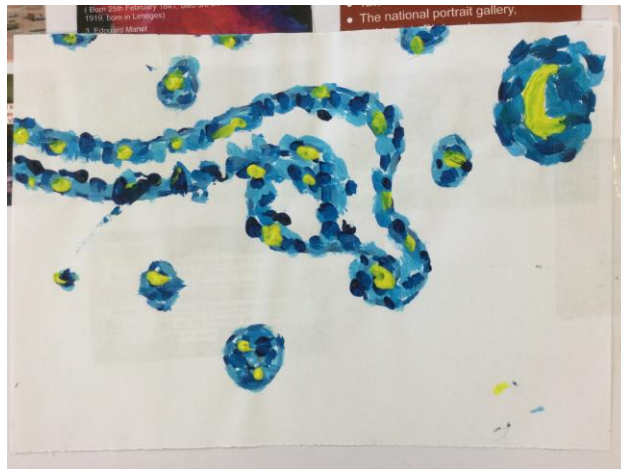
Tree

Road

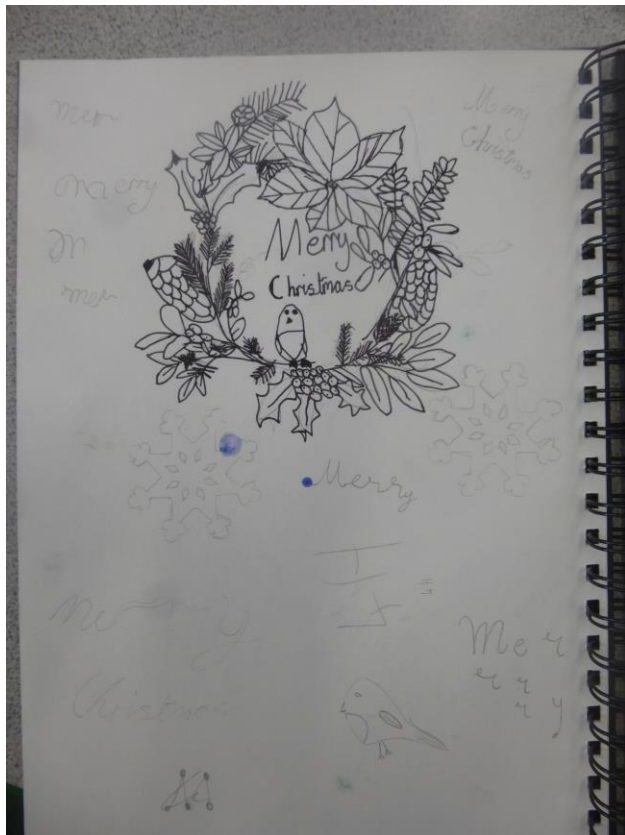
George Auguste Fernet!
Georgina French painter
born on May 25th, 1882 in
Aspetrich, France. Auguste
spent his childhood in La Hève
and planned to follow his father
and grandfather footsteps by
becoming a painter. He ended
did in 1907 at the age of 25.
August 1905.

Cubism is a style of art
that was started in 1907
by Pablo Picasso and
Georges Auguste Fernet.
Cubism is made of simple
geometric shapes and
many colours to make
the artwork stand out!

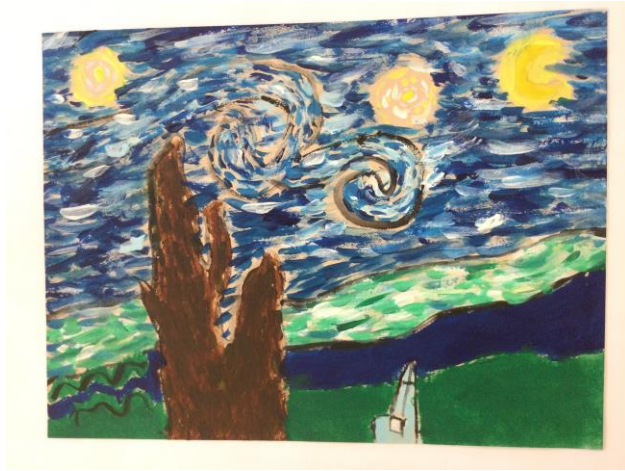
The national portrait gallery.

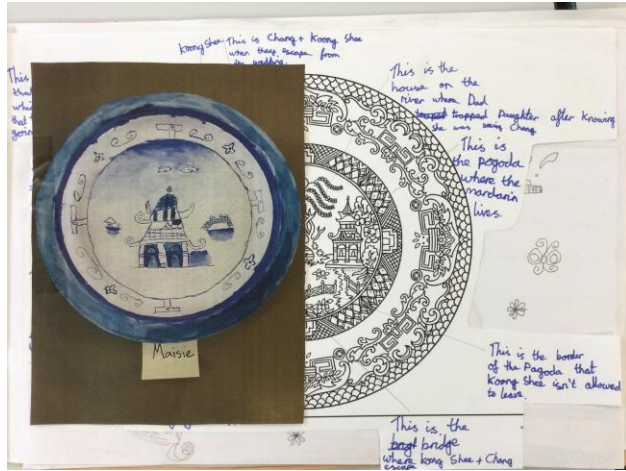




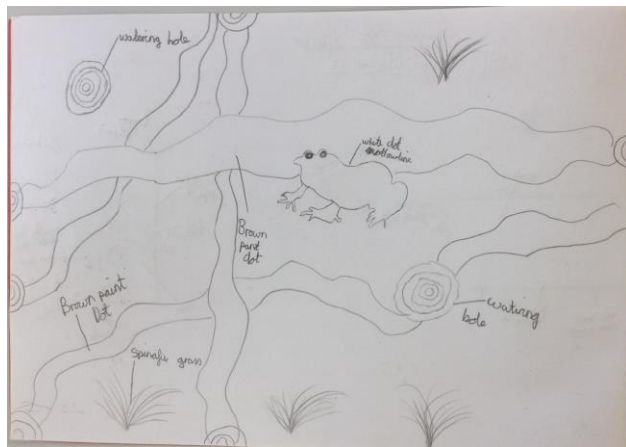
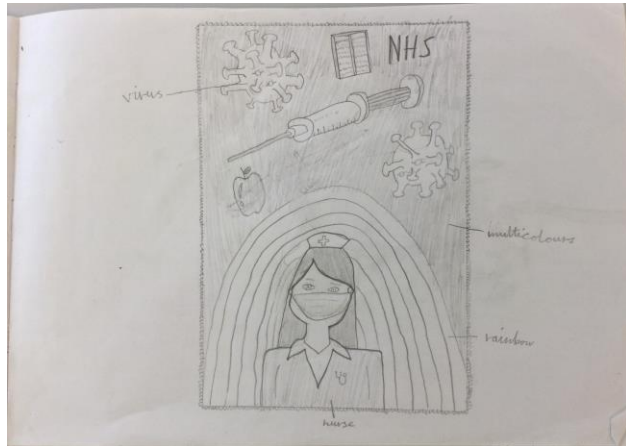


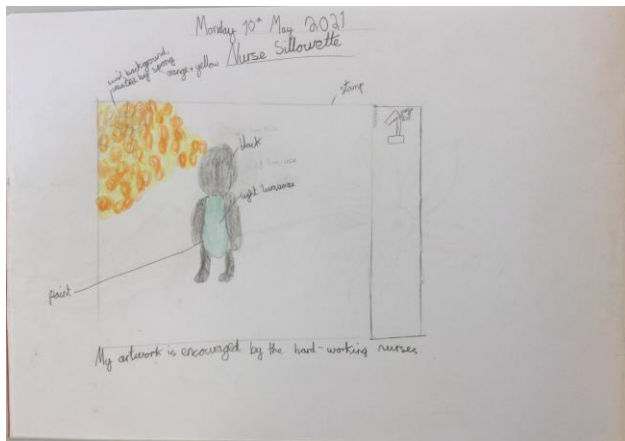
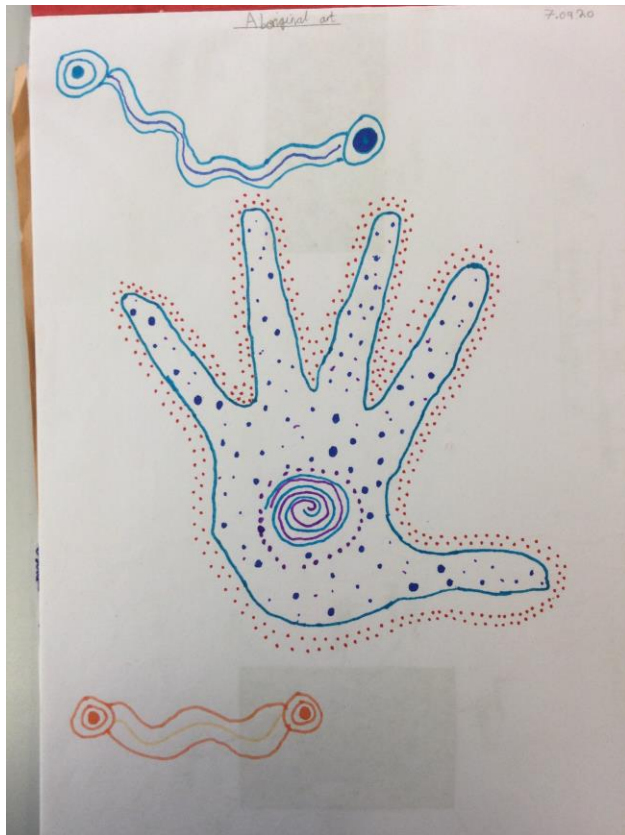
Painting





Drawing





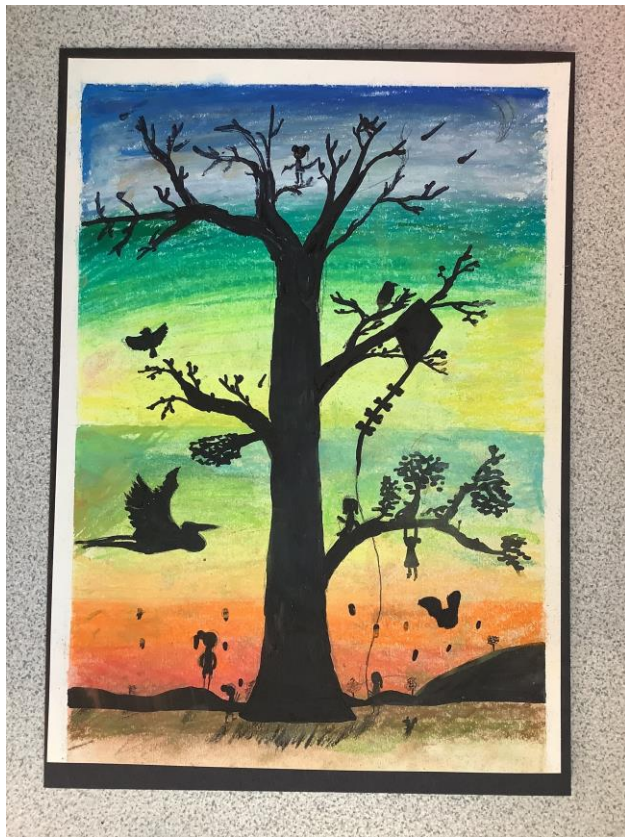


51 - Using chalk and charcoal to show contrast when drawing 3D shapes.



52 - Using chalk and charcoal to draw a still life picture, showing the contrast between light and shadows.





Printing

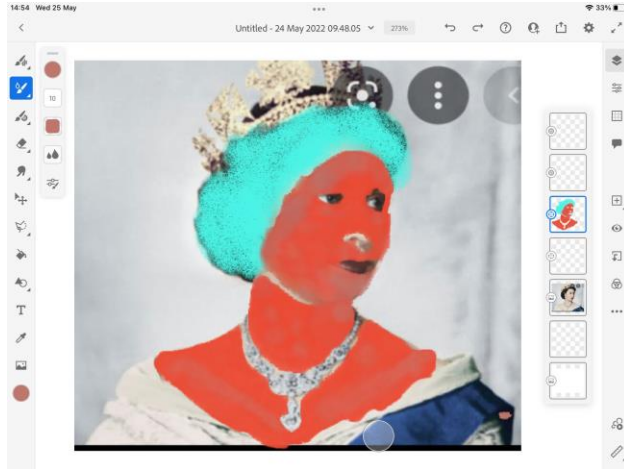


53 - Printing onto fabric to create an African art inspired piece.

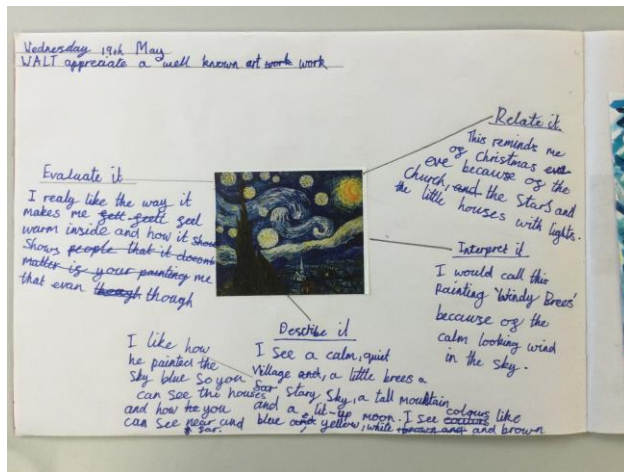
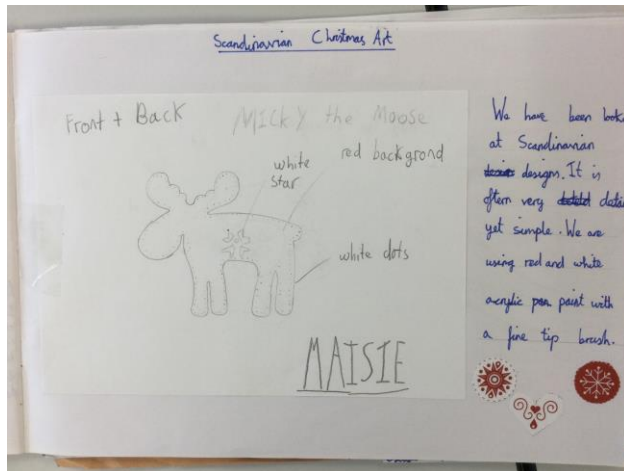


Digital Art

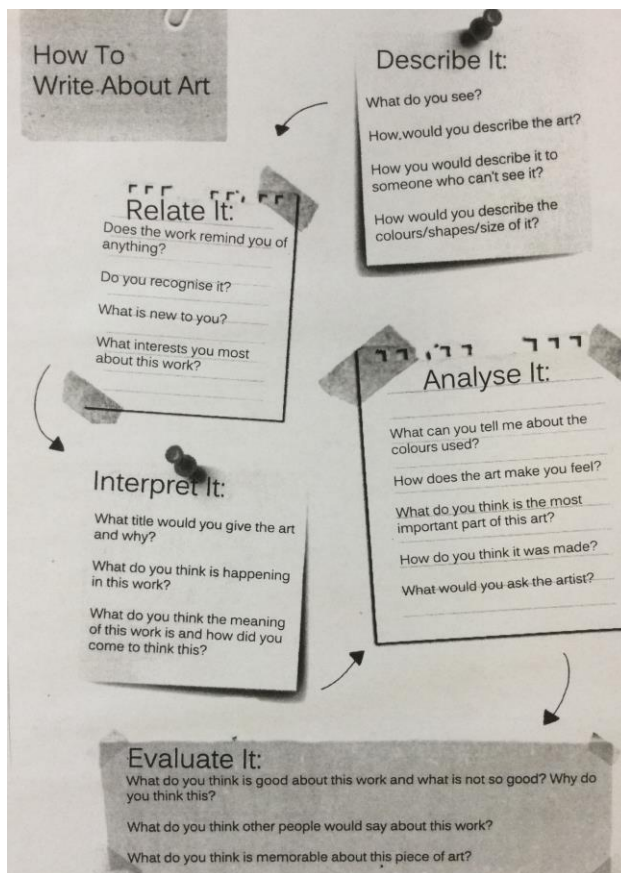




Artist Study



Harbour
 This piece of artwork reminds me of a place (a harbour) that I always drive past when I go to Aldi. It is full of boats. When I look at most cubism artwork, I can never fully see what it is, but when I look at the harbour I can clearly see.



Tuesday 8th September
WALK analyze original art

Labels for the left artwork:
 - cotton wool
 - every space is filled with color
 - little bright blue
 - purple yellow - but the blue

Labels for the right artwork:
 - Kangaroo patterns
 - black
 - orange pigment
 - dot patterned
 - water
 - Spiky yarn
 - the Kangaroo's hole is a snake

CUBISM

George Braque was born on 17th May 1882. Him and Picasso made a movement of art called Cubism. This was very successful. He died on the 15th August, 1961.

Bottle and fishes
 This piece reminds me of an optical illusion. The color that Braque used for the space is just brown. If you look at the one picture where the bottle necks can see a better picture. This piece is new to me.

Picasso was one of the most popular movements of the 20th century. The creator of this amazing style is George Braque and Pablo Picasso.

dark thing. He reminds I think. This is a dessert.