

OLVESTON CEVC PRIMARY SCHOOL



O.U.R ART CURRICULUM

TABLE OF CONTENTS

Section

- 01** *Our ART Curriculum*
 - 02** *Our Journey through the curriculum*
 - 03** *Curriculum coverage*
 - 04** *Examples of Progression in ART*
 - 05** *Example Unit of work*
-

OUR ART Curriculum

Every child has great untapped creative potential, but like seeds, each person’s unique talents need to be cultivated, encouraged and nurtured. At Oveston CEVC Primary School, we believe that being creative gives a sense of worth and happiness. Through the process of making, we encourage children to take risks, make mistakes and understand that being an artist does not mean seeking perfection. We nurture confidence in art and design by not comparing children with one another and not having a rigid outcome. Our hope is that children experience joy and happiness so that they develop a love of art which stays with them as they move onto the next stage of their leaning journey.

The art curriculum will develop children’s critical abilities and understanding of their own and others’ cultural heritages through studying a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential.

The Oveston ART Curriculum has Four over-arching aims:

- **Technical proficiency of skills (Practical Skills)** - Children become proficient in a range artistic medium – Drawing, painting, sculpture and other areas of art, craft and design.
- **Understanding and applying knowledge (Theoretical)** – Children learn about artist and designer. Learning how artists use formal elements and the language of art.
- **Generating ideas (Creativity)**- Children are able to explore there ideas and have the skills and knowledge to translate this in to artistic pieces.
- **Reflection (Evaluation)** – Children are able to give their thoughts and ideas about their own work and the work of others. Children have the language to explain their opinions and can share how art can be emotive.

How do we deliver OUR ART Curriculum?

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists, as well as individual works and art movements.

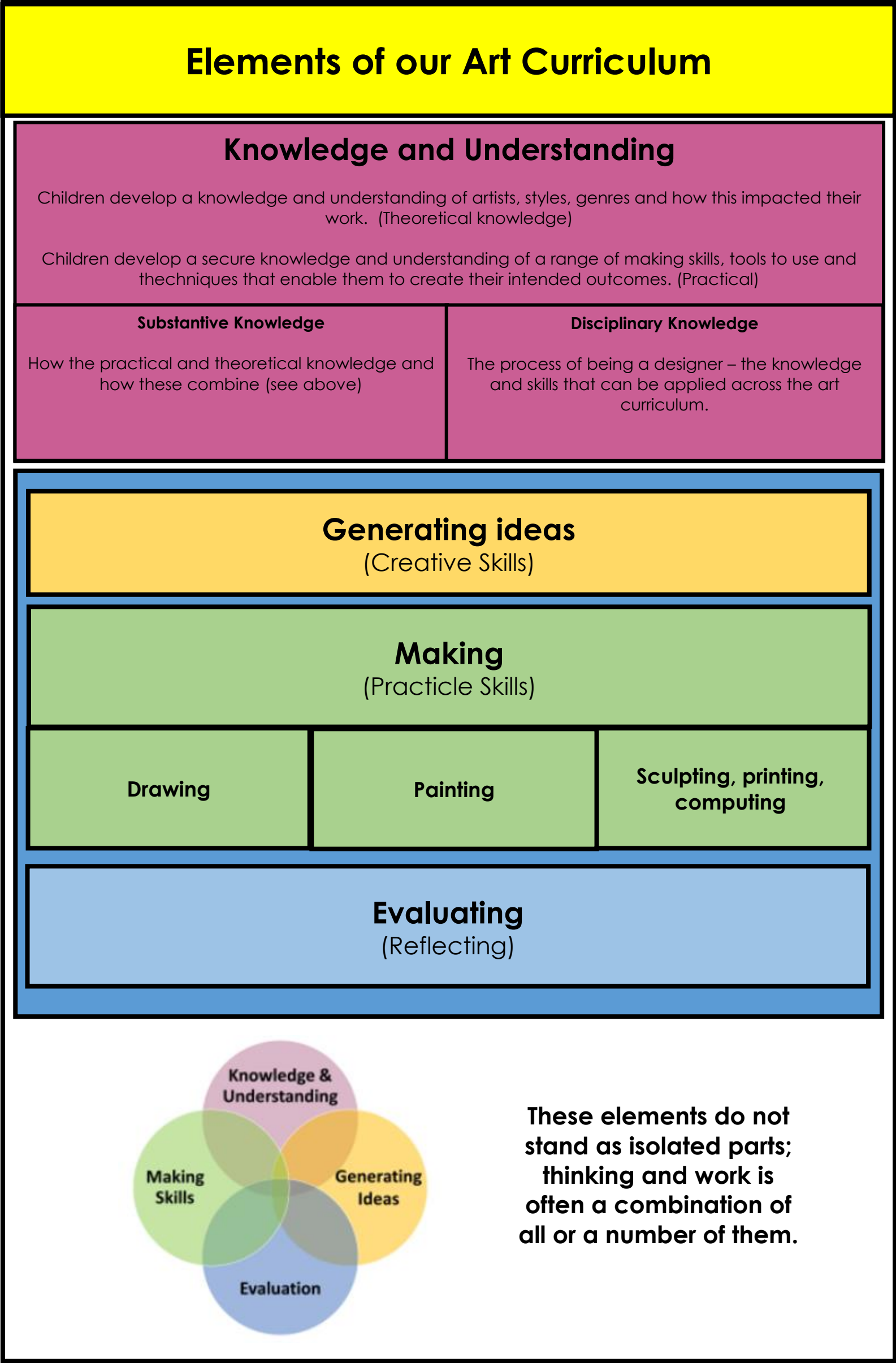
A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. Coordinated whole-school project work ensures that art is given high status in the curriculum. This includes the school’s participation in the annual ‘Arts Week’ which enables further focus on children’s artistic skills and knowledge. The school’s high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children’s confidence in the use of different media. The school’s unique locality is also utilised, with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community.

What does this look like in the long term?

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children’s sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes. Children learn to understand and apply the key principles of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective. The opportunity for children to refine and develop their techniques over time is supported by effective lesson sequencing and progression between year groups. This also supports children in achieving age related expectations at the end of their cohort year. Classroom displays reflect the children’s sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children’s achievements in art and demonstrates the subject’s high status in the school. The Art curriculum at Oveston CEVC Primary School contributes to children’s personal development in creativity, independence, judgement and self-reflection. The outcomes in art at Oveston are of a high standard.

O.U.R ART Framework

How knowledge, skills and understanding connect





Curriculum overview – What is taught when:

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		Observational Drawing Sketching techniques Colouring Shape Perspective Drawing		Where will this road take me? Powder Paint Mixing colours Primary - secondary Kandinsky – (Paint / Colour)	Who would live in a castle like this? Drawing 2D shape Finding shape in objects Paul Klee – (Line / Drawing)	
Year 2	What was London like in the past? Printing using foam tiles, rollers and ink William Morris - (Sculpture / Printing)		Why do I need a passport? Water colours Exploring the depth of colour and viscosity Quentin Blake - (Paint / Colour)	Could you be a Polar Explorer? Sketching Line and form Olga Gamynina (Line / Drawing)		
Year 3	What makes the earth angry? Layering for perspective Line and form Nicolas Roerich - (Line / Drawing)		Can we see the Romans? Clay Pots – (Sculpture)	Where does the water take me? Powder paint Texture – brush strokes - viscosity Monet - (Paint / Colour)		
Year 4	What makes Bristol Great? Banksy Stencils – using foam tiles to create template for the stencil Banksy - (Sculpture / Printing) Stencils		Can you swim the amazon? Pastels – depth of colour - tone Blending colour – Pattern Karla Gerard - (Paint / Colour)	Who was here first? Cave painting Drawing shape using different / natural materials Cave Painting - (Line / Drawing)		
Year 5	World War II – What was it good for? Shapes and layering Lichtenstein - (Line / Drawing)		How did the industrial revolution change Britain? Powder paint Creating a specific colour palette Exploring tone and tint LS Lowri - Colour – Powder Paint	What motivates an Explorer? Shape and form Layering Pattern African Masks – (Sculpture / Printing) (Papier Mache)		
Year 6	Who made Britain? Pastels – blending different colours Creating a sunset effect Mixed media Sarah Shiundu – (Colour / Paint)		What makes a good global citizen? Shape and form Design – slip – cross hatching – thumb pots, swirly pots Clay Pots – (Sculpture / Printing – Clay)	Drawing skills Observational drawing – drawing the same object, using different media – focus on shape and perspective. Observational drawing (Line / drawing)		



Progression in ART example – Year 1

	Year 1 – Generating Ideas				By the end of Year 1 Children should be able to...
	Generating Ideas	Through Sketchbooks	By Looking & Talking	By Playing	
Teachers should:	Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)	Introduce “ sketchbook ” as being a place to record individual response to the world.	Enjoy looking at artwork made by artists, craftspeople, architects and designers , and finding elements which inspire .	Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.	Recognize that ideas can be generated through doing as well as thinking
Let pupils discover and share for themselves		Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting). Develop a “ sketchbook habit ”. Begin to feel a sense of ownership about the sketchbook.	Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing). Develop questions to ask when looking at artworks and /or stimulus: • What can I see? • What do I like? • How does it make me feel? • What do I think the artist enjoyed when he/she made the artwork?		Recognize that ideas can be expressed through art Experiment with an open mind



Year 1 - Making					By the end of Year 1 Children should be able to...
Making Teachers should: Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)	Drawing	Painting & Collage	Printmaking	3D	Try out a range of materials & processes and recognize they have different qualities Use materials purposefully to achieve particular characteristics or qualities Be excited by the potential to create. Understand that art is different to many subjects at school: through art, they can invent and discover
	Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Please see curriculum planning art Explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. Please see observational and experimental drawing and making magic spells Become familiar with 2 or more drawing exercises repeated over time to build skill. See Drawing Exercises at start here drawing	Recognize primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. mark making with acrylic paint and painting a rainbow-forest Enjoy discovering the interplay between materials for example wax and watercolour wax resist autumn leaves	Explore simple printmaking. For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print. Explore pattern, line, shape and texture.	Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with. For example making birds Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. modroc plasterboard or making modroc sculpture Use basic tools to help deconstruct (scissors) and then construct (glue sticks).	



Year 1 - Evaluating				By the end of Year 1 Children should be able to...
Evaluating	As a Class	In Small Groups	One to One	Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it gives other people pleasure Begin to take photographs and use digital media
Teachers should: Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result	Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork.	Share work to others in small groups, and listen to what they think about what you have made.	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process , and what you like about the end result .	



Year 1 – Knowledge & Understanding		By the end of Year 1 Children should be able to...
Knowledge & Understanding Teachers should: Recognize that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.	Formal	Experiential
	Each child should know: • How to recognise and describe some simple characteristics of different kinds of art, craft and design • The names of tools, techniques and formal elements (in pink above and below)	Each child should be given the opportunity to: • Discover that art is subjective (we all have our own legitimate understanding) • Begin to feel confident to express a preference in.... • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Begin to build knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups



Content Overview Example – Year 6 – Sarah Shiundu

 Year 6 – Sarah Shiundu Unit Who made Britain? 																		
Artist – Roy Lichtenstein Topic Focus – Drawing Technique Focus – - Shape and form - Art for meaning - Onomatopoeia 	Vocabulary: <table><tr><td>Broad</td><td>Uniform Geometric</td></tr><tr><td>Narrow Horizontal</td><td>Irregular</td></tr><tr><td>Vertical</td><td>Luminous</td></tr><tr><td>Outline Geometric</td><td>Vivid</td></tr><tr><td>Angular</td><td>Radiant</td></tr><tr><td>Fluent Confident</td><td>Vibrant</td></tr><tr><td>Powerful</td><td>Intense</td></tr><tr><td></td><td>Deep</td></tr></table>	Broad	Uniform Geometric	Narrow Horizontal	Irregular	Vertical	Luminous	Outline Geometric	Vivid	Angular	Radiant	Fluent Confident	Vibrant	Powerful	Intense		Deep	Artist Facts: Sarah was well-traveled in Kenya – born in Kakamega, schooled in Mombasa, and lived on the outskirts of Nairobi in Ngong. She went to the Star of the Sea School as a youngster where she first discovered her interest in the arts – she was only 8 years old at the time. She continued her education at the School and Mukuma Girls School in Mombasa, graduating in 1986. She graduated university in 1988 with a BA in Design. Afterwards she began practicing on her own and also taught at the Kenya Institute of Mass Communications. In 1995 she began working at the Kenya Broadcasting Company (KBC), where she met fellow artist Bulinya 
Broad	Uniform Geometric																	
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Outline Geometric	Vivid																	
Angular	Radiant																	
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Powerful	Intense																	
	Deep																	
National Curriculum Objectives: - 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 - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - Learn about great artists, architects and designers in history. - Work in a sustained and independent way to create an accurate, detailed drawing, developing key elements of their work (line, tone, pattern, texture). - Select appropriate media and techniques to achieve a specific outcome. - Use different techniques for different purposes, e.g. different styles of shading. - Start to develop their own style. - Develop an awareness of composition, scale and proportion in their drawings. - Develop simple perspective in their work using a single focal point and horizon. - Use tone in drawings to achieve depth. - Use shading to create mood and feeling. - Use drawing techniques to work from a variety of sources including observation, photographs and digital images. - Develop close observation skills using a variety of viewfinders. - Adapt drawings according to evaluations and discuss further developments.	Links: Previous Learning: Year 1 – Paul Klee – Shape in objects Year 2 – Olga Gamynina – Line and form Year 4 – Karla Gerard – Oil Pastels Year 5 – Lichtenstein – Oil Year 5 – Lowry – matchstick Resources: Sketchbooks Sketching pencils Oil Pastels Colouring pencils Patterned card / paper /  Pastels men material																	



Lesson 1: LF – Sarah Shiundu Artist Overview - Introduce the artist - Explore facts about the artist (<i>powerpoint on the j:\</i>) - Explore the art works chosen for the unit - Questions: - What do you like / dislike - What can you see - How does this make you feel - Why do you think the artist chose to do this? - Write up on the whiteboard some of the ideas for some of the children to magpie. - Get the children to stick in pictures of the artist’s work and annotate around them some of the ideas discussed. - Then they can decorate the page in the style of the artist	Lesson 2: LF - Sarah Shiundu Shape and form - Recap the artist and facts <i>Print off copies of the pictures and pattern before the lesson</i> - Look again at the powerpoint focussing on the people and the trees. Discuss how the body is made using materials, how they are mostly a silhouette apart from the material body. - Remind the children of the matchstick men they did in Lowry work last year. - Remind the children of the sketching techniques they have learnt so far. - Model how to sketch the people and cut the body shape out of material, talking about scale and perspective. (it may be easier for some children to cut the body out first and then add the rest of the details later.)	Lesson 4:LF - Sarah Shiundu - landscape - Recap the artist and facts - Look at the powerpoint again. Focus on the landscape behind the people, including the trees. - Discuss the shape of the trees and model how to create it, keeping it simple. - Talk about the colours used and the blending effects. Discuss what a silhouette is and how it can be achieved. - Model how to sketch out a back ground and then add more detail. Choose one of the pictures, stick it in and try to recreate that in a sketch. - Allow the children enough time to replicate a painting of Sarah’s in their sketchbooks.
Lesson 3: LF – Sarah Shiundu Using Pastels - Recap the artist and facts - Re-Introduce oil pastels and chalk pastels. - Ask the children when they have used pastels in the past and what their thoughts were on that experience. Talk to the children about what they know about pastels. Write up some of the facts on the whiteboard. Talk about the vibrancy of the oil and muted of the chalk. Model how to blend colours using both. - Allow the children time to experiment with using the different types of pastels (I would divide the page in half and use half the page for oil and half for chalk) Once they have had a go at using them, get them to annotate in their sketchbooks their thoughts, feelings and experiences of using pastels.	Lesson 5: LF – Sarah Shiundu Draft piece - Recap the artist and facts <i>Have ready trimmed pieces of A4 paper for their draft piece</i> - Recap the unit as a whole. Explain to the children that they are now going to create their own version of a Sarah Shiundu style piece. - Explain that this version will have no colour, it will be the draft version in pencil only. Also remind them that this has to be a sketch and needs to be lightly drawn to minimise the lines later on. - Model how to create your own piece - Give the children a sheet of trimmed paper and give them enough time to create their own piece.	Lesson 6: LF - Sarah Shiundu – Final Piece - Recap on the artist and facts <i>Have ready, last week’s draft piece photocopied for final piece</i> - Get the children to stick in their draft with last week’s date and LF - Recap on the artist and facts - Recap on the unit as a whole focussing heavily on the use of pastels. - Explain to the children that they will be doing this work in oil pastels and as such may get messy so they probably should wear an apron. - Model how to complete the final piece using a copy of the draft piece and oil pastels. - If the children are feeling adventurous, they could try blending colours in the skyline - Allow the children time to complete their final piece.
Lesson 7: LF - /Lichtenstein – Review - Recap the unit as a whole - Go through the sketchbooks and discuss with the children each lesson briefly - Using sentence starters... - In this unit we have learned about... - We have used the following items to create our own version of Work - I liked this because... - I didn’t like this because... - The thing that I found challenging was... - His art makes me feel Because ... - The colour is... - The texture is... Annotate the children’s viewpoints onto the whiteboard. Get the children to write up a few of the points into their sketchbooks and then decorate the page if time allows		