



'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW		Art
<u>INTENT</u>		
By offering a wide and diverse range of activities, we hope to give pupils access to a variety of materials and tools. Activities provided in this area of the curriculum include drawing, painting, printing, clay, mod roc sculpture and tin art. Excellence in art is also celebrated in our school where pupils' work is displayed in and around the school for all to see. Opportunities are given, where relevant, for children to enter competitions or to create specific pieces of work –decorative bird for Mental Health day, Go-Go-T-Rex etc. A greater knowledge and understanding of art is gained through both practical activities and research into art and artists.		
	<u>SKILLS</u>	<u>KNOWLEDGE</u>
YEAR 3	Pupils will learn to: <ul style="list-style-type: none"> • Colour blend to create realistic animal colours. • Draw in proportion. • Colour mix to create secondary and tertiary colours. • Use clay to create an insect. • Use watercolours to create a realistic sea and landscape scene. • Use paper and card techniques to create different shapes. 	Pupils will learn about: <ul style="list-style-type: none"> • Inukshuk structures and their importance as a cultural symbol. • The work of Ted Harrison. • Canada's architecture.
<i>Enrichment:</i> <ul style="list-style-type: none"> • Painter or drawing artist to talk about how they create their designs. Via Zoom or in person. 		<i>Vocabulary:</i> <ul style="list-style-type: none"> • Silhouette, perspective, drawing, printmaking, colour, blend, sketch, draw, artist, architecture
YEAR 4	Pupils will learn to: <ul style="list-style-type: none"> • Use watercolours to vary tone. • Use clay to create their own dragon. • Create a piece of work inspired by Vincent Van Gogh. • Create a piece of art using aboriginal dot technique. • Create an Australian animal using collage paper techniques. • To use Papier Mache to create a 3d model of a volcano. • Revise portrait skills. 	Pupils will learn about: <ul style="list-style-type: none"> • Patterns in nature. • The work of Vincent Van Gogh. • The art of the indigenous people of Australia. • The work of Pete Cromer.
<i>Enrichment:</i> <ul style="list-style-type: none"> • To have a live session with Peter Cromer talking about his work. Via Zoom. • To have a 'weaver' come in to show their work. Via Zoom or in person. 		<i>Vocabulary:</i> <ul style="list-style-type: none"> • Clay, sketching, painting, printmaking, weaving, water colour

<p>YEAR 5</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● Use block printing to develop Saxon patterns. ● Create a piece of work inspired by Peter Thorpe. ● Draw in perspective when creating a landscape scene. ● To create an ancient Greek pot using a coil method of construction. 	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> ● Saxon patterns in clothing and tapestry. ● The work of Peter Thorpe. ● Technical and perspective drawing in architecture and landscapes. ● The form and design of Greek pottery.
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● To see how a potter uses clay to create different types of pots. Via Zoom or in person. 		<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Silhouette, clay, coil, shadow, perspective,
<p>YEAR 6</p>	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● To combine coil and construction techniques in clay to create an adapted animal. ● To use charcoal to create portraits. ● To use paper folding to create a Mayan animal mask. ● To create a design and paint on stones. ● To develop a character to use in graffiti art. 	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> ● The work of Keith Haring. ● Mayan animal shapes and features. ● Graffiti Art and its role in popular culture.
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● To get a graffiti or paper artist in to talk about how they create their work. 		<p><i>Vocabulary:</i></p> <p><i>Sculpture, clay, shading, tone, perspective, graffiti,</i></p>
<ul style="list-style-type: none"> ● SEN/disadvantaged children: ● Key words displayed on a working wall to enable them to talk about their work and reflect on their pieces. Example sentence starters given to support. ● Other resources available to use if they are finding a particular medium difficult. Year group 'Art Box' of resources (watercolour pencils rather than paints). ● Having a variety of different brush lengths and thicknesses plus size of paper. ● Visual example of a completed piece/stimulus for them to re-create or develop. 		<p><i>Additional opportunities for more-able children:</i></p> <ul style="list-style-type: none"> ● Opportunities to further develop pieces of work. ● Encouragement to try different mediums and techniques and explain their choices. ● Opportunities to take part in extra activities to develop their skills and showcase their work: competitions, event days and visits.

How does Art contribute to the overall school aims? (*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective*):

By providing pupils with the opportunity to develop and explore their ideas. To create artwork that they are proud of to take home or put on display. To build resilience by using art as a way to develop ideas; evaluate and reflect on their work and to make their work better. They will build responsibility by thinking about the materials they are using and being responsible for setting up, using tools correctly and tidying up.