'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW	***Art***

INTENT

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.

	SKILLS	KNOWLEDGE
YEAR 3	Pupils will learn to: ● Colour blend to create realistic animal colours. ● Draw in proportion. ● Colour mix to create secondary and tertiary colours. ● Use clay to create an insect.	Pupils will learn about: ● The work of Ted Harrison. ● Work of current graffiti artists linked to cave art. ● Animal shapes.
Enrichment: ● *Painter or drawing artist to talk about how they create their designs. Via Zoom or in person.*		*Vocabulary:* ● *Silhouette, perspective, drawing, printmaking, colour, blend, sketch, draw, artist, architecture*
YEAR 4	Pupils will learn to: ● 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. ● Revise portrait skills.	Pupils will learn about: ● Patterns in nature. ● The work of Vincent Van Gogh. ● The art of the indigenous people of Australia. ● The work of Pete Cromer.
Enrichment: ● *To have a live session with Peter Cromer talking about his work.* ● *To have a 'weaver' come in to show their work.*		*Vocabulary:* *Clay, sketching, painting, printmaking, weaving, water colour*

YEAR 5	Pupils will learn to: ● Use block printing to develop Saxon patterns. ● Create a piece of work inspired by Peter Thorpe. ● To create an ancient Greek pot using a coil method of construction. ● Explore portraits with a focus on life drawing. ● Explore line, tone and shape through architecture and perspective.	Pupils will learn about: ● 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.
Enrichment: ● *To see how a potter uses clay to create different types of pots.*		*Vocabulary:* ● *Silhouette, clay, coil, shadow, perspective,*
YEAR 6	Pupils will learn to: ● To combine coil and construction techniques in clay to create an adapted animal. ● To use paper folding to create a Mayan animal mask. ● To develop a character to use in graffiti art. ● Use line, tone and proportion in a portrait.	Pupils will learn about: ● The work of Keith Haring. ● Mayan animal shapes and features. ● Graffiti Art and its role in popular culture.
Enrichment: ● *To get a graffiti or paper artist in to talk about how they create their work.*		*Vocabulary:* *Sculpture, clay, shading, tone, perspective, graffiti,*

Support for 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.	***Additional opportunities for more- able children:*** ● 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.

How does Art contribute to the Spiritual Development of children?

Through Art and Design at TJS, we enable spiritual development by appreciating and responding to a wealth of artists and their work, with many different social, historical and geographical backgrounds. Art can help our children to feel closer to something special, whether it's a sense of peace, love, or something spiritual. We take time to encourage the celebration of our own work and the work of others