



Art at The Mead Academy Trust

'Creativity takes courage' Henri Matisse

Art Intent	'Art has the power to transform, to illuminate, to educate, inspire and motivate.' Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables all children to communicate what they see, feel and think through the use of different materials and art processes including line, colour, texture, form, pattern and tone. The appreciation and enjoyment of the Art enriches all our lives at The Mead and we are committed to providing a rich and varied Art curriculum for all children.
Art Implementation	At the Mead, art is planned by our art specialist teacher to ensure high quality and progressive outcomes across all year groups and continuity across sites. All art processes and visual elements are mapped out to ensure children experience a range of outcomes building on previous learning. Art plans are developed from key art skills and follow a 6-week cycle. Session 1: observational drawing and key skills Session 2: artist or contextual link Session 3: show final piece- continue with experimental work Sessions 4/5: Publishing: creating final piece Session 6: Finishing/evaluating/pupil voice
Resources	Sketchbooks, sketching pencils, cartridge paper, water colours, Brusho, oil pastels, chalk pastels, charcoal, acrylics, clay, clay tools and boards, wire, mod roc, plasticene, printing ink, printing rollers and trays, pva glue, printing tiles, drawing inks, Chroma paint, laptops with photo editor, cameras, ready mix, brushes, paint pallets, water pots, drying racks

Art Concepts (Aims and purpose of NC)	Substantive Conceptual Knowledge (Revisited over time)
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Line, tone, colour, texture, pattern, shape, 3D form and space</p>

<ul style="list-style-type: none"> 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 <p>Key stage 2</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught:</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] about great artists, architects and designers in history 	
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Substantive Concept	
Line and Tone	<p>Year 1:</p> <p>To use different sketching pencils to explore drawing lines and making marks, whilst showing an understanding of the difference between sketching pencils.</p> <p>To be able to choose the correct pencil to create different tones</p> <p>To apply knowledge of 3D shapes in observational drawings of buildings.</p> <p>Year 2:</p> <p>To be able to apply a different pressure with different sketching pencils to create different lines and marks.</p> <p>To use hatching and cross hatching for tone and revisit blending to make a toney-snake</p> <p>Observational still life's show objects overlapping and not as separate objects.</p> <p>Objects in sketches appear solid from tonal techniques using chalk and charcoal.</p> <p>Portrait shows all the facial features positioned in an appropriate place with feint guidelines and accurate proportions.</p> <p>Use line to create a small abstract piece of art, varying thickness of lines.</p> <p>To apply the right pressure when creating press print tile</p> <p>To limit use of line for maximum impact in final piece, when adding the sea using oil pastels.</p> <p>Year 3:</p> <p>To use different pencils and apply different pressures to demonstrate different tones.</p> <p>To use hatching, cross hatching and blending to show simple 3D form.</p> <p>Year 4:</p> <p>To be able to identify how an Artist has used different tonal techniques in a piece of art work and to show different techniques in own work.</p> <p>To understand that a drawing does not need to be realistic to have impact.</p> <p>To internalise use of tone in life drawing.</p> <p>Internalise own use of line in showing texture in sketchbooks.</p> <p>Combine art skills taught to make mini observational drawings of objects showing form by using line and tone.</p> <p>Year 5:</p>

	<p>To understand how a figure can be distorted in abstract art and compare with a realistic figure drawing.</p> <p>Year 6: Use continuous line in observational drawings working in pen Design and create a relief tile for printing, layering the design to be printed. Able to see own progress in drawing skills by using different techniques. To use skills and drawing techniques taught to draw a realistic life drawing with correct proportions' To be able to draw only what they can actually see using line and tone in observational drawings.</p>
<p>Colour</p>	<p>Year 1: To colour match using oil pastels, the colours of animals skins.</p> <p>Year 2: Mix primary oil pastels and watercolours to make secondary colours Create a range of different tones of blues and greens using a variety of different media.</p> <p>Year 3: Able to show a range of warm and cold colours on a colour wheel and choose the correct colour for a final image. Able to colour match an image using an IT program</p> <p>Year 4: Able to mix primary and secondary colours to create a range of tertiary colours. To choose and internalise the use of colour for an impact in a final design.</p> <p>Year 5: To be able to use different media to create a colour board showing different tints and shades.</p> <p>Year 6:</p>
<p>Texture and Pattern</p>	<p>Year 1: Texture is how an artist portrays what something feels like and to make own marks to show this.</p> <p>Year 2: Light Touch</p> <p>Year 3: Able to find own and record examples of pattern in nature. Record own ideas using different media to show regular patterns.</p> <p>Year 4: Combine basic Art skills such as line, texture and tone in mini observational sketches</p> <p>Year 5: To internalise use of texture in sketchbook work. To internalise understanding of pattern in sketchbook work.</p> <p>Year 6: To internalise use of pattern in a doodle. To transfer a design into a final printed pattern.</p>
<p>Shape Form and Space</p>	<p>Year 1: To use clay to create a 3D form and understand how water helps to keep the clay malleable.</p> <p>Year 2: Separate features of the face appear realistic. Portrait photograph shows basic compositional skills</p> <p>Year 3: Develop understanding that the size, shape and pressure applied in making a clay pot will affect the final sculpture. Able to use zoom function on a camera to create a close up abstract image.</p>

	<p>Year 4: To understand that size and proportions are necessary to make a realistic sketch of a simple object.</p> <p>Year 5: Begin to show how composition impacts on a final image, by using suitable proportions for the main image. To use layering in a final piece of art work, working in different media. To be able to translate a 2D design into a 3D sculpture, adapting design as necessary. Manipulate wire to create a freestanding sculpture independently.</p> <p>Year 6: To develop a final multi-layered image from own ideas and drawings that begins to show their understanding of art and their own creativity. Able to identify the rule of thirds in art work and apply in own photographs. Use an IT program to develop a final image by responding to a design brief.</p>
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