



## Art scheme of work



**“Art enables us to find ourselves and lose ourselves at the same time.” – Thomas Merton.**

Christian values underpinning learning: To develop a life of faith in God and **respect** for the dignity of all human beings; to nurture **resilient** thinkers rather than mere reflectors of others' thoughts; to promote **compassion, co-operation** and **happiness** through loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

### **Intent**

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating. We believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. Teachers will ensure that all pupils needs are identified and reviewed regularly, and that appropriate support is put in place. We work in collaboration with the children’s parents, external agencies and other professionals to ensure that there is a collaborative approach to supporting our pupils with SEND. Teachers will provide a learning environment that is tailored to the needs of all pupils including those with additional needs. It is our intention that our children will be equipped with the skills needed to become independent learners, both inside and outside of the classroom. All pupils should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

At Fletewood School, we believe that:

### **Art allows children to interpret the world around them and to express themselves creatively**

- Art gives the children the opportunities to build their confidence and creativity
- Art allows the children to explore and develop their imaginations
- Art helps children to interpret the world around them
- Art provides opportunities for the children to experience the works of both contemporary and historically significant artists
- Art provides pupils with opportunities to experience and study other cultures as well as a deeper understanding of their own cultural heritage

- Art encourages the children to be aware of their surroundings, to explore space, form, shape, texture and colour
- Art allows the children to see the world in both 2D and 3D
- Art allows children to explore and combine different media and techniques
- Through the study of Art the children develop gross and fine motor skills, social skills, they learn to make decisions and to take responsible risks
- Art provides opportunities for pupils to work independently and collaboratively
- Art provided opportunities for pupils to evaluate their progress, to see a project through to the completion and to make suggestions for future improvement

### **Implementation**

All pupils including those with SEND will be provided with high quality teaching and resources adapted to meet their individual needs. Where appropriate, pupils may be supported 1:1 or in a small group to enable them to access the curriculum.

- The Art curriculum is designed so that skills are taught progressively, ensuring that all children build on their prior knowledge and practical skills as they move through the school.
- The teaching of Art will make clear links to other curriculum areas as appropriate.
- Children will have the opportunity to respond to the work of artists from across the globe, both historical and contemporary.
- The Art curriculum will ensure the development of the children's technical knowledge and vocabulary.
- They will experience working with a wide range of media and techniques including painting (watercolour and acrylic), drawing (with pencil, coloured pencil, pen and charcoal) 3D modelling and sculpture (using recycled materials, clay, papier mache, wire structures, card and paper structures), computer generated imagery and print (block printing, polystyrene printing, lino printing).
- Planning will provide opportunities for children to evaluate, exhibit, and share their artwork.

Subject overview:

*Year A*

<b>Class</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Class 1 (EYFS)</b>	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function.	Begin to show accuracy and care when drawing.	Create collaboratively, sharing ideas, resources and skills. Share their creation, explaining the process they have used.
<b>Class 2 (Y1/2)</b>	Colour Chaos: Piet Mondrian, Mark Rothko, Paul Klee, Jackson Pollock, Robert Delaunay, Wassily Kandinsky This Colour Chaos unit will teach the children about choosing, using and mixing their own colours. The children will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles.	Nature Sculptures: Andy Goldsworthy This 'Nature Sculptures' unit will teach the class about the concept of nature sculpture. The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. Each lesson in the unit focuses on a different technique using natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building. At the end of the unit children will create a multimedia collage to bring together and celebrate their work.	
<b>Class 3 (Y3/4)</b>	Fruit and vegetables: Carl Warner, Michael Brennand-Wood, Caravaggio This Fruit and Vegetable unit will teach the class about how to use pencil, colour, paint, clay and textiles. The children will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio.	Bodies: Julian Opie, Alberto Giacometti, Henry Moore This 'Bodies' themed unit will teach the children about how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore.	Insects This Insects unit will teach the class about how to use pencil, colour, mosaic design, puppet making and sculpture. The children will also have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.
<b>Class 4 (Y5/6)</b>	Plants and flowers: India Flint, Alexander Calder, David Oliveira, Henri Rousseau	South and Central American Art	British Artists: Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Amish Kappor, Paula Prego, Sonia Boyce

	This Plants and Flowers unit will teach the class about how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.	This 'South American Art' unit will teach the class about how to make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums. The children will also have the opportunity to explore the work of South American artists Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.	This 'British Art' unit will teach the class how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards. The children will also have the opportunity to explore the work of British artists including Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Sonia Boyce, John Piper and Mervyn Peak..
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### Year B

Class	Autumn Term	Spring Term	Summer Term
<b>Class 1 (EYFS)</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively, sharing ideas, resources and skills.
<b>Class 2 (Y1/2)</b>	Portraits: Roy Lichenstein, Pablo Picasso, Paul Klee, Henri Matisse, Andy Warhol This Portraits unit will teach the class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.	Joan Miro: Joan Miro This Miró unit will teach the class about the Spanish Catalan artist, Joan Miró, inspiring them with colour, fun, dreams, and nonsense as they create their own pieces of art. They will learn all about his Magical Realist paintings, drawing on their own experiences to create dream-like pictures about their own lives. Children will have great fun exploring printmaking with lots of different objects and materials to illustrate a nonsense alphabet. Children will love using their imaginations as they delve into Miró's Surrealist paintings and sculptures, learning new techniques and making their own unique, colourful, and exciting artworks.	Landscapes & Cityscapes: Claude Monet, Vincent van Gogh, Jean Metzinger In this Landscapes and Cityscapes unit the class will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. They will make paintings, drawings, and mosaic art, inspired by the three artists.
<b>Class 3 (Y3/4)</b>	Autumn: Claude Monet, Matisse, Cezanne, Constable, Pollock, Thomas Cole	Ancient Egypt: Leger, Hockney, Man Ray	European Art: Salvador Dali, Anselm Kiefer, Michelangelo, Rembrandt, Le Corbusier, Coco Chanel

	This 'Autumn' themed lesson pack will teach the class about how to use pencil, colour, paint, print, collage and paper. The children will also have the opportunity to explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne.	This ancient Egypt unit will teach the class more about how to use a pencil, pen and charcoal, how to make clay faces and models in paper and papier- mache. The children will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray.	This 'European Art' unit will teach the class about how to draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches. The children will also have the opportunity to explore the work of European artists Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel.
<b>Class 4 (Y5/6)</b>	Wildlife birds: Brancusi, Richard Sweeney This 'Wildlife' themed lesson pack will teach the class about how to use pencil, white pencil, print, make clay tiles and model. The children will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney.	The Seaside: Alfred Wallis, Hokusai This 'The Seaside' unit will teach the class more about how to use pen and colour, how to print, weave and make lanterns. The children will also have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai.	

### **Impact**

As a result of the provision above, all pupils including those with SEND will develop confidence and resilience in the classroom and will demonstrate high levels of engagement. All pupils will make progress from their starting points. They will develop both as independent and interdependent learners.

Through the teaching and learning of the Art curriculum:

- Children will be able express their feelings and ideas.
- Children will develop confidence and a sense of individual identity.
- Children develop critical thinking and the ability to interpret the world around us.
- Some children will be able to excel and develop their talent to a high standard.
- Children will develop a greater knowledge and understanding of other cultures through art.

Assessment in Art:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing Art
- Display and books – opportunity to practise skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend exhibitions
- Children’s own evaluations and peer on peer evaluations

Role of the co-ordinator:

- Ensure the art curriculum is appropriately resourced
- Highlight / Celebrate successes
- To review curriculum content in line with national expectations
- To monitor and evaluate the standard of both teaching and learning in Art
- Where possible, to provide training opportunities for staff.