Somerleyton Art

Our art curriculum develops creativity, sets challenges, engages and inspires children. It equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design, thus enabling them to reach and exceed their potential. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Children are given opportunities to create art work with a real purpose sharing their work on our website, as part of assemblies and at local exhibitions.

At Somerleyton Primary School we intend for all our children to be given the opportunity to:

- foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- develop the vocabulary and skills to enable effective self-reflection and evaluation
- communicate what they observe
- express their ideas, thoughts and feelings
- learn from and about artistic and cultural movements
- experience and become skilled at using a range of different materials and processes
- exhibit their work and receive constructive feedback

"Every child is an artist. The problem is how to remain an artist once we grow up." Pablo Picasso

Art Overview
Key Stage One

The teaching and implementation of the Art and Design Curriculum at Somerleyton School is focused on improving the children's mastery of art and design techniques ensuring a well-structured approach to this creative subject.

The children have regular timetabled lessons which over the course of the two year cycle include drawing, painting, sculpture, wax resist and print making. The lessons can be linked to history, geography or science or can be developed from another stimuli introduced by staff or children.

Art Overview

Vocabulary Progression

Children across the school will be exposed to a broad range of technical vocabulary as they appraise, create and review art.

This progression map outlines the vocabulary describing of artistic concepts and techniques as it sequentially deepens through the school. This list consists of our core vocabulary, however it is not an exhaustive list of all the terminology used in the teaching and learning of art.

Vocabulary marked with a star indicates this term has been introduced at a previous milestone and is included in order to recap prior learning.

EYFS	KS1	LKS2	UKS2
Portrait	Shade	Tertiary colours	Perspective
Patterns	Tint	Landscape	Palette
Sketch	Outline	Weave	Composition
Observe	Foreground	Weft	Abstract
Colour	Background	Warp	Realistic
Light	Texture	Sculpture	Tactile
Dark	Primary Colours	Glaze	Tone
Shadow	Secondary colours	Movement	Applique
Fire	Collage	Relief	Chiaroscuro
Kiln	Wash	Impasto	Hatching
Clay	Print	Proportion	Media
Blend	Resist	Still life	
Line	Wax	Layer	
	Transfer	Wrap	
	Form	View	
	Space	Fibres	
	Thread	Contrast	
		Tonal	
		3D/2D	

Painting and Drawing

Painting

Children use drawing pencils to make marks and experiment with shades and lines. They learn to use different pencils and techniques to create light and dark tones. They use growing techniques to draw outlines which can then be painted using a variety of colours and techniques.

Key Skills
- Observing closely at the shape and colour of familiar objects
- Use a drawing pencil to create light and dark areas
- Mixing paint to create different colours.
- Applying paint in different ways.

Possible outcomes
- Remembrance Day Poppies
- Frieda Kalho inspired self-portraits

Inspiring Artists
- Frieda Kahlo (Mexico)
- Vincent Van Gogh (Netherlands)

Key Vocabulary

Shade	a colour, especially with regard to how light or dark it is
Tint	when an artist lightens a colour by adding white
Primary colours	any of a group of colours from which all other colours can be obtained by mixing – e.g red, blue and green
Secondary colours	a colour resulting from the mixing of two primary colours
Wash	brush with a thin coat of dilute paint or ink
outline	draw, trace, or define the outer edge or shape
line	a long, narrow mark or band
portrait	An artwork of a person, the face or head and shoulders
shadow	contrasts in illumination between light and dark areas

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Painting and Drawing

Examples from years 1 and 2 of Van Gogh's paintings of sunflowers

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Collage

Collage

Children explore texture and form of materials but cutting, tearing, layering and arranging paper and material. Children assemble their collage pieces to form foregrounds and backgrounds of mixed media art. Children are taught to see space between collage elements to grow their intent and perspective.

Key Skills
- Experimenting with colour mixing and layering.
- Arranging elements for different effects.
- To differentiate between foreground and background features.

Possible outcomes
- Mixed media poppy collages
- Shackleton polar landscapes

Inspiring Artists
- John Nolan (Ireland)
- Henri Matisse (France)

Key Vocabulary

Foreground	the part of a view that is nearest to the observer
Background	the part of a view that is furthest from the observer
Collage	a piece of art created by combining photos, clippings or small objects onto a surface
Texture	the feel, appearance, or consistency of a surface or a substance
space	The distances between components
pattern	a repeated decorative design
Hot and cold colours	Colours and shades close to reds or blues

ART

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Collage

Examples from years 1 and 2s work on Henri Matisse's 'The Snail'

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Wax Resist

Wax Resist

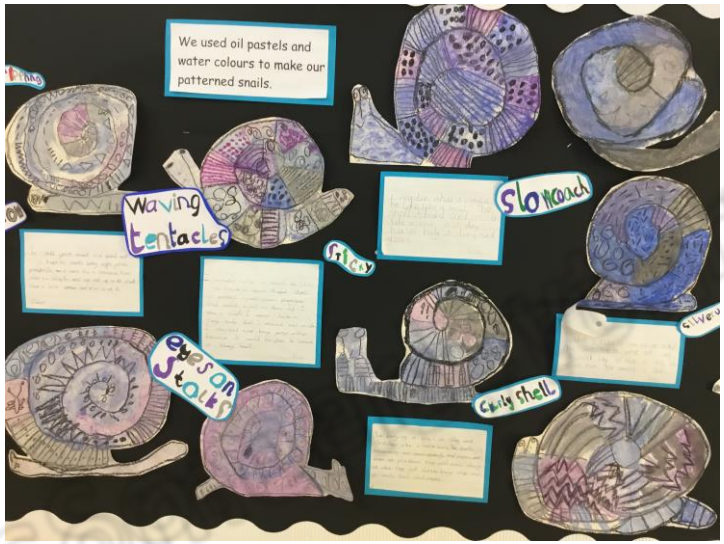
Children will practice drawing spirals and patterns with oil pastels. The children mixed blends of water-based paints to form a range of colours and shades.
They then applied colour washes into the gaps between the wax.

Key Skills

- Mark making using oil pastels
- Blending and using colour washes
- Understanding that the wax acts as a colour barrier to create lines and patterns

Possible Outcomes

- Wax resist snail shells linked to 'The Snail and the Whale'



Key Vocabulary

Resist	A technique that uses layers to expose or define space
wax	a sticky yellowish mouldable substance secreted by honeybees as the material of a honeycomb
wash	brush with a thin coat of dilute paint or ink
shade	a colour, especially with regard to how light or dark it is
blend ★	merge (a colour) with another so that one is not clearly distinguishable from the other
spirals	a curve which starts from a point, moving farther away

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Print Making

Print making
Children will explore how paints and dyes can be transferred onto paper. They investigate how different tools will create different patterns, lines and textures. Children apply their prints to contrasting coloured paper and backgrounds.
<u>Key Skills</u> • Transferring paint or chalk dust to create an effect • Applying colour with a variety of tools • Using a range of colours with intent
<u>Possible Outcomes</u> • Firework prints for Bonfire Night.
<u>Inspiring Artists</u> • Lucian Freud (Germany) • William Hogarth (UK)

Key Vocabulary	
Print	Mark a surface with a coloured design
Transfer	A design printed by contact from one surface to another
Primary colours	any of a group of colours from which all other colours can be obtained by mixing – e.g red, blue and green
Secondary colours	a colour resulting from the mixing of two primary colours
space	The distances between components
Light ★	the natural agent that stimulates sight and makes things visible
Pattern ★	a repeated decorative design

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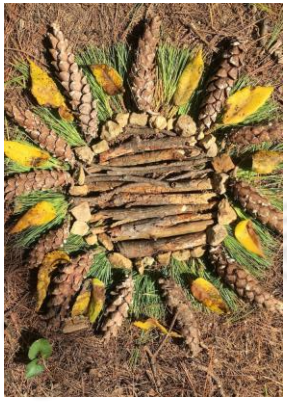
Sculpture

Sculpture
Children will learn to select and use a wide range of materials, from which to design and make products. They will learn about artists, designers and craftspeople and what has inspired their art. They will make links between the work of others and their own art.
Key Skills • Selecting and arranging materials and items which look visually appealing. • Using space between objects to highlight form and texture.
Possible Outcomes • Repeating patterns within objects and nature
Inspiring Artists • Andy Goldsworthy (UK)

Key Vocabulary	
form	the body or shape of something
Texture	the feel, appearance, or consistency of a surface or a substance
space	The distances between components
Pattern	a repeated decorative design
Sculpture	the art of making solid 3D forms



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