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 aim 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
- communicate what they observe
- express their ideas, thoughts and feelings
- design for purpose
- experience and become skilled at using a range of different materials and processes
- exhibit their work and receive constructive feedback

Curriculum Impact

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons ensuring children are supported and challenged appropriately.

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

Art Overview
Key Stage Two

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, print making and textiles.

These skills will be developed with artistic, historic and geographic contexts ensuring each year children get the opportunity to explore an artic movement, art within our locality and artists of renown or significance.

Art Lower KS2 – 2021-23			
Cycle One	A Bug's Life (Jennifer Angus and Louis Bourgeois)	Plants and the Environment (Angie Lewin and Rachel Dein)	The Surreal (Salvador Dali and Max Ernst)
Cycle Two	The Wave Project (Maggi Hambling and Hokusai)	Bird's Eye View (David Hockney and Peter Doig)	Form and Fibres (Ruth Woods and Judith Scott)
Art Upper KS2 – 2021-23			
Cycle One	Impressionism (Monet and Mary Cassatt)	Political Statements (Banksy and Barbara Kruger)	Rivers (John Constable and Eden Box)
Cycle Two	Portraits (Pablo Picasso)	Urban and Rural (Stephen Wiltshire)	The Renaissance (Michelangelo and M K Anisko)

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

Painting

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.
To become proficient in painting techniques.

Key Skills
- use varied brush techniques to create shapes, textures, patterns and lines
- mix colours effectively using the correct language, e.g. impasto, wash, primary, secondary and tertiary colours.
- create different textures and effects with paint
- use key vocabulary to demonstrate knowledge and understanding

Possible outcomes
- Test colour – mixing as many greens
- Draw and paint in response to local landscape
- Use aerial photography for inspiration

Inspiring Artists
- David Hockney (UK)
- Peter Doig (UK – Trinidad)

Key Vocabulary	
tertiary colours	are made by mixing equal parts of one primary colour and one secondary colour.
proportion	a part considered in comparative relation to a whole
impasto	a technique used in painting, where paint is laid on an area of the surface thickly
view	a sight, typically of attractive natural scenery
contrast	being strikingly different from something else
★ wash	brush with a thin coat of dilute paint or ink
Aerial view	viewpoint seen at a high elevation
★ form	the body or shape of something

David Hockney

Peter Doig

Painting Sketching local area

Examples from years 3 and 4 of Somerleyton Hall, Somerleyton Marina and Somerleyton Gardens.

Painting Pattern and Texture

Year Three and Four - examples of a birds eye view of Somerleyton in paint, leading to a clay slab construction.
Inspired by the work of David Hockney and Peter Doig.

Scale – mainly A4

Drawing

Drawing

Children develop their knowledge of drawing by continuing to use a variety of drawing tools. They are introduced to new ways of mark-making through tone, texture, light and shadow, experimenting with different hardness of pencils and charcoal.

Key Skills

- use shading to show light and shadow effects
- use different materials to draw, e.g. pastels, chalk, felt tips
- show an awareness of space when drawing
- use key vocabulary to demonstrate knowledge and understanding

Possible Outcomes

- Still-life drawing in pencil
- Specimen drawing such as fish, insect or flower
- Exquisite Corpses
- Portraits

Inspiring Artists

- Morandi (It)
- Salvador Dali (Spain) and Max Ernst (Germany)
- Fernando Botero (Col)

Morandi

Year 3 and 4 examples

Key Vocabulary

movement	style in art with a specific common philosophy or goal
landscape	an artwork whose primary focus is natural scenery, such as mountains, forests, cliffs, trees, rivers, valleys
Still life	a painting or drawing of an arrangement of objects
tonal	tonal colors are different shades of colors of same main color group
shadow ★	contrasts in illumination between light and dark areas
pattern ★	a regularly repeated arrangement, especially a design made from repeated lines, shapes
Portrait ★	is a representation of a particular person
Form ★	the body or shape of something

LKS2 – Skills Organiser

Sculpture

Sculpture

Children experiment with joining and construction modifying ideas as their work progresses. Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.

Key Skills

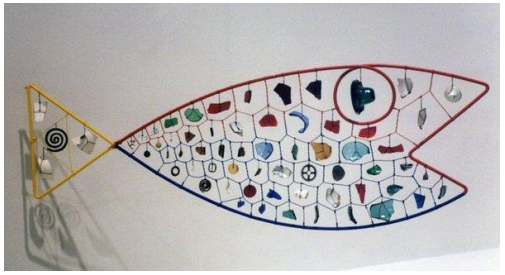
- cut, make and combine shapes to create recognisable forms
- use a variety materials and practise joining techniques
- add materials to the sculpture to create detail
- use key vocabulary to demonstrate knowledge and understanding

Possible Outcomes

- Design a bug or other topic or science related idea using card, wood, wire, paper construction.
- Calder – fish sculpture, wire, found objects.
- Installations of Louise Bourgeois's spiders.

Inspiring Artists

- Louise Bourgois (Fr)
- Alexander Calder (USA)
- Jennifer Angus (Can)
- Maggi Hambling (UK)



Key Vocabulary

sculpture	the art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster
glaze	Substances applied to the surface of ceramics during firing
three dimensions or 3D	a three-dimensional object is solid rather than flat
two dimensional or 2D	flat, having width and length but not depth
texture ★	the feel, appearance, or consistency of a surface or a substance
pattern ★	a regularly repeated arrangement, especially a design made from repeated lines, shapes
Form ★	the body or shape of something

Textiles

Textiles

Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching.
One or more textile skills could be covered in this block.

Key Skills
- develop skills in stitching, weaving , cutting and joining and /or batik
- use key vocabulary to demonstrate knowledge and understanding
- adapt and refine when using sketchbooks to record ideas
- explore ideas from first-hand observations
- question and make observations about starting points and respond positively to suggestions

Possible outcomes
- Linked to topic design a batik panel, weaving or sampler
- Woven scallop shells
- Commonwealth sashes

Inspiring Artists
- Chuah Thean Teng (Malaysia)
- Anni Albers (Ger)
- Ruth Woods (Autralia)
- Judith Scott (USA)

Key Vocabulary

weave	form (fabric or a fabric item) by interlacing long threads passing in one direction with others at a right angle to them.
warp	The lateral threads across a piece of weaving
weft	the crosswise threads across a piece of weaving
Form ★	the body or shape of something
thread ★	a long, thin strand of cotton, nylon, or other fibres used in sewing or weaving
texture ★	the feel, appearance, or consistency of a surface or a substance
batik	a method of wax-resist dying

LKS2 – Skills Organiser

Ceramics

Ceramics
Slab construction

Children build on skills in KS1 by decorating clay surfaces adding pattern and texture.
They use a variety of tools and techniques to add detail.

Key Skills
- use sketchbooks to record ideas
- explore ideas from first-hand observations
- cut, make and combine shapes to create recognisable forms
- use clay and other malleable materials developing joining techniques
- use key vocabulary to demonstrate knowledge and understanding

Possible outcomes
- Tile design or slab pot inspired by artists such as Picasso or nature.
- Create a landscape viewed from above.

- Inspiring Artists
- Honor Freeman (Australia)
- Zizipho Poswa (South Africa)
- Rachel Dein (UK)

Aerial view drawing to plan clay

Key Vocabulary	
glaze	Substances applied to the surface of ceramics during firing
proportion	a part considered in comparative relation to a whole
slabbing	a technique that includes rolling out slabs of clay and then cutting out pieces and attaching them together to create pots, cups and urns
clay ★	thick, heavy earth that is soft when wet, and hard when dry or baked
texture ★	the feel, appearance, or consistency of a surface or a substance
kiln ★	a type of oven, that produces temperatures sufficient to turn objects made from clay into pottery, tiles and bricks
Form ★	the body or shape of something

ART

LKS2

Ceramics Slab Construction

Year Three and Four clay slab examples of a birds eye view of Somerleyton.

Clay waves created by year 3 and 4
These were an extension of a printmaking project.

Print Making

Print making

Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.
Children use press print tiles to create a block.
Children experiment with collage combined with printing.
Children use mixed media as a way of developing their work.

Key Skills
- adapt and refine ideas
- use more than one colour to layer in a print
- replicate patterns from observations
- make printing blocks
- make repeated patterns with precision
- use key vocabulary to demonstrate knowledge and understanding

Possible Outcomes
- Block prints inspired by the natural world of Angie Lewin
- Relief printing inspired by Hokusai's Wave

Inspiring Artists
- Angie Lewin (UK)
- Hokusai (Jap)

Printing combined with pastel

Key Vocabulary

relief	cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed
ink rollers	a roller use to apply ink to a block
block printing	this technique involves you creating a stamp that you press onto paper, cloth, or another material using ink
texture ★	the feel, appearance, or consistency of a surface or a substance
pattern ★	a regularly repeated arrangement, especially a design made from repeated lines and/or shapes
shadow ★	contrasts in illumination between light and dark areas

ART

LKS2

Print making

Year three and four – press prints inspired by The Wave, is a woodblock print by the Japanese ukiyo-e artist Hokusai.

The Great Wave or simply The Wave, is a woodblock print by the Japanese ukiyo-e **artist Hokusai**. ... Sometimes assumed to be a tsunami, the wave is more likely to be a large rogue wave.

Mixed Media

Mixed Media
Explore the rural and/or urban landscape

Children continue to explore collage using a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.

Children are encouraged to make notes on their sketches about interesting patterns, textures and colours, e.g. patterns of fields, textures made by weathering and decay, brickwork, the play of light on different surfaces. Record observations through drawing and photography. Use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting.

<u>Key Skills</u>

- select colours and materials to create effect, giving reasons for their choices
- refine work as they go to ensure precision
- learn a variety of techniques, e.g. overlapping, tessellation, mosaic and montage
- use key vocabulary to demonstrate knowledge and understanding

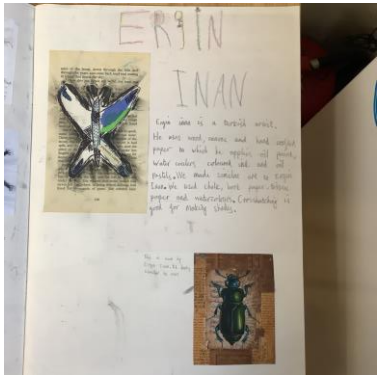
<u>Possible outcomes</u>

- Compare and discuss methods or approaches used by artists and how they relate to the ideas in their work, e.g. using a vigorously, thickly painted area to create the effect of a stormy sea.
- Found object scultures
- Musical instrument mixed-media studies.

<u>Inspiring Artists</u>

- Martha Haversham (UK)
- George Braque (Fr)
- Ernin Inan (Tur)

Key Vocabulary	
landscape	an artwork whose primary focus is natural scenery, such as mountains, forests, cliffs, trees, rivers, valleys
proportion	a part considered in comparative relation to a whole
found objects	An object or fragment which is kept and used for artistic value
photography	The art or process of producing images of objects on photosensitive surfaces.
mixed media	A variety of media used in art
Form	the body or shape of something



ART

Art Upper KS2 – 2021-23			
Cycle One	Impressionism (Monet and Mary Cassatt)	Political Statements (Banksy and Barbara Kruger)	Rivers (John Constable and Eden Box)
Cycle Two	Portraits (Pablo Picasso)	Urban and Rural (Stephen Wiltshire)	The Renaissance (Michelangelo and M K Anisko)

UKS2 – Skills Organiser

Painting

Painting

Children explore a range of stimuli linked to themselves, their locality and the work of a diverse set of artists. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting.

Consider the ideas, methods and approaches of artists who have expressed themselves through painting in different ways.

Use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children become more expressive and intentional with colour, associating colours with moods.

Key skills

- use sketchbooks to record ideas
- explore ideas from first-hand observations
- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
- use key vocabulary to demonstrate knowledge and understanding

Possible outcomes

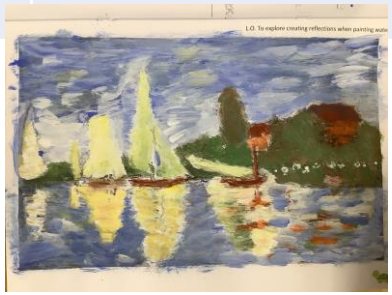
- En plein air Impressionist painting
- Portraits
- Landscapes
- Still-life

Inspiring Artists

- Mary Cassatt (USA)
- Claude Monet (France)
- John Constable (UK)
- Eden Box (UK)
- Rocio Montoya (Sp)

Key Vocabulary

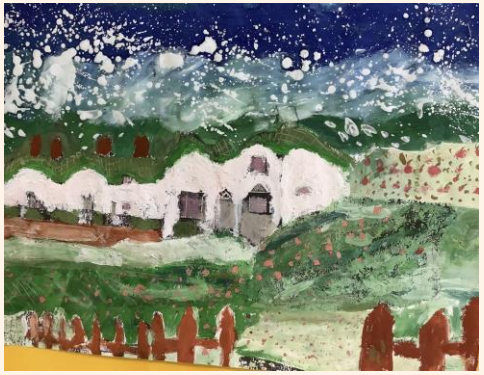
perspective	the representation of objects in three-dimensional space on the two-dimensional surface of a picture.
palette	the range of colours used by a particular artist or in a particular picture
composition	the placement or arrangement of the visual elements, such as figures, trees and objects.
abstract	abstract art is modern art which does not represent images of our everyday world. It has colour, lines and shapes (form), but they are not intended to represent objects or living things
realistic	representing things in a way that is accurate and true to life
Palette	the range of colours used by a particular artist
Movement ★	style in art with a specific common philosophy or goal
Still life ★	a painting or drawing of an arrangement of objects



ART

Painting Sketching local area

Examples from years 5 and 6 of ‘Our School’ Somerleyton Primary School



Drawing

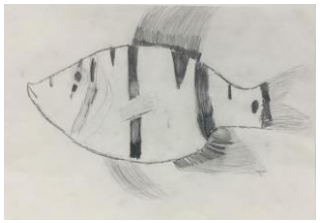
Drawing

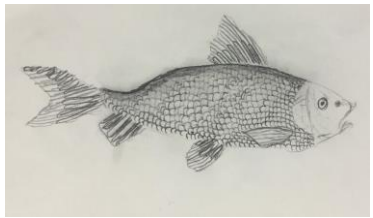
Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. To become proficient in drawing techniques.

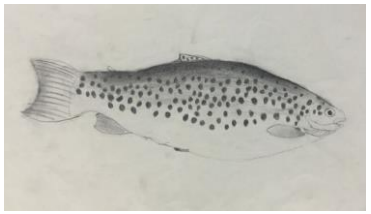
Key Skills
- use sketchbooks to record ideas
- explore ideas from first-hand observations
- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching
- depict movement and perspective in drawings
- use a variety of tools and select the most appropriate
- use key vocabulary to demonstrate knowledge and understanding

Possible Outcomes:
- Still-life compositions
- Sketches and studies for further work
- Urban skylines and cityscapes

Significant Artists:
Stephen Wiltshire (UK)
Michelangelo (Italy)





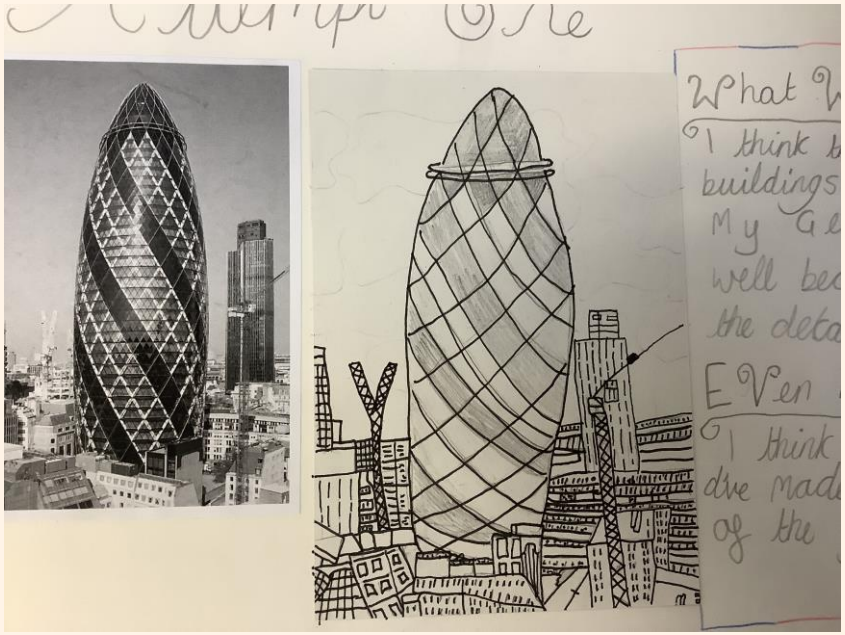


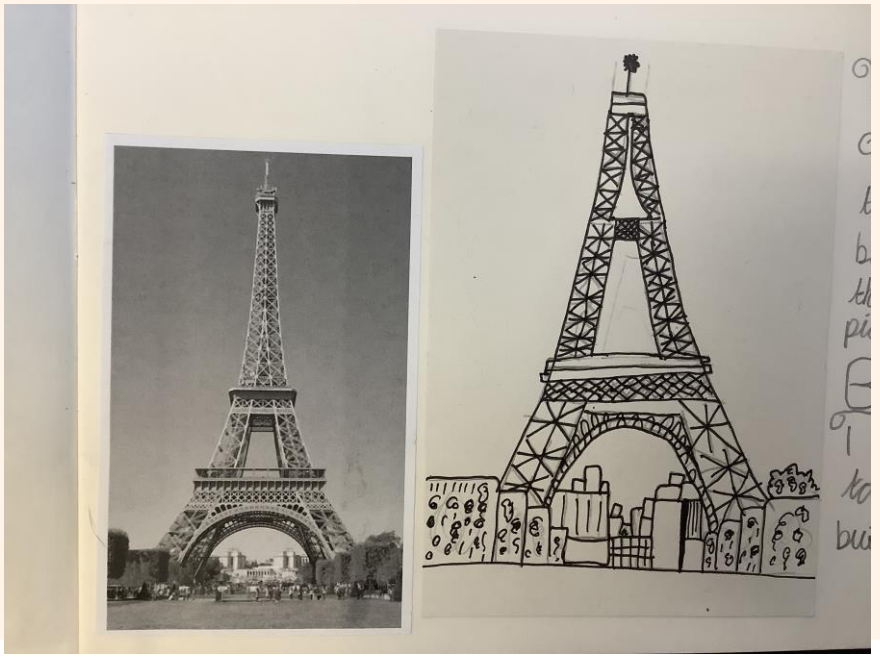
Key Vocabulary

composition	the placement or arrangement of the visual elements, such as figures, trees and objects.
perspective	the representation of objects in three-dimensional space on the two-dimensional surface of a picture.
realistic	representing things in a way that is accurate and true to life
Chiaroscuro	an effect of contrasted light and shadow
hatching	shading with closely drawn parallel lines
smudge	make blurred or indistinct
blend	merge (a colour) with another so that one is not clearly distinguishable from the other
Hyper realism	Art which resembled photography

Stephen Wiltshire inspired local area

Examples from years 5 and 6 of hyper-real urban buildings





Sculpture

Sculpture

Children experiment with form and shape designing an object fit for purpose. Children begin to understand more about decorating objects for everyday use and as part of a range.
They use a variety of tools to support the learning of techniques and to add detail and pattern.

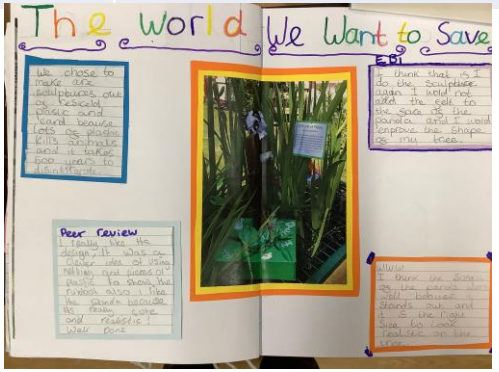
Key Skills
- review and revisit ideas in their sketchbooks
- offer feedback using technical vocabulary
- think critically about their art and design work
- plan and design a sculpture
- use tools and materials to carve, add shape, add texture and pattern
- use key vocabulary to demonstrate knowledge and understanding

Possible outcomes
- Papier mache fruits bowls
- Junk modeling – ecological animals
- Ready-made art using found materials

Significant Artists:
- Marcel Duchamp (France)
- Tracey Emin (UK)

Key Vocabulary

abstract	abstract art is modern art which does not represent images of our everyday world. It has colour, lines and shapes (form), but they are not intended to represent objects or living things
realistic	representing things in a way that is accurate and true to life
composition	the placement or arrangement of the visual elements, such as figures, trees and objects.
tactile	designed to be perceived by touch
carve	cut (a hard material) in order to produce an object, design, or inscription
Proportion ★	a part considered in comparative relation to a whole



ART

Sculpture

Year 5 and 6 endangered species sculpture exhibition

UKS2 – Skills Organiser

Textiles

Textiles

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics.

Key Skills

- review and revisit ideas in their sketchbooks
- offer feedback using technical vocabulary
- think critically about their art and design work
- experiment with a range of media by overlapping and layering in order to create texture, effect and colour
- add decoration to create effect
- use key vocabulary to demonstrate knowledge and understanding in this strand

Possible outcomes

- Design and make an original textile piece that tells a chosen story Colouring fabric, e.g. painting, dyeing or printing shapes onto the fabric, using sponges and diffusers to produce an effect, using water-soluble pencils, collage, fabric transfer crayon.
- Layering fabric, e.g. applying pieces of fabric by gluing or stitching.
- Padding and quilting areas of the fabric,
- Applying other materials, e.g. using found objects, tying, knotting, plaiting wools and fabric strips and attaching to the background.
- Dying hand-sewn bags

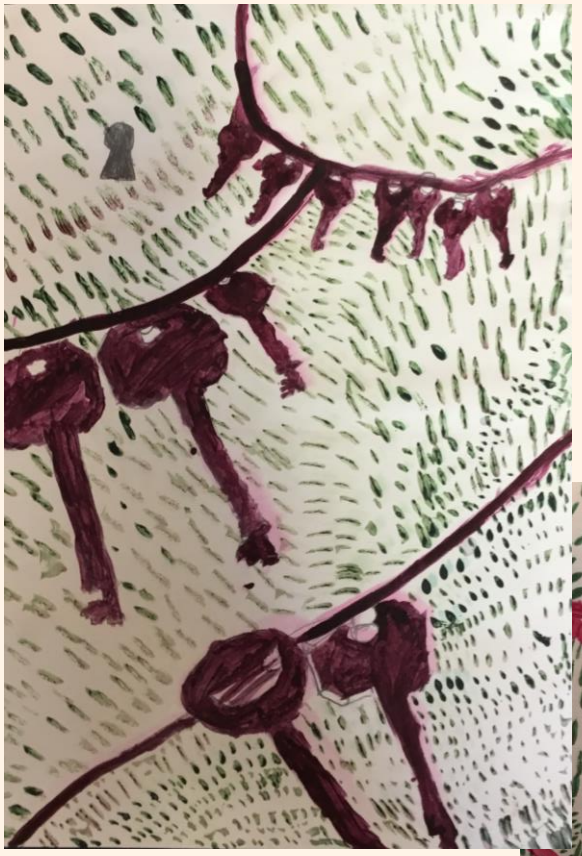
Signiant Artists:

- Jane Bostocke (UK)

Key Vocabulary	
composition	the placement or arrangement of the visual elements, such as figures, trees and objects.
tactile	designed to be perceived by touch
media	material used to create art
applique	ornamental needlework in which pieces of fabric are sewn or stuck on to a larger piece to form a picture or pattern
fibres ★	Threads of material significantly longer than they are wide
weave ★	form (fabric or a fabric item) by interlacing long threads passing in one direction with others at a right angle to them.
warp ★	The lateral threads across a piece of weaving
weft ★	the crosswise threads across a piece of weaving

Textiles

Examples from years 5 and 6 fabric design



Textiles

Examples from years 5 and 6 fabric design

Ceramics

Ceramics

Children begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

Key Skills
- plan and design a sculpture
- use tools and materials to carve, add shape, add texture and pattern
- develop cutting and joining skills, e.g. using wire, coils, slabs and slips
- use clay to create a 3D sculpture
- use key vocabulary to demonstrate knowledge and understanding

Possible Outcomes
- Ceramic pinch pots
- Busts

Significant People
- Christopher David White (USA)

Key Vocabulary

composition	the placement or arrangement of the visual elements, such as figures, trees and objects.
tactile	designed to be perceived by touch
coiling	is a method of creating pottery- pots are constructed by gradually stacking and joining coils of clay one on top of the other
pinch pot	is a simple form of hand-made pottery produced from ancient times to the present
glaze ★	Substances applied to the surface of ceramics during firing
form ★	the body or shape of something

Somerleyton Primary

Print Making

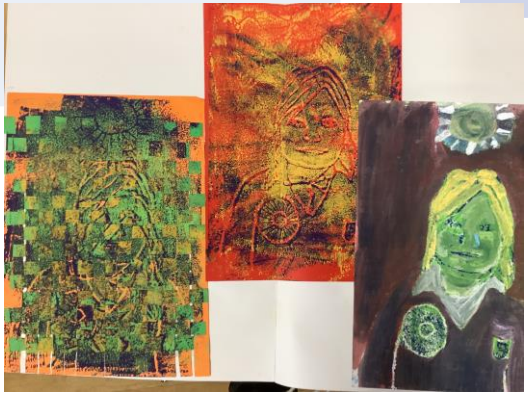
Print making
Create a collection of prints

They now reflect on their choice of colour for prints and develop their accuracy with patterns.

Key Skills
- use sketchbooks to record ideas
- explore ideas from first-hand observations
- design and create printing blocks/tiles
- develop techniques in mono, block and relief printing
- create and arrange accurate patterns and colour ways
- use key vocabulary to demonstrate knowledge and understanding
- Present final collection to class

Possible outcomes
- Create a mood board or style board to show use of prints
- Printed textiles
- Distorted portraits
- Hapa zome

Significant Artists:
- M K Anisko
- Banksy (UK)



Key Vocabulary

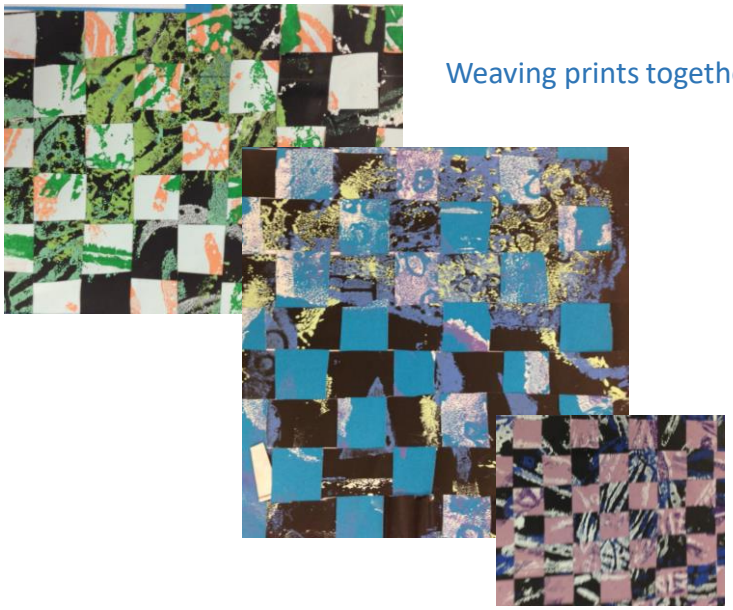
Tone	the quality of colour. It has to do with whether a colour is perceived as warm or cold, bright or dull, light or dark
composition	the placement or arrangement of the visual elements, such as figures, trees and objects.
collograph	a print that is made by making a collage of different textures and materials. This process is an intaglio printmaking technique in which the ink is held by the different contours and edges of the materials on the plate
colourway	any of a range of combinations of colours in which a style or design is available
collage ★	a piece of art created by combining photos, clippings or small objects onto a surface

ART

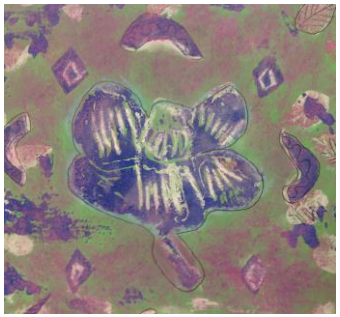
UKS2 Print making - Create a collection of prints

Year Five and Six examples of print collections for furnishing or fashion.

Options after printing can included the following:



Weaving prints together



Use pastels/pen and ink to enhance base print

Pupil collection of
print work

During the print process make colourways using different base papers and various ink colours.

Mixed Media

Mixed Media

Children continue to explore collage using a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.

Children are encouraged to make notes on their sketches about interesting patterns, textures and colours, e.g. patterns of fields, textures made by weathering and decay, brickwork, the play of light on different surfaces.

Record observations through drawing and photography. Use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting.

Key Skills

- select colours and materials to create effect, giving reasons for their choices
- refine work as they go to ensure precision
- learn a variety of techniques, e.g. overlapping, tessellation, mosaic and montage
- use key vocabulary to demonstrate knowledge and understanding

Possible outcomes

- Political art – slogans and protest
- Newsprint collage
- Graffiti stencils

Inspiring Artists

- Banksy (UK)
- Barbara Kruger (USA)

Key Vocabulary

found objects	An object or fragment which is kept and used for artistic value
photography	The art or process of producing images of objects on photosensitive surfaces.
media	Plural of medium – the materials chosen to construct the piece of art
landscape ★	an artwork whose primary focus is natural scenery, such as mountains, forests, cliffs, trees, rivers, valleys
proportion ★	a part considered in comparative relation to a whole
Form ★	the body or shape of something

ART

UKS2 Mixed media – Picasso-inspired portraits