

# Art Curriculum



## Intent

At Holy Trinity, our rich art curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment and investigate. Art allows pupils to express their feelings and ideas, both as a means of self-expression and to communicate with others. Through varied creative processes, the children build confidence, feel and experience success. Pupils connect with their own culture, as well as with the wider world through art. Art helps pupils to begin to develop an understanding of how art reflects and shapes our society, contributing to a nation's culture, creativity and wealth. Learning through art develops pupils' language skills, social skills, aspirations, positive sense of achievement, decision-making and risk-taking. Art at Trinity enables pupils to learn and flourish together!

## **As Artists at The Federation of Holy Trinity Church of England School we want...**

Art to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment and invent.

Art to allow pupils to express their feelings and ideas, both as a means of self-expression and to communicate with others.

Pupils to connect with their own culture, as well as with the wider world, through art.

Art to help pupils to begin to develop an understanding of how it reflects and shapes our society, contributing to a nation's culture, creativity and wealth.

Learning through art to develop pupils' language skills, social skills, decision-making and risk-taking.



## Meet Dali!

Dali is an artist. As one of the world's greatest artists, Dali just loves using a range of materials, skills and techniques to express his different creative ideas using his imagination and observations.

Dali knows that art and design allows us to express ourselves in so many ways; the sky is the limit!

# The Four 'C's

- **Communication**
- **Conflict**
- **Conservation**
- **Culture**



# Knowledge building



Techniques



Tools



People



Art and Design vocabulary



Architecture



Cultural Understanding

# Techniques



Know that painting and drawing are fundamental art techniques



Know which techniques are specific to which art media e.g. colour wash - painting



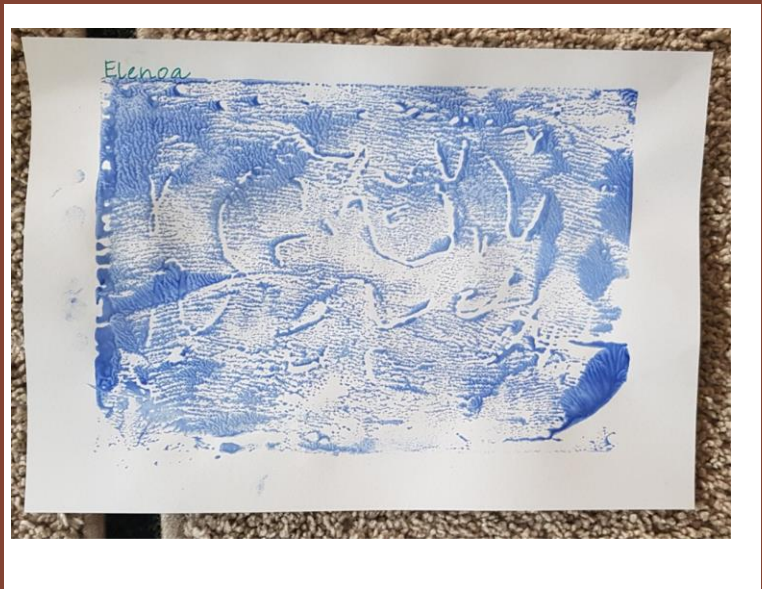
Know how different techniques are used to create different effects e.g. relief printing



Know which art techniques to choose for specific purposes

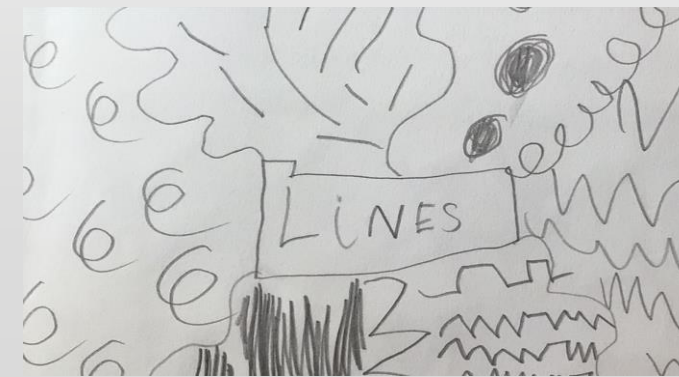
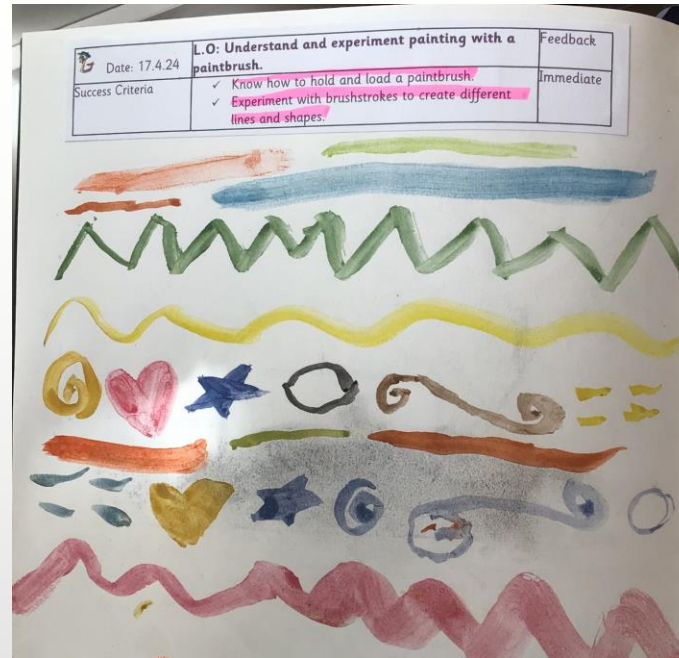


Know that painting and drawing are fundamental art techniques





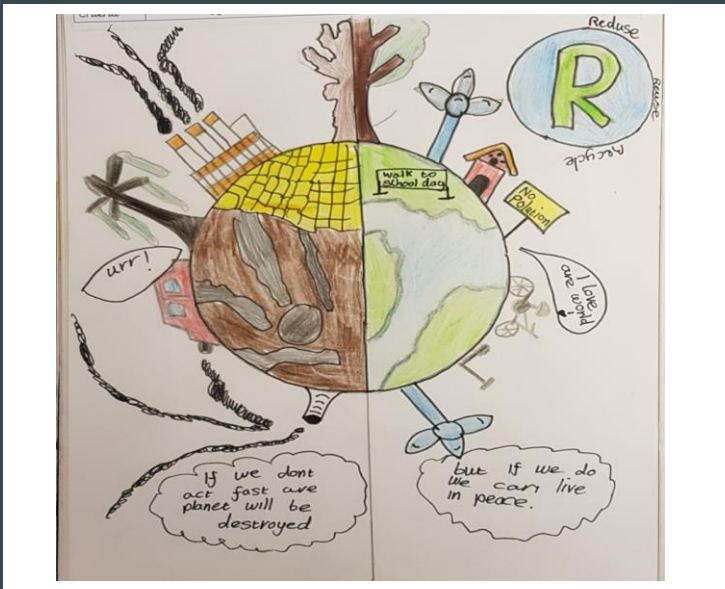
Know which techniques are specific to which art media e.g. colour wash - painting





Know how different techniques are used to create different effects e.g. relief printing







STILL LIFE COMPOSITIONS



## The Federation of Holy Trinity Church of England Schools Art & Design Skills Map



	C1	C2				C3	C4
N	'Happy to Be Me'	'Let's Play'	'Come and Join the Celebration'	'Jurassic Park'	'Animal Crackers'	'No Place Like Home'	'Under the Sea'
R	'Tell Us a Story'	'Help is at Hand'	'Food Glorious Food'	'Way Back When...' Hats Had Brims	'If You Go Down to the Woods...'	'What On Earth...?'	'Come Fly <u>With</u> Me!'
			3D Form	3D Form	Collage Printing: rubbings		
Y1	' <u>Happily</u> Ever After'	'Unity in the Community'	'Royal Patrons'	'Never Eat Shredded Wheat'	'Children's Champion'	'Light Up the World'	'Come Fly <u>With</u> Me!'
	3D Form Clay Thumb Pots	3D Form				Drawing Shading and Blending	Collage/3D Form Exploring Materials
Y2	'Inter-Nation Media Station'	'Land Ahoy!'	'Dancing Spy'	'Paddington's Passport'	'Record Breaker'	'Going Wild!'	'Zero to Hero'
	Photo Editing Drawing and Painting	Painting Colour Mixing	Painting Colour Mixing	3D Form Paper, card and Material	Drawing	Printing Printing Patterns	Painting
Y3	'That's All, Folks!'	'Athens v Sparta'	'Lindow Man'	'Rocky the <del>EGGSAWK</del> Egg'	<u>Out and About</u>	'Under the Canopy'	'Come Fly <u>With</u> Me!'
	Painting and Drawing Brush Techniques	3D Form Coil Pots	3D Form Papier Mache	Drawing		Painting and Drawing	3D Form
Y4	'Lightning Speed'	'Law and Order'	'Viking Warrior'	'May the Force Be <u>With</u> You'	'Saxon King'	'Picture Our Planet'	'Cry Freedom'
	Printing Creating Effects	Drawing Line Drawing	Textiles		Drawing Textiles, combing materials	Textiles/Collage Combining Materials	Painting and Drawing
Y5	'Mission Control'	'You're Not Invited'	'Fighting Footballer'	'Go With <u>The</u> Flow'	'Pharaoh Queen'	'Global Warning'	'Come Fly <u>With</u> Me!'
	Painting	3D Form Slab Pots		Drawing	Pastel drawing		Painting Types of Paint
Y6	'A World of Bright Ideas'	'Wars of the World'	'True Crime'	'In Your Element'	'Time Team'	'Full of Beans'	'I Have a Dream...'
	Brand Design (Printing SDT) Print Processes	Textiles and Collage Stitching Materials		3D Form Papier Mache	Line drawing of buildings	Drawing Artwork Sources	3D Form

## 'Light Up the World'

### Drawing

#### Skills Development

To know how to create light and dark effects by exploring the use of different drawing implements.

#### Skills

Ar14 Explore ideas

Ar15 *Drawing* Experiment with the visual elements of line, shape, pattern and colour.

Ar16 *Drawing* Work out ideas for drawings in a sketchbook

Ar21 Observe and comment on differences in their own and others' work

Ar22 *Drawing* Draw for a sustained period of time using real objects, including single and grouped objects

Ar24 *Drawing* Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint

## 'Full of Beans'

### Skills

Ar70 *Drawing* Research and use a variety of source material for their work


Ar71 *Drawing* Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape

Ar73 *Drawing* Work in a sustained and independent way from observation, experience and imagination

Ar76 *Drawing* Use a sketchbook to develop ideas

Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials

Session 1 Law and Order

LO & SC	Script	Learning Experience	Big Questions Answered	Juicy Jargon Spoken
<p>ART 7.11.23 Use lines effectively as a visual element in drawing.</p> <ul style="list-style-type: none"> <li>✓ Explore different lines and identify the effect they have.</li> <li>✓ Record observations of a given artists work.</li> </ul>	<p>Today we are working with Dali who is an artist. Artists use a range of materials, skills and techniques to express different creative ideas using their imagination and observations.</p> 	<p>Explore different lines and the effect that they have visually. Think about how different styles, types of line evoke different feelings. Draw an angry line, happy line, fast line, nervous line etc. Follow prompts on power point. Look at different works of art and how the use of different lines have been used to create the image. Record observations on Van Gogh's 'Starry Night'. Identify the lines they like the most and explain why they chose them. Link to fingerprints. How are the lines used similar? Take a small section chosen from a sketch of the painting and copy some of the lines using pencils taking care to create the sense of movement.</p>	<p>How can you create a unique line? Do different types of lines emote different feelings? What type of lines have been used in assorted drawings by given artists?  </p>	<p>How can lines create a sense of emotion? Lines, drawing, observe, fingerprints, swirls, concentric circles, short, long lines.</p>

Session 2





# Subject Leadership

- Structure and oversight – big picture
- Monitoring:
  - Sketch books and artwork
  - Planning
  - Pupil voice
  - The learning environment: areas of provision in EYFS



Pupils

AR

CO

DE

DR

GE

HI

MU

SC

Year Five Average

3.9

3.8

3.8

3.8

3.7

3.7

3.8

3.7



Next steps:

Further personalise and develop

Exploit opportunities for enrichment activities

Refine and adapt planning to focus on the development of key skills

Develop links to other art professionals and establishments

Challenge for greater depth and scaffolding/adaptations