

# Our Curriculum at Shirley Infant School



## Art

### Subject Design - What to expect to see from a Shirley Infant School Artist?

A Shirley Schools Artist has the opportunity to immerse themselves in a wider range of art disciplines. Experimenting and learning techniques related to drawing, painting, printing, collage, weaving and sculpture. They learn about different artists and children are encouraged to spot links between them and their own work. We strive to ensure every child feels confident to be creative and is excited to talk about their own masterpieces, celebrating their uniqueness and talking about the thoughts behind their creations.

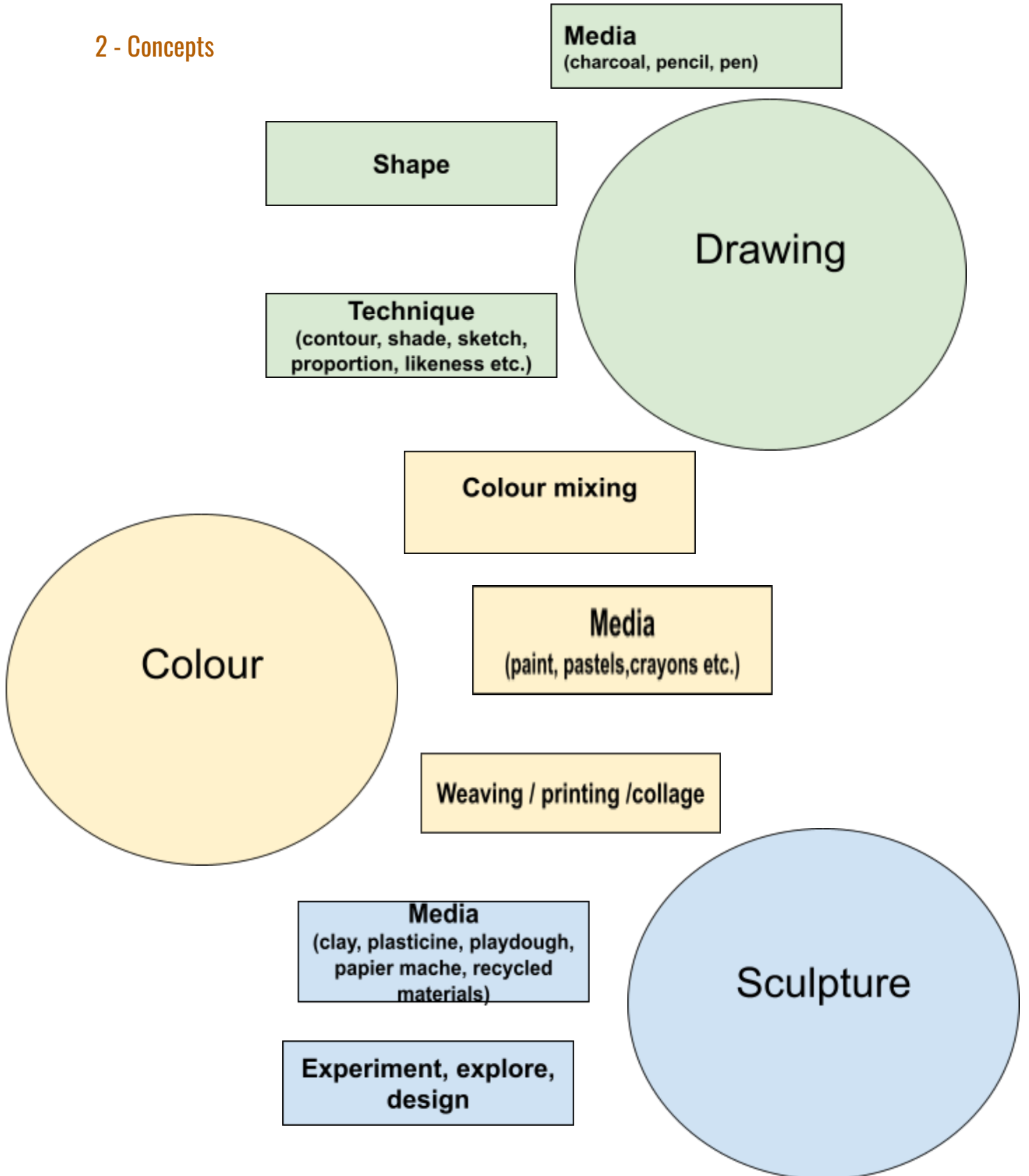
## 1 - Subject Design

Art coverage follows EYFS and National Curriculum. It builds on children's interests and abilities as well as acknowledging children's pleasure in mark making of all kinds and their need to express themselves. As a starting point, we aim to give children as much first hand practical experience as possible whilst shifting away from a single finished piece of work to lessons in which children can practise and refine their skills. Units of painting, drawing and sculpture are spread across the academic year and techniques are built on to ensure progression. Repetition allows opportunities for children to embed disciplinary knowledge across the key stage.

Children will be encouraged to:-

- Explore, learn and refine skills using a range of materials and processes e.g. drawing, painting, collage, printmaking, textiles, and sculpture.
- To investigate different kinds of art, including traditional and contemporary forms from around the world and develop a broad understanding of what art can be. To compare similarities and differences in what they see.
- To review what they and others have done and say what they think and feel about it, beginning to use appropriate vocabulary to do so

## 2 - Concepts



### 3 - Topic Overview

	Aut 1	Aut 2	Spr1	Spr2	Sum 1	Sum 2
Year R EAD and CP	<b>All About Me and Dinosaurs.</b>	<b>Pets and Christmas</b>	<b>People who Help Us</b>	<b>On the Farm and Easter</b>	<b>Let's Pretend</b>	<b>Under the Sea</b>
	Painting and clay	Sculpture (leaf pet)	Painting	Collage and painting	Drawing straight/wavy lines and enclosing a space	Consolidation skills/ painting
Year 1	<b>Who's Afraid of the Big Bad Wolf</b>	<b>Wild at Heart</b>	<b>Out of this World</b>	<b>Victorians</b>	<b>Little Explorers</b>	<b>Minibeasts</b>
		<i>Let's paint Painting and colour mixing</i>		<i>Weaving Charcoal (Victorian day)</i>		<i>Minibeasts! Clay model (minibeast and leaf tile)</i>
Year 2	<b>Let it Grow</b>	<b>Titanic</b>	<b>Journey into the Unknown</b>	<b>Fire Fire!</b>	<b>Cindy Ann and Bones</b>	<b>Grrr!</b>
	<i>Art Attacks Nature Leaf collage</i>	<i>Picture this Drawing skills</i>	<i>Artists Painting, printing and colour mixing</i>			<i>Sculpture Mask making (big cat)</i>

### 4 - Knowledge Progression

Term	Year R	Year 1	Year 2
Autumn 1	Unit: Happy to be me!  I can: <ul style="list-style-type: none"> <li>• explore different media.</li> <li>• hold a pencil correctly.</li> <li>• manipulate materials to achieve a planned effect.</li> <li>• control a pencil to draw around an object to make an outline</li> <li>• use a line to enclose a space to do an observational drawing</li> </ul>	MOOT drawing activities.	Unit: Art Attacks Nature  I can: <ul style="list-style-type: none"> <li>• look closely at natural objects and draw what I see.</li> <li>• choose appropriate colours to create a leaf print or leaf rubbing.</li> <li>• make shades of appropriate colours - understand what a 'shade' of a colour is.</li> <li>• print using natural resources.</li> <li>• make a 3D collage using a range of techniques.</li> <li>• evaluate/analyse my own work.</li> </ul>

Autumn 2	Unit: Painting stations  I can: <ul style="list-style-type: none"> <li>• recognise and name colours.</li> <li>• recognise and name colours.</li> <li>• explore what happens when I mix two colours together.</li> <li>• set up and use my own paint station.</li> <li>• start to talk about what happens when I mix colours.</li> </ul>	Unit: Let's Paint! I can: <ul style="list-style-type: none"> <li>• use a paintbrush to make a range of different marks.</li> <li>• make links between my work and those of an artist – create a piece of artwork based on the work of an artist.</li> <li>• recognise primary colours.</li> <li>• make secondary colours.</li> <li>• make warm and cool colours.</li> <li>• create a painting using warm or cool colours.</li> <li>• start to compare the work of artists.</li> </ul>	
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Spring 1		Year one do clay mini beast but there are no I cans on planning linked to this	
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<b>Spring 2</b>	<p>Unit: <u>AppleTree Farm</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• paint a picture of my favourite farm animal.</li> <li>• create a 'wash' painting background.</li> <li>• weave using paper.</li> <li>• assemble a picture.</li> </ul>	<p>Unit: Weaving</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• explore fabrics to see how they have been put together.</li> <li>• begin to weave practically.</li> <li>• weave in and out and over and under.</li> <li>• show which part of my weaving is the 'Weft' and the 'Warp'.</li> <li>• talk about my choices of fabric and materials.</li> <li>• weave using a cup – GD extension (session can depend on the length of the half term)</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>• make different effects with a range of pencils.</li> <li>• identify the difference between a pencil with an H on it and a pencil with a B on it.</li> <li>• draw a picture from memory and observation.</li> <li>• draw a detailed picture from different viewpoints.</li> <li>• draw a detailed image on a bigger scale.</li> <li>• use my imagination to complete an unfinished picture.</li> </ul>
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<b>Summer 1</b>	<p>Unit: Let's pretend</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• use simple tools and techniques competently and appropriately.</li> <li>• manipulate materials to achieve a planned effect.</li> </ul>	<p>Sum 1- I can print a repeating pattern using fruit</p> <p>Sum 1- I can use photos of fruit and vegetable to make a collaged portrait.</p>	<p>Unit: Artists</p> <p>I can</p> <ul style="list-style-type: none"> <li>• express an opinion about an artist's work - understand artists work in different ways.</li> <li>• Recognize and use complimentary colours.</li> <li>• control my paintbrush when painting a background.</li> <li>• notice similarities and differences between artists.</li> <li>• use a colour wheel to help me create tertiary colours.</li> <li>• explain what a tertiary colour is.</li> <li>• blend oil pastels to create new textures.</li> <li>• mix dark and light tones of the same colour - explain how to create a tone of a colour.</li> <li>• compare my work to that of other artists.</li> </ul>
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<b>Summer 2</b>	<p>Unit: Sea creatures</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• explore different media.</li> <li>• manipulate materials to achieve a planned effect</li> <li>• pinch and pull clay to create a planned animal.</li> <li>• make appropriate colour choices.</li> <li>• choose particular colours to use for a purpose.</li> <li>• hold a pencil correctly.</li> <li>• create a simple representation of myself.</li> <li>• make appropriate colour choices.</li> </ul>	<p>Unit: <u>Mini</u>beasts</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• use a variety of media to make observational drawings of <u>mini</u>beasts and add more detail.</li> <li>• use simple tools to make a <u>mini</u>beast tile.</li> <li>• use a clay slip to join my clay.</li> <li>• explain what a clay slip is.</li> <li>• can make appropriate colour choices.</li> <li>• Start to talk about my own work.</li> </ul>	
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## **8 - Subject Specific Enhancements**

### **Art mornings**

As part of our curriculum enrichment, each subject is given 2 mornings to carry out an activity which will foster the children's engagement within the subject.

### **Pop-up gallery**

The pop up gallery celebrates children's art work across the school. This will showcase their independent art and promote the idea that we are all artists.

### **Collaborative class art**

The class art project gives children the opportunity to spend an entire day at school engaged in creating a single piece of collaborative art work. The project is based around a single theme within year groups.

### **Family art project**

A chance to work alongside your child and share your skills while nurturing theirs.