



## Art Education at Giles Junior School

### Our vision for Art Education

**INTENT:** At Giles Junior School, all children will be given the opportunity to explore a wide variety of media, artists and artwork. They will then apply this learning to a range of art tasks. Children will develop their skills and knowledge each year, gradually building on prior learning, resulting in them feeling confident and proud of the artwork they produce.

**FINAL GOAL FOR THE END OF KS2:** All children have been exposed to the work of different artists and had a chance to copy them, used a range of media and developed their confidence and skills when using such media.

Year group	National Curriculum Reference	EOY Intended knowledge – WHAT WILL THE CHILDREN KNOW? Broken down into leaves for each lesson within the project	EOY Intended skills – WHAT WILL THE CHILDREN BE ABLE TO DO? Broken down into leaves for each lesson within the project
Year 3	Continue to develop previously taught techniques in KS1. To begin to show observations and artwork production in sketch books. To view a range of artists and identify their chosen style. To understand the different effect different media can have.	To be exposed to a range of media and begin experimenting to notice effects. To understand how to carefully select, sort, arrange and rearrange collages, paintings and drawings. To understand the qualities and potentials of materials (malleable and rigid) as a means of learning problem solving, communication and expression. To know how to use art and design forms to plan and discuss functions and possibilities. To understand the different effect created from pens, pencils, pastels, charcoal, and chalk when drawing and how size of paint brushes can create different strokes and texture. To be aware of art and design forms such as museums and galleries. How to apply their colour mixing skills to a piece of artwork in the style of Claude Monet (or another similar artist - <b>ensure altered artist is not being covered in other years to avoid repetition</b> ).	<b>Colour</b> – to discuss the effects of colour mixture and create desired colours independently. <b>Shape and pattern</b> – to identify regular and irregular patterns and consider shape, space and proportion in final outcome. <b>Tone</b> – to explore a range based in one colour through experimenting with adding white and black. <b>Texture</b> – to begin to show an awareness of the nature of surfaces and materials. To use appropriate tools to create texture, e.g. carving clay. <b>Form</b> – to use hand tools and adhesives to create models <b>Drawing</b> – begin to make intense observations from the natural and made world around them. <b>Designing</b> – recognise, reflect, modify and adapt the use of elements of art <b>Responding to artefacts</b> – to begin to show an awareness of the elements of art in artwork and of different times and places.
Year 4	To continue to explore and use a range of materials. To begin to develop control when working with a range of media and tools. To begin to use sketch books to review observations. To be exposed to a range of artists and discuss effects of their chosen style. To be able to make contrasts and comparisons between different media.	To know how to use colour to analyse, describe and express ideas. To understand how to use mixed media (drawing – pens, pencils, pastels, chalks and charcoal. Painting – watercolour, poster and powder paint) and repetition to create patterns. To identify dark and light tones and tones in between in their artwork and artwork of others. To have an awareness of the nature of surfaces and materials. To begin to develop skills for recording expressive and decorative work from experience, fantasy or imagination. How to apply their lights and dark skills to artwork in the style of Picasso (Maids of Honour painting) or another similar artist/painting ( <b>ensure altered artist/artwork is not being covered in other years to avoid repetition</b> ).	<b>Colour</b> – to explore and experiment with pigments, materials and light sources. <b>Shape and pattern</b> – to experiment with natural and manmade materials. <b>Tone</b> – to experiment with light and dark to create shadows and highlights <b>Texture</b> – to record textures and relief in natural and made materials such as rubbing, printing and casting. <b>Form</b> – to manipulate clay by pinching, slabbing, coiling and creating relief. <b>Drawing</b> – to use drawing as a means of designing.



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			<p><b>Designing</b> – to explore and experiment with 2D and 3D, to begin to problem-solve through designing</p> <p><b>Responding to artefacts</b> – to observe the form, function, mood and message of artefacts.</p>
<b>Year 5</b>	<p>To have an increased awareness of different kinds of art, craft and design. To evidence control when using some media and tools. To think creatively when selecting materials and applying techniques. To frequently review observations and begin to revisit ideas. To be exposed to a range of artists and begin to copy elements of their chosen style. To begin to select a range of media suitable for individual art purposes.</p>	<p>To know how visual evidence can help express ideas. To be aware of the relationship between made and natural materials. To know how to explore ideas depending on artwork purpose. To understand the effect of multi-layering media. To recognise the relationship between tone and mood through use of colour selection. To recognise light and shade on textured surfaces. To understand the purposes of adhesives. To understand how to question and make thoughtful observations about starting points when selecting ideas to use in work. How to draw with perspective and variation of scale in the style of Lowry, or another similar artist (<b>ensure altered artist is not being covered in other years to avoid repetition</b>).</p>	<p><b>Colour</b> – to mix and match colours</p> <p><b>Shape and pattern</b> – to create multi-layered work through brush size, strokes, and varied media e.g. watercolour and poster paint.</p> <p><b>Tone</b> – to begin to recognise the relationship between tone and mood and use previously taught techniques to evidence this in artwork.</p> <p><b>Texture</b> – to begin to have an awareness of the potential of materials and observe light and shade on textured surfaces.</p> <p><b>Form</b> – to show an understanding of adhesives</p> <p><b>Drawing</b> – to show perspective and variation in scale.</p> <p><b>Designing</b> – to build up experiences by working and designing, incorporating own experiences</p> <p><b>Responding to artefacts</b> – to find reasons for working in particular ways and consider design time and own ways of working</p>
<b>Year 6</b>	<p>To regularly review observations and often revisit them to improve current artwork, material usage and technique. To be enriched with a variety of artists and use their styles to begin to develop their own. To evidence an improvement in mastery of a range of art techniques and media usage.</p>	<p>To understand how to select and record from first hand observation, experience and imagination. To recognise learnt techniques used in other pieces of art e.g. how texture is created in drawing and painting. To understand how colours can be used for desired effect, e.g. moods, tone, and multi-layering. To know how to reflect appropriately on practise and potential of media usage, techniques, and tools. How to sculpt and mould clay in the style of Michelangelo or another sculptor (<b>ensure altered artist is not being covered in other years to avoid repetition</b>). How to use cross-hatching and water to firmly join clay together.</p>	<p><b>Colour</b> – to select colours for a purpose</p> <p><b>Shape and pattern</b> – to express moods and use mixed media to create multi-layered work.</p> <p><b>Tone</b> – to recognise interrelationship between mood and tone.</p> <p><b>Texture</b> – to reflect on practise and think about future developments</p> <p><b>Form</b> – to select materials to suit own needs</p> <p><b>Drawing</b> – to consider the potential of tools and materials and select appropriately for artwork purpose</p> <p><b>Designing</b> – to use a wide range of ways when working and designing, to gather information and alternatives to build up experiences</p> <p><b>Responding to artefacts</b> – to express and support personal responses, ideas and opinions using appropriate vocabulary, demonstrating knowledge and experiences of different art and design forms.</p>