



**'God's love shines through us by the work of our hands'**

*let your light shine before others, so that they may see your good works and give glory to your Father in heaven.*  
(Matt. 5:14-16)

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

## **Art**

### **Intent:**

The National curriculum for Art and Design aims to ensure that all pupils

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and others art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

We believe that art at Norley CE is an intricate and vital part of the children's education. It enhances other subjects and also provides a backdrop to our school environment. Within the art curriculum, children at Norley develop an understanding of techniques used and a critical eye as they study a varied range of artists, developing a considered response of their and other's cultural heritage.

A planned sequence of lessons enables the children to develop their understanding of the visual language of Art and the joy it brings, through a variety of experiences.

**Implementation:**

The skills which are developed through a sequence of lessons enable the children to build upon their knowledge and are progressive throughout the school. The children are encouraged to learn about the artist, techniques and styles, context of the pieces and then are given opportunities to practice and build upon their own artistic abilities. Throughout they also collaborate and discuss pieces. This systematic approach supports mastery in the key processes of art - Drawing, painting, printing, textiles and sculpture. Whole school projects ensure that art is given a high regard within school and the wider community. To further inspire the children there are opportunities to work with local artists.

The school has a designated art room, with an abundance of quality resources. This area enables to the children to value the work produced and provides a stimulating environment in which creative thinking is enhanced.

**Impact:**

The structure of the art planning ensures the children have the opportunity to be consistent and build upon previous skills and knowledge. All the children have their own art book, which they can interpret and respond in a personal and respectful way to the art being taught. Here, the children can refine initial ideas, develop further techniques and modify their work in order to produce work of a high standard, which is valued.

The classroom and school environment reflect how the children celebrate their artistic achievements and take pride in their work.

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1-Reception	<p><b><u>EAD- Exploring media and materials 40/60 months</u></b>  Explores what happens when they mix colours.  Experiments to create different textures.  Understands that different media can be combined to create new effects.  Uses simple tools and techniques competently and appropriately.</p>		<p><b><u>EAD- Exploring media and materials 40/60 months</u></b>  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and Join materials they are using.  Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.</p>		<p><b><u>EAD- Exploring media and materials ELG</u></b>  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
Class 2 Yr 1/2	<p><b>Printing and painting</b>  <i>Suggested artist: Piet Mondrian</i></p> <ul style="list-style-type: none"> <li>• Artist knowledge</li> <li>• Explore a range of different colour techniques- colour mixing and printing with a variety of resources</li> <li>• Explore impressing printing to create a pure images</li> <li>• Create similar image, make comparisons, repeating patterns</li> <li>• Build upon own interpretation using skills learnt</li> </ul>		<p><b>Collage and drawing</b>  <i>Suggested artist: Henri Matisse/</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Use a range of materials, cutting and shaping paper</li> <li>• Create outlines and assemble different contrasting colours</li> <li>• Explore different templates of animals- cut reassemble</li> <li>• Use a mixture of different colours/shapes to create a visual response</li> <li>• Evaluation, critic and understand the processes involved</li> </ul>		<p><b>3D Sculpture and textile</b>  <i>Natural art</i>  <i>Suggested artists: Local artists, Nicola Hicks</i>  <i>Bewick – wood engravings</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Colour mixing – primary, secondary and tertiary</li> <li>• Explore colour- through local environment</li> <li>• Explore painting techniques – brushes, brush strokes, natural resources</li> <li>• Create a final piece demonstrating skills learnt - weaving and adding ideas worked on within the sketch book</li> </ul>	

<p>Class 3 Yr 3/4</p>	<p><b>Drawing and textiles</b>  <i>Cave art- Aboriginal artwork, cave paintings</i>  <i>Suggested inspiration: Caves of Lascaux artwork</i>  Teyjah McAren (modern artist) Painting in caves</p> <ul style="list-style-type: none"> <li>• Research Artist</li> <li>• Mark make in a variety of ways on a variety of different textures</li> <li>• Combine marks made to build up a picture, working on colour shades and tone</li> <li>• Create stone age cave art – printing on stones /natural materials-sack cloth</li> <li>• Evaluate and discuss learning taken place</li> </ul>	<p><b>Collage and 3D Sculpture</b>  <i>Roman art – clay pots, Roman mosaics, Islamic Tile Patterns</i>  <i>Suggested artist: Escher/ Hepworth</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Use different medium to create 3D designs – found materials/dough/clay</li> <li>• Adapt and change designs – use of sketch books as a journey of discovery – designing own pot/vase</li> <li>• Add repeating patterns/picture using mosaic tiles</li> <li>• Make a clay inspired design</li> <li>• Critic and evaluate</li> </ul>	<p><b>Painting and printing</b>  <i>Suggested artist: William Morris/ Roy Lichtenstein</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge/ Movements within Art</li> <li>• Explore colour – powerful statement- what can you see in your local environment</li> <li>• Discuss using different mediums to print with inspired by artists studied. assembling and adapting</li> <li>• Create and Plan for final piece using the local environment as your stimulus</li> <li>• Repeating patterns using different printing techniques</li> <li>• Critic and evaluate ideas shared</li> </ul>
<p>Class 4 Yr 5/6</p>	<p><b>Drawing and painting</b>  <i>Portrait focus</i>  <i>Suggested artists: Leonardo Davinci, Picasso/ Wassily Kandinsky</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Explore composition, symbolism using lines, shapes, pattern and tone</li> <li>• Discuss moods and feeling generated</li> <li>• Use sketch books to generate marks/enclosures and practice using tjanting tool safely – using water colours/inks</li> <li>• Create using ideas, using fabric on a frame/ textured papers</li> <li>• Practise own style with mixed media, adding details</li> </ul>	<p><b>Collage and printing</b>  <i>North American art</i>  <i>Suggested artists/inspiration : Andy Warhol</i>  <i>Native American Totem poles</i></p> <ul style="list-style-type: none"> <li>• Fact file on Artist</li> <li>• Techniques and ideas gathered within sketch book</li> <li>• Use tools in a safe way</li> <li>• Continue to gain experience in overlaying colours</li> <li>• Use complimentary and contrasting colours for effect</li> <li>• Share the techniques of batik – wax-resist dyeing of cloth</li> <li>• Print on a variety of materials</li> </ul>	<p><b>3D sculpture and textiles</b>  <i>Suggested artist: Henri Rosseau/Anthony Gormley</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Contrast the works of the artist with the local surroundings</li> <li>• Concentrating upon tone/ line/ shade-cross hatching</li> <li>• Recognising the importance of perspective, composition and size</li> <li>• Plan a sculpture/ material based piece from within the surrounding area- use digital photos to help stimulate ideas</li> <li>• Explore the use of different mediums, pastels and the technique</li> </ul>

	<ul style="list-style-type: none"> <li>Produce a portrait with skills and ideas generated</li> </ul>				of blending, building upon to create different colours and the appearance of texture within work	
<b>Cycle B</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1-Reception	<b><u>EAD- Exploring media and materials 40/60 months</u></b> Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Uses simple tools and techniques competently and appropriately.		<b><u>EAD- Exploring media and materials 40/60 months</u></b> Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and Join materials they are using. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.		<b><u>EAD- Exploring media and materials ELG</u></b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
Class 2 Yr 1/2	<b>Painting and collage Castles artwork</b> <i>Suggested artists/ inspiration: Paul Klee, Kandinsky, Bayeux Tapestry/ Alma Thomas/</i> <ul style="list-style-type: none"> <li>Artist Knowledge</li> <li>Colour mixing and collage techniques</li> <li>Create arrangements- develop and assemble</li> <li>Draw own outline and develop from centre out</li> <li>Use different textures, demonstrate control over marks made</li> <li>Investigate light/dark, understanding tone when using different grades of pencils</li> <li>Explore different shades when colour mixing recognising hot/cold colours</li> </ul>		<b>3D Sculpture and drawing Polar lands art</b> <i>Suggested artist: David Hockney/ Van Gogh</i> <ul style="list-style-type: none"> <li>Artist Knowledge</li> <li>Discuss work of art – shades/ tones (build within sketch book)</li> <li>Replicate piece in the same style</li> <li>Practice cutting and assembling to add to previous lesson on colour</li> <li>Use of various brushes to create with purpose, when using water colours</li> <li>Create own final piece – evaluate and share views</li> </ul>		<b>Textile and printing Mini beast art</b> <i>Suggested artist: Andy Goldsworthy/ Rousseau</i> <ul style="list-style-type: none"> <li>Artist Knowledge</li> <li>Understanding perspective and composition</li> <li>Use of art work to inspire their own interpretation, discussion and use of sketch books</li> <li>Draw with detail, ready to use image to print from</li> <li>Print on natural materials (sack cloth)and add details through sewing</li> </ul>	
Class 3 Yr 3/4	<b>Drawing and textiles European art</b>		<b>Collage and 3D sculpture Robotic art</b>		<b>Painting and printing Environment and natural art</b>	

	<p><i>Suggested artists: Leonid Alfreimov, Claude Monet</i></p> <p><i>World war II Artists – Henry Moore</i> <i>Graham Sutherland</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Mark making, variety of ways creatively, practicing texture, shade, pattern, tone, shadow, line, light, depth (cross hatching)</li> <li>• Use of observational drawing using a view finder (outside?)</li> <li>• Develop these ideas further, discuss marks made – record in sketch book</li> <li>• Recap about perspective – background, middle ground and foreground</li> <li>• Paint using water colours, remembering brush strokes/colour mixing</li> </ul>	<p><i>Suggested artist: Eric Joyner, Sophie Ryder/ Lowry</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Observation and look at details within the art</li> <li>• Explore use of charcoal on different materials</li> <li>• Experiment with colour mixing, and tones to create the atmosphere</li> <li>• Create 3D sculptures using found materials, adding different textures</li> <li>• Look at the base for the sculpture joining, pieces and adapting</li> <li>• Produce their own/group inspired piece</li> <li>• Reflecting and evaluating piece – peer assessment</li> </ul>	<p><i>Suggested artists: Rosseau, Georgia O’Keefe, Cezanne</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Discuss art work, looking at details</li> <li>• Explore different printing methods – using material and repeating patterns</li> <li>• Expand experiences by using three colours</li> <li>• Explore colour palettes, tint, tone and shades within piece of art</li> <li>• Use depth and perspective to explore feeling generated by the art piece</li> <li>• Plan create own inspired piece, recalling depth, form and perspective</li> </ul>
<p><b>Class 4 Yr 5/6</b></p>	<p><b>3D sculpture and textiles</b> <i>Maya paintings / mask making</i> <i>Ian Fennely</i></p> <ul style="list-style-type: none"> <li>• Sharing images of Maya masks, looking at shape and design. Research and add information to sketch books</li> <li>• Draw and plan image, creating a personal response</li> <li>• Produce a paper/card exploring symbolism</li> <li>• Use ideas to generate a Maya mask, adding detail</li> </ul>	<p><b>Collage and drawing Discoveries/Greeks</b> Who was Charles Darwin? Conrad Martens</p> <ul style="list-style-type: none"> <li>• Artist Knowledge</li> <li>• Use of sketch books to show mark making techniques, with details of the natural world</li> <li>• Create subtle changes – light and dark, different tones within colours used</li> <li>• Exploring chalk pastel/ pressure applied/ colours blended</li> <li>• Create a series of designs to explore how their work is to turn out –</li> </ul>	<p><b>Printing and Painting</b> <i>Egyptian art</i> <i>Suggested artists: Egyptian tomb paintings</i> <i>Suggested Artist: Christo</i></p> <ul style="list-style-type: none"> <li>• Artist Knowledge/ techniques used</li> <li>• What is Lino printing – new techniques learnt</li> <li>• Explore printing techniques- pressure/colour applied, adapting a pattern, flipping image</li> <li>• Creating own inspired design, exploring what will happen within sketch books</li> <li>• Transferring ideas on to lino tile, pencil marking</li> </ul>

		<p>adapting and developing ideas, using a variety of surfaces</p> <ul style="list-style-type: none"><li>• Create a brief final design</li><li>• Evaluate and critic work</li></ul>	<ul style="list-style-type: none"><li>• Using tools safely and with a growing confidence to create</li><li>• Overlay prints with other media</li><li>• Create own images/ ideas recognising what needs to be done.</li></ul>
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