



Art Overview

Our Mission Statement for Art (the INTENT): At Dereham Junior Academy we want our children to have the courage to be adventurous and experimental when creating their work and have pride when it is completed and displayed. We will achieve this through sequential and progressive learning, where our children are supported to be reflective, creative and resilient learners.

Our children are encouraged to express themselves through a variety of mediums and genres; building skills throughout their time at our school. Our art teaching enables the children to trust in their growing skills and raises their artistic aspirations keep improving.

We deliver first-hand experience of producing their own art, alongside the exploration of the ideas and meaning within the work of artists from different times and cultures. Developing their own opinions on these works and knowing they will be met with kindness, allows the children to appreciate, respect and reflect upon the awe and wonder artistic pieces provide.

Art KNOWLEDGE (*Declarative – Concepts, Rules, Facts*)

BEING an Artist (*Procedural – Applying that Declarative Knowledge*)

Suggested Special Days, Visits or Calendar Events & Recommended Reads

Threshold Concept 1: Medium

The materials and techniques which are used to complete a task.

Drawing

Painting

Sculpture

Collage

Threshold Concept 2: Movements

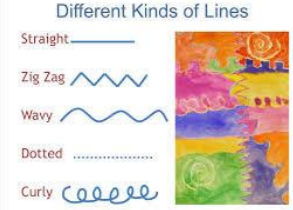





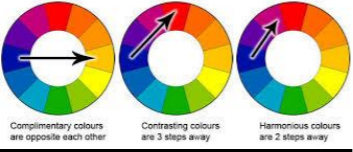

The style of art which the artist completes their work in.

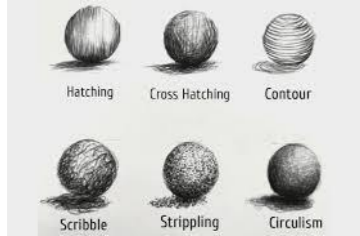

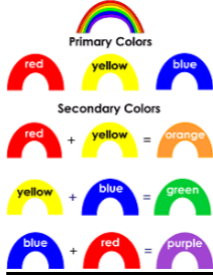
Threshold Concept 1: Inspiration and Exploration

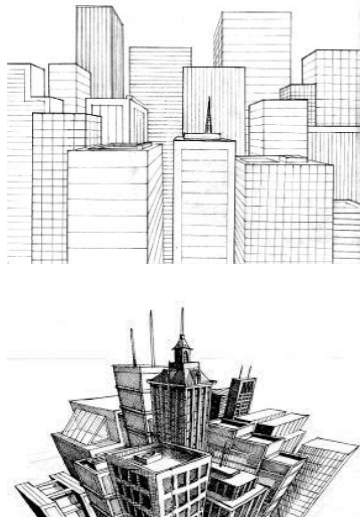

How the work of others has influenced the creation of their own work.

Threshold Concept 2: Reflecting

Studying and forming opinions on the work of others (British Artists).

<p>Year 3</p>	<p>Line</p> <p>Use Drawing skills to produce simple lines in pencil.</p>  <p>Drawing with pastels. Drawing and blending with pastels and using contrasting colours to add detail.</p> <p>Line, drawing</p>	<p>Colour - Primary/secondary</p> <p>Be able to identify the primary and secondary colours.</p>  <p>Application</p> <p>Use single colours and lines to produce patterns.</p> <p>Use watercolours to create colour washes and backgrounds.</p> <p>Wash, apply, primary, secondary</p>	<p>Clay - moulding</p> <p>Manipulate and model clay to form shapes with their hands. Sausages, coils, pinch</p>    <p>Manipulate, model</p>	<p>Tearing</p> <p>Tear paper to create a desired effect (christmas)</p> <p>effect</p>	<p>Mondrian</p> <p>Be able to comment on the work of an artist in group discussions.</p> <p>Be able to share and explain what they like/dislike about an artists work</p> <p>Discuss, like, dislike</p>	<p>Be able to mould clay models from observation.</p> <p>Be able to study and create work inspired by a given artist.</p> <p>Be able to use sketchbooks to explore and practise concepts in art.</p> <p>Study, create</p>	<p>Be able to study and reflect on the works of an influential British artist.</p> <p>Be able to create work in the style of the artist being studied.</p> <p>Graham Sutherland</p> <p>influential</p>	<p>Annual whole school art day with a different theme each year</p> <p>Annual exhibition of work</p>
<p>Year 4</p>	<p>Pattern and tone</p> <p>Using a range of appropriate drawing pencils to shade and create a desired pattern or tone using stippling, hatching, cross hatching, scumbling and blending/smudging.</p>  <p>Be able to record the light and shade of objects they are recording.</p> <p>Using learnt drawing techniques to create tone and texture in a field location.</p>	<p>Colour - Complementary and contrast</p>  <p>Explore complementary and contrasting colours.</p> <p>Use poster paints to paint contrasting block colours.</p> <p>Application</p> <p>Be able to recreate nature by blending watercolours and a variety of brushes to work in the style of an artist, adding detail.</p>	<p>Clay - Joining</p> <p>Be able to join two pieces of clay using taught techniques.</p> <p>Joining Techniques</p> <ul style="list-style-type: none"> • Score : scratching the edges of clay with a tool in order to join two pieces together. • Slip : A fluid suspension of clay in water used in joining clay pieces and for surface decoration. • Stick and Smooth : press and seal two pieces together.  <p>Make simple marks in clay using tools.</p> <p>Create a sculpture using natural, found, non-standard materials.</p>	<p>Mixed materials</p> <p>Use a variety of materials to create a natural sculpture/collage.</p>	<p>David Paul Gleeson and Picasso</p> <p>When studying the work of two artists, be able to compare the styles and comment on what is different and what is the same.</p> <p>Andy Goldsworthy and Claude Monet</p> <p>Be able to discuss why an artist may have chosen different materials and mediums.</p> <p>(Found items and recreating water)</p>	<p>Drawing skills from observation.</p> <p>Be able to study and take inspiration from elements of or techniques from a given artist.</p> <p>Be able to use sketchbooks to explore and practise concepts and skills in art.</p>	<p>Be able to study and reflect on the works of an influential British artist.</p> <p>Be able to create work in the style of the artist being studied.</p> <p>To identify when the artist completed their work and how this fits into British history.</p> <p>David Paul Gleeson</p>	<p>Annual whole school art day with a different theme each year</p> <p>Annual exhibition of work</p>

4 Key- words	Tone, shade, texture Stippling, cross-hatching, scumbling	Contrasting, blending	Sculpture, score		Compare, medium	Observation, concepts		
Year 5	<p><u>Tone and texture</u></p> <p>Be able to use lines to draw landmarks and buildings from observation.</p> <p>Use previously learnt skills of shading and knowledge of appropriate softness/hardness of pencils to create a desired effect.</p> <p>As year 4 and add contour</p>   	<p><u>Colour - mixing colours</u></p>  <p>Use primary colours to mix and produce secondary colours.</p> <p>Be able to mix colours to replicate colours from observations.</p> <p><u>Application</u></p> <p>Use delicate brushes and strokes to add detail to their work.</p> <p>Utilise non-standard tools and methods to apply paint.</p>	<p><u>Clay - joining and building</u></p> <p>Use appropriate methods to join clay to create a free standing sculpture.</p>		<p><u>Hokusai and Van Gogh</u></p> <p>Be able to compare two artists who use the same content (waves). Why/how are they different?</p> <p><u>Cezanne and Seurat</u></p> <p>Compare and offer personal opinions about two styles. (impressionism and Pointillism)</p>	<p>Re-create and extend the work of great artists.</p> <p>Be able to sketch/shade and replicate the colour of an object in nature. (fieldwork)</p> <p>Be able to take inspiration from the work of others.</p> <p>Be able to use sketchbooks to explore and practise concepts and skills in art.</p>	<p>Be able to study and reflect on the works of an influential British artist.</p> <p>Be able to create work in the style of the artist being studied.</p> <p>To identify when the artist completed their work and how this fits into British history.</p> <p>To explore the impact the artist had on the culture, creativity and wealth of our nation.</p> <p>Banksy</p>	<p>Annual whole school art day with a different theme each year</p> <p>Annual exhibition of work</p> <p>Art based trip linked with a topic to experience art in a different setting.</p>
5 Key- words	Tone, shade, texture Stippling, cross-hatchin, scumbling, contour, hatchin	Primary, secondary			Compare, opinion	replicate	impact	

<p>Year 6</p>	<p>Shape and form</p> <p>Using a selection of pencil types within one piece for different purposes.</p> <p>Be able to draw using non standard equipment (ink, brushes, quills, pens) incorporating techniques previously learnt (stippling, hatching, cross hatching, scumbling and blending/smudging and contour)</p> <p>Use line, tone and colour to create an inspired piece based on architecture.</p>  <p>Use perspective to draw a skyline from different angles.</p>	<p>Colour - shades and tints</p> <p>Use white and black paint to change the shade and tint of colours.</p>  <p>Application</p> <p>Be confident in previously learnt techniques and mediums to complete one composition. Use watercolours, poster and acrylic paints.</p>			<p>Wren and Renzo Piano (shard)</p> <p>Compare the work of architects to identify how architecture has changed over time.</p>	<p>Be able to replicate a well known skyline (from observation or imagined).</p> <p>Observe the human form to accurately sketch people and faces.</p> <p>Be able to use sketchbooks to explore and practise concepts and skills in art.</p>	<p>Be able to study and reflect on the works of an influential British artist.</p> <p>Be able to create work in the style of the artist being studied.</p> <p>To identify when the artist completed their work and how this fits into British history.</p> <p>To think critically to compare the work of a range of artists studied.</p> <p>To explore the impact the artist had on the culture, creativity and wealth of our nation.</p> <p>Bridget Riley</p>	<p>Annual whole school art day with a different theme each year</p> <p>Annual exhibition of work</p>
<p>6</p> <p>Key-words</p>	<p>line, tone and colour</p> <p>Perspective</p> <p>non standard equipment</p>	<p>Shades, tint</p>			<p>Compare</p>	<p>replicate</p>	<p>impact</p>	