



# Art

Intent and Implementation

Key Concepts

Content Spine

Progression Maps

Knowledge Organisers

# Art Intent and Implementation

## Why do we teach art?

At Shinfield Infant and Nursery School, we believe that art is an essential part of a child's education. Our intention is that every pupil can creatively express their ideas, thoughts and passions. We inspire to harness children's love of experimenting with art and design, as well as gaining an understanding how art reflects our history, our own and others' culture and creativity of the nation. Our children can access a curriculum that enables children to reach their full potential, by engaging, challenging and inspiring them through exploring and understanding colour, pattern, shape, 3D form, line, tone and texture. Children become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as collage, printing, patterns and digital medias.

At Shinfield we know that children learn best when the curriculum is well sequenced to enable revisiting of all core knowledge, skills and understanding. Our Art curriculum offers structure and a sequence of lessons to ensure skills are covered that are required to meet the aims of the national curriculum.

We aim to ensure that the Art curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

## What is our curriculum aim?

At Shinfield we aim to develop children's techniques, refining their control and their use of tools and materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will explore the textures, movement, feel and look of different media and materials.

Children will link their historical and cultural learning with art and design. All children will use technical vocabulary and pupils are expected to know, apply and understand the matters, skills and processes specified.

Children improve their enquiry skills and inquisitiveness about the world around them and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children will develop skills to speak confidently about their art and design work.

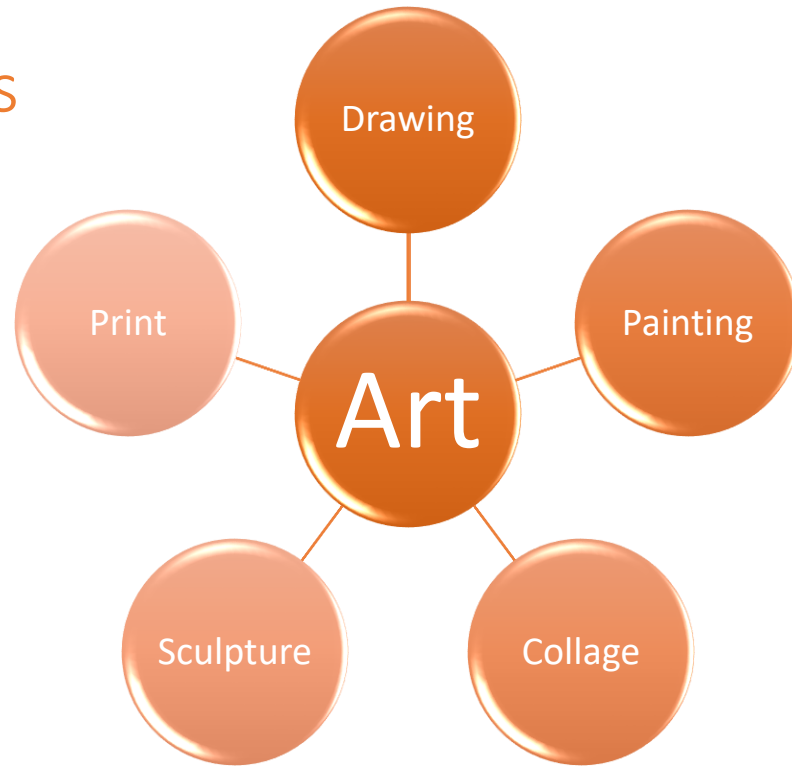
# Art Intent and Implementation

## How is art taught at Shinfield?

- The arts are woven through our core classroom curricula as well as teaching specific artistic skills and abilities. We link our art work to topics that the children are learning about rather than following a scheme of work. We build on prior learning and develop visual literacy opportunities. Children are encouraged to think critically about artwork by giving them sentence starters as a way to talk about art, for example, “I like the way the artist has ...” or “In this artwork see ...”
- Each year, skills are developed, different media and techniques are used, and the children’s knowledge and interest in the subject grows. Year groups follow suggested great or cultural artists, although flexibility is encouraged to allow the teachers to use their own and their classes’ interest as well.

# Art

## Key Concepts



# Art Content Spine

	Autumn	Spring	Summer
Year 1	<p><b>Artist:</b> Orla Kieleley  <b>Concept:</b> Printing  <b>Outcome:</b> Fruit and vegetable printing</p> <p><b>Artist:</b> Jackson Pollock  <b>Concept:</b> Abstract Art – Painting  <b>Outcome:</b> Firework splatter painting</p>	<p><b>Artist:</b> Alma Thomas  <b>Concept:</b> Painting  <b>Outcome:</b> Painting – Starry night/Sunrise</p> <p><b>Artist:</b> Janet Bell  <b>Concept:</b> Drawing  <b>Outcome:</b> Draw the blossom path</p>	<p><b>Artist:</b> Henri Matisse  <b>Concept:</b> Collage  <b>Outcome:</b> Snail collage</p> <p><b>Artist:</b> Toshihiko Mitsuya  <b>Concept:</b> Sculpture  <b>Outcome:</b> Tin foil seagull</p>
Year 2	<p><b>Artist:</b> Pablo Picasso and cubism  <b>Concept:</b> Collage  <b>Outcome:</b> Picasso style Collage portraits</p>	<p><b>Artist:</b> Emily Kame Kngwarreye  <b>Concept:</b> Painting  <b>Outcome:</b> Aboriginal Art representing a dream time story</p> <p><b>Concept:</b> Drawing  <b>Outcome:</b> Charcoal titanic drawings</p>	<p><b>Artist:</b> Antony Gormley  <b>Concept:</b> Sculpture  <b>Outcome:</b> Clay Owls</p> <p><b>Artist:</b> William Morris  <b>Concept:</b> Printing  <b>Outcome:</b> Leaf printing/nature print in the style of William Morris</p>

# Art Progression Map - Drawing

## EYFS GOAL - Expressive Arts and Design    Physical Development

- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function**
- **Share their creations, explaining the process they have used**
- **Use a range of small tools, including scissors, paint brushes and cutlery**
- **Begin to show accuracy and care when drawing.**

### Year 1

- experiment with a variety of drawing materials, pencils and pastels
- begin to control the types of marks being made
- experiment with blending and mixing soft pastels
- explore shape and pattern

### Year 2

- use pencils and charcoal
- show patterns and textures in drawings by adding dots and lines
- show different tones using coloured pencils
- make a variety of lines of different sizes, thicknesses and shapes

# Art Progression Map - Painting

### Year 1

- explore with a variety of media: different brush sizes and tools
- begin to control the types of marks made
- mix primary colours to make secondary colours
- Experiment with different brushes and other painting tools.

### Year 2

- make tints by adding white to colours
- make shades by adding black to colours
- control the types of marks made with a range of media., layering, mixing media and texture
- Experiment with different brush strokes

# Art Progression Map - Collage

## EYFS GOAL - Expressive Arts and Design

- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function**
- **Share their creations, explaining the process they have used**

## Year 1

- explore and experiment with different collage techniques
- prepare collage materials by cutting and tearing to create shapes and patterns
- sort and arrange collage materials for a purpose
- begin to sort and use materials according to their properties (e.g. colour, shine, texture)
- Cut and tear paper, textiles and card for collages

## Year 2

- Create collages in groups or individually.
- Mix paper and other materials with different textures and appearances.
- Use shapes, textures, colours and patterns in collages.
- Say how other artists have used texture, colour, pattern and shape in their work.

# Art Progression Map - Sculpture

## EYFS GOAL - Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
- Share their creations, explaining the process they have used

### Year 1

- experiment with a variety of everyday materials
- shape and model an everyday material for a purpose
- use tools and equipment safely and in the correct way
- Build textures, lines and shapes using everyday materials
- Construct and model from observation and interest

### Year 2

- experiment with a variety of natural malleable materials
- shape and model materials for a purpose such as clay
- continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading
- use tools and equipment safely and in the correct way
- add textures, lines and shapes to clay work



# Art Progression Map - Printing

## EYFS GOAL - Expressive Arts and Design

- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function**
- **Share their creations, explaining the process they have used**


## Year 1

- use a range of objects to explore that marks can be made
- print simple pictures with hard and soft materials
- create a design using fruits and vegetables
- print onto different materials (e.g. fabric or paper)
- Plan and develop ideas

## Year 2

- use a range of printing tools
- print simple pictures with hard and soft materials, shown some development of line and pattern
- create a repeating pattern in print in the style of William Morris
- make a printing block (e.g. string patterns or plasticine shapes)
- print onto different materials (e.g. fabric or paper)
- Experiment with overprinting motifs and colour.
- Plan and develop ideas

# Art Knowledge Organiser : Year 1 – Printing

Key Artist	
	
Key Facts	
<b>Name:</b>	Orla <u>Kiely</u> – designer
<b>Born:</b> <b>Died:</b>	1963
<b>Style / Period:</b>	Orla Kiely OBE is an Irish designer who is famous for her fabric and pattern designs. Her brand is <u>recognisable</u> by <u>bright colours</u> and the pattern of a stem with leaves.

Work Examples



Key Vocabulary	
Block printing	A technique of printing where the pattern is carved into a block that is then used for printing
carve	To cut a hard material in order to produce a design
press	To apply pressure
Ink	A liquid used for printing
Pattern	A decorative design often repeated
Overprint	To print over that which has already been printed.
Texture	Suggest how something feels to touch by the way it is printed e.g spiky

# Art Knowledge Organiser : Year 1 – Splatter Painting

## Key Artist



## Key Facts

<b>Name:</b>	Jackson Pollock
<b>Born:</b>	28 <sup>th</sup> January 1912, US
<b>Died:</b>	11 <sup>th</sup> August 1956, US
<b>Style / Period:</b>	Abstract Expressionism
<b>Famous works:</b>	<i>Convergence, Mural, Number 1 (Lavender Mist)</i>

## Work Examples

Splatter art by Jackson Pollock



## Key Vocabulary


abstract	art that doesn't look like an object
drip	when paint is allowed to drip off the paint brush
splatter	when paint is splashed onto the paper
layer	when more paint is added on top of each other
tint	adding white to make colour lighter
tone	adding black to make colour darker
warm colour	colours that are made from red, yellow and orange
cool colours	colours that are made from blue, green and purple



## Abstract Expressionism

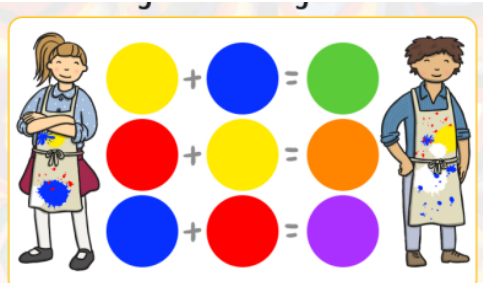
Abstract expressionism is the term applied to new forms of abstract art developed by American painters such as Jackson Pollock, Mark Rothko and Willem de Kooning in the 1940s and 1950s. It is often characterised by gestural brush-strokes or mark-making, and the impression of spontaneity.

# Art Knowledge Organiser : Year 1 – Abstract Painting

Key Artist	
	
Key Facts	
<b>Name:</b>	Alma Thomas
<b>Born:</b>	22 <sup>nd</sup> November 1891, US
<b>Died:</b>	24 <sup>th</sup> February 1978, US
<b>Style / Period:</b>	Representational
<b>Famous works:</b>	<i>Starry Night and The Astronaut</i> , <i>Sunrise</i>

Work Examples	
Starry Night and The Astronaut	
Sunrise	


Key Vocabulary	
abstract	art that doesn't look like an object
mosaic	a pattern or picture made using very small parts
representational	use of signs that stand in for and take the place of something else
water colour	water based paint
warm colour	colours that are made from red, yellow and orange
cool colours	colours that are made from blue, green and purple
bright colours	shining, full of light, essentially primary colours




Mixing secondary colours	
	

Representational
As a black woman, she focused her work on creative spirit rather than race or gender. Thomas believed that creativity should be independent of gender or race, creating works with a focus on accidental beauty and the abstraction of colour.



# Art Knowledge Organiser : Year 1 – Collage

Key Artist	
	
Key Facts	
<b>Name:</b>	Henri Matisse
<b>Born: Died:</b>	He was born in France in 1869 and died in 1954.
<b>Style / Period:</b>	At first, he painted in a traditional style but then changed his style when he got older to create large paper collages. He called these collages 'painting with scissors.'
<b>Famous works:</b>	The Snail. He liked to use lots of bold colours in his work.

Work Examples	
<p><u>'Matisse's work</u></p>	
 <p>The Snail</p>	 <p>The Sheaf</p>
 <p>Snow flowers</p>	

Collage
<p>What is collage? Collage is a piece of art made by sticking different materials onto a backing such as paper.</p>

Key Vocabulary	
Artist	Someone who creates artwork such as paintings, drawings, collage and sculpture.
Materials	– What is used to create a picture – such as paint, crayon, pens, pencils and paper.
Traditional	A style of art that happened a long time ago and is still used today.
Collage	A style of art made by sticking different materials onto a backing such as paper.

Technique
<p>How to collage (technique) 1 – Tearing – Ripping materials such as paper using force.                  2 – Cutting – Using scissors to get neat edges.                  3 – Overlapping – Cover something partly by joining over the top.                  4 – Sticking – Attaching the material with glue or tape.</p>

# Art Knowledge Organiser : Year 1 – Drawing

## Key Artist



## Key Facts

<b>Name:</b>	Janet Bell
<b>Born:</b>	
<b>Died:</b>	
<b>Style / Period:</b>	Professional artist since 2007. Janet takes her inspiration from the Welsh landscape and her Scandinavian heritage.
<b>Famous works:</b>	Blossom Path



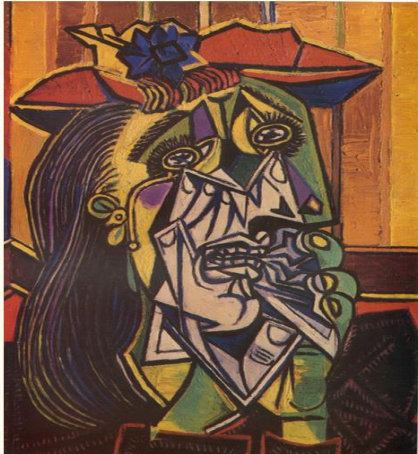
## Key Vocabulary

smudge	Blur or smear a colour by rubbing it.
blend	Mix into another colour
pattern	Decorated with a repeated design
shape	Outline of something or someone.
line	A long narrow mark
pastels	Art medium in the form of a stick Soft pastels or chalk pastels are made with a coloured chalk or pigment. Soft pastels allow you to blend and mix the colours.


# Art Knowledge Organiser: Year 2 – Collage

Key Artist	
<p>Today, Pablo Picasso is considered the greatest artist of the 20th century. Many people consider him to be one of the greatest in all of art history. He painted in a number of different styles and created many unique contributions to the world of art. Near the end of his life he painted a number of self-portraits.</p>	
Key Facts	
Name:	Pablo Picasso
About Pablo	Pablo Ruiz Picasso was a Spanish painter, sculptor, printmaker, poet, playwright who spent most of his adult life in France. He was born as the son of the painter and teacher José Ruiz Blasco and his wife María Picasso López. He is regarded as one of the most influential artists of the 20th century. He is best known as the co-founder of cubism.
Nationality	Spanish
Date of Birth	October 25, 1881 in Malaga, Spain Died: April 8, 1973 in Mougins, France

### Work Examples

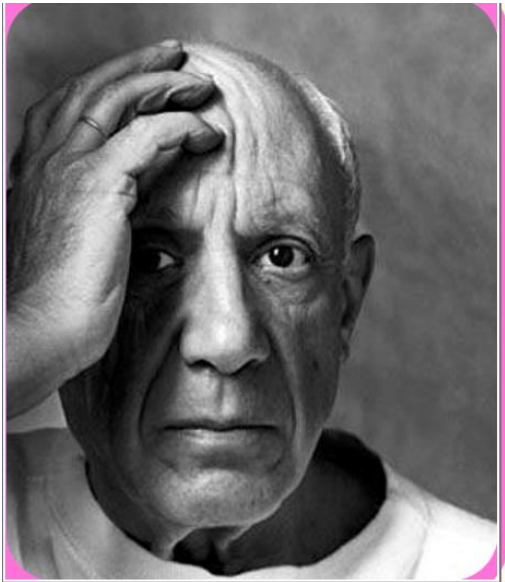


**The Weeping Woman (1937)**  
by Pablo Picasso




**Portrait De Dora Maar (1937)**  
by Pablo Picasso


Key Vocabulary	
Cubism	an artist looks at an object and breaks it up, and represents it in an abstract form.
Cubist portrait	Cubist paintings are not realistic, and are made up of lots of shapes.
portrait	a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.
Abstract	it doesn't represent images of our everyday lives. It has form, so it has colours, lines and shapes, but they are not designed to represent living things or actual objects.
collage	an artistic composition made of various materials (such as paper, cloth, or fabric) glued on a surface



# Art Knowledge Organiser : Year 2 – Sculpture

Key Artist	
	
Key Facts	
<b>Name:</b>	Antony Gormley
<b>Born: Died:</b>	He was born in 1950, in London. He went to boarding school in Yorkshire. He studied art history at Cambridge University. He met his wife at art school.
<b>Style / Period:</b>	Antony Gormley creates his sculptures to show the connection between humans and the space around them. He uses concrete, iron, clay and other materials for his work. His art uses the human body to express feelings and emotions. He wants the viewer to look at the human body in a different way

**Work Examples**



Gormley's clay crowd of thousands reunited in Sunderland - Cultured Northeast

**Sculpture**

Antony Gormley is a British artist, known for his sculpture.  
His artwork features in many public places around the world.

Famous Works: Angel of the North

Key Vocabulary	
Sculpture	Sculpture is a type of art. It must be three-dimensional (meaning it must have height, width, and depth like a cube).
Clay	A stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics.
Lines and textures	The feel or shape of a surface or substance; the smoothness, roughness, softness, etc. of something. cross-hatching: A method of showing shading by means of multiple small lines that intersect.
Slip	Watered down clay, it is used as 'glue' to hold clay pieces together as it helps to prevent cracking.



**Clay Techniques:**

Rolling, creating holes, making balls, pulling, squeezing, adding, smoothing, using tools



# Art Knowledge Organiser : Year 2 – Aboriginal art

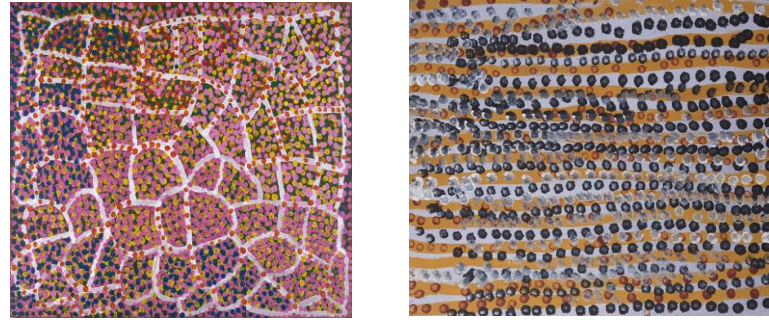
## Key Artist



## Key Facts

Name:	<b>Emily Kame Kngwarreye</b>
Born: Died	<b>1910 - 1996</b>
Style/ Period:	An Aboriginal Australian artist from the Northern Territory. After only starting painting as a septuagenarian, Kngwarreye became one of the most prominent and successful artists in the history of Indigenous Australian art. Famous for art using dots and stripes.
Famous works:	Earth's Creation 1994

## Work Examples



Earth's Creation - was painted in 1994 at Utopia, Northern Territory of Alice Springs in central Australia.



## Key Vocabulary

aboriginal	relating to the native people of Australia
indigenous	native to a particular country or region
rock art	the first evidence of aboriginal ethos is evident still in rock paintings
pointillism	a technique of painting in which small, distinct dots of colour are applied in patterns to form an image.
symbol	Represents an idea
Aboriginal symbols	Aborigines had no written language so symbols were an alternative way of recording stories of cultural significance

Aboriginal art was created by the original inhabitants of Australia, going back 50,000 years. Art from those eras includes rock and wood bark paintings using natural materials like ground-up ochre (a soft rock containing ferric oxide, clay and sand), charcoal, clay and red soil. Aboriginal people use art on their bodies for initiation, hunting and religious ceremonies.

Traditionally there is no empty space in their artwork. Space is filled with dots or patterns which gives a sense of movement. Some colours have meanings: white is the spirit colour, black is night and the people, red is the land or blood and yellow the sun. Much of their artwork is made up of dots and stripes.

## Aboriginal Art Symbols

Man symbol	Woman symbol	Water/ smoke/fire	Moon symbol	Star symbol	Waterhole symbol

# Art Knowledge Organiser : Year 1 – Sculpture

## Key Artist



## Key Facts

<b>Name:</b>	Toshihiko Mitsuya
<b>Born:</b> <b>Died:</b>	A Japanese Asian Modern & Contemporary artist who was born in 1979.
<b>Style / Period:</b>	Modern

## Work Examples



## Key Vocabulary

Sculpture	Sculpture is a type of art. It must be three-dimensional (meaning it must have height, width, and depth like a cube).
tin foil	A thin foil made of tin.
shape	A shape is any two-dimensional space.
model	The technique of giving objects on a 3D appearance.
texture	Texture in art concerns the surface quality of a piece of work. In three-dimensional artwork, the term refers to how the piece feels when it's touched.
bend	
shape	
pinch	
roll	

## Key Vocabulary to describe foil

rumpled	dull gray	high-quality	crumpled	shredded	reflective	
ordinary	thick	special	plain	thin	gray	heavy

# Art Knowledge Organiser : Year 2 – Drawing

## Key works of art

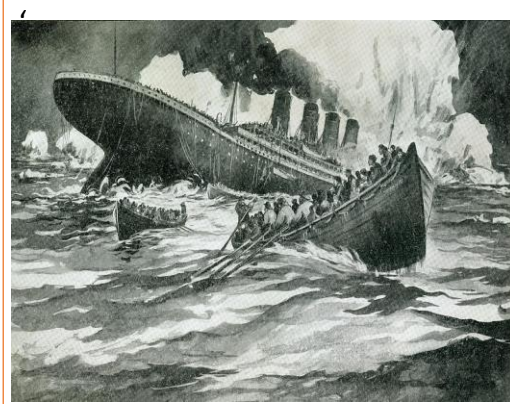


No specific artists but pupils will be shown various examples of sketches and paintings of The Titanic.

## Key Facts

Titanic was the most impressive and luxurious ship of her time! She was the biggest, too, measuring 28 metres wide, 53 metres tall and 269 metres long — that's about the length of three football fields!

## Work Examples



## Key Vocabulary

thick line broad	These appear difficult to break and suggest strength
thin narrow	These appear frail as if they can break under the slightest pressure.
soft	This disappears or fades into the background
broad	
narrow	
fine	These give a sense of elegance and lightness
line	Define the edges of a form – can be horizontal, diagonal, straight or curved, thick or thin
detail	An element within a work of art
charcoal	A black crumbly drawing material made of carbon
smudge	Blur or smear by rubbing
Horizen line	Where the land and sky appear to meet

# Art Knowledge Organiser : Year 2 – William Morris Printing

## Key Artist



## Key Facts

<b>Name:</b>	William Morris
<b>Born/Died</b>	Born in London in 1834 and died in 1896
<b>Style</b>	Famous for patterns and designs inspired by flowers and plants. Designs used to make wallpaper and fabrics.

## Work Examples



## Key Vocabulary

Block printing	A technique of printing where the pattern is carved into a block that is then used for printing
Print making	The print is an impression made by any method involving transfer from one surface to another.
carve	To cut a hard material in order to produce a design
press	To apply pressure
Ink	A liquid used for printing
Pattern	A decorative design often repeated
Overprint	To print over that which has already been printed.
Texture	Suggest how something feels to touch by the way it is printed e.g spiky

