

What does ART look like at St. Peter's?

What does art look like
from EYFS to Year 6?

EYFS

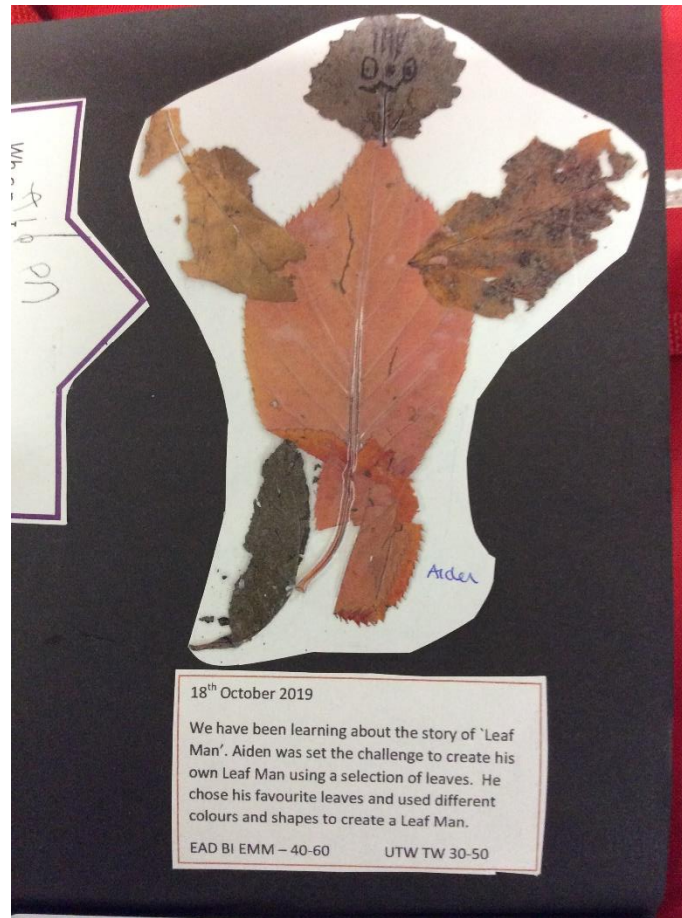
All children can experiment, invent and create.

Exploring textures and make marks with chalk, charcoal and pastels.

Key vocab: artist, sculptor, colour, pattern, like, dislike



Represent their own ideas, thoughts and feelings through art.



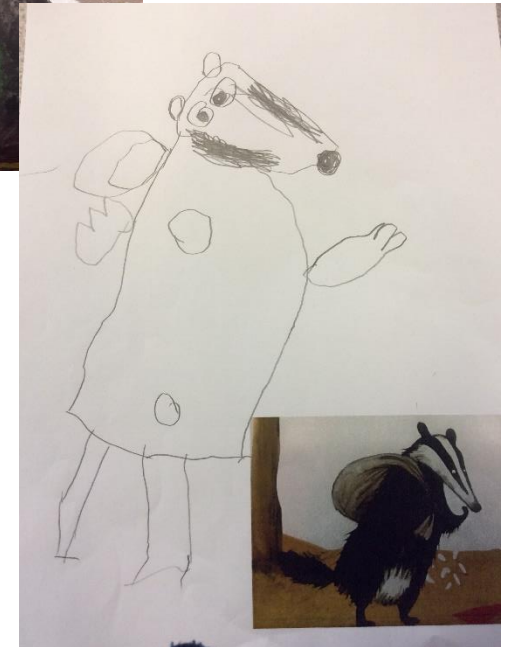
Explore the texture of things and create simple representations of people and objects.

We aim to engage, inspire and challenge – to extend. imagination through pictures and paintings. To work on different scales and experiment with a variety of media.



Mixing colours for a purpose for the Book Bench Project based on the class book 'Tidy' by Emily Gravett.

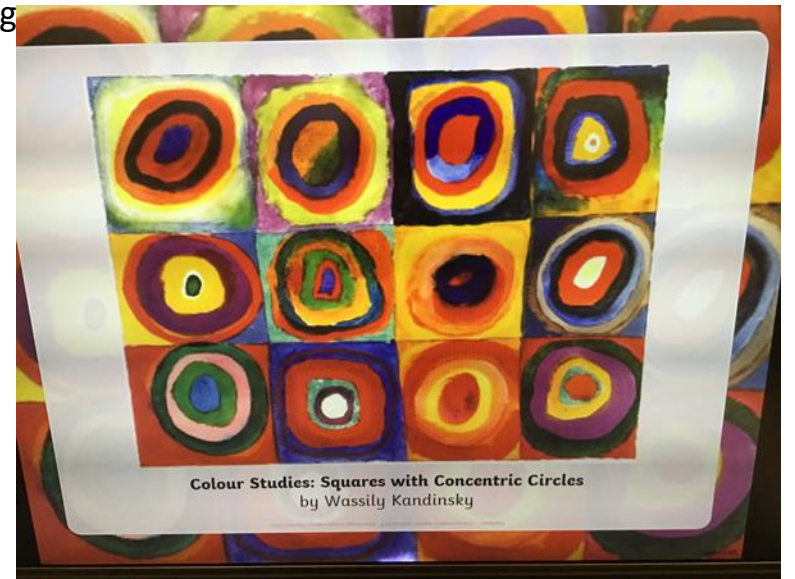
Working collaboratively on a challenging scale.





Experimenting with malleable materials.

Learning about a great artist and exploring his work through collage. To understand who, what, where in simple questions.



Digital- to represent objects on a simple graphics package. Change effects and brush sizes. To respond to experiences.

Observational drawing and pastels

To know what is similar and different about materials and types of art.



Creating simple representations of events- fireworks- using pastels.



Exploring mixing colours for Autumn leaves – explore colour and how colour can be changed.



Manipulating collage for a planned effect and using simple tools competently. Experimenting with design and colour. Identify what might you change in your work.



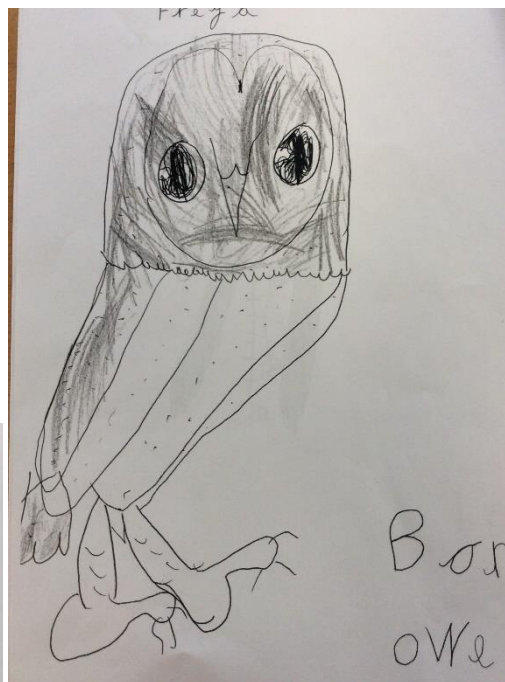
First exploration into clay; manipulate materials and shape materials.
 Experiment with malleable materials and shape a ball of clay – made a pinch pot/conker shell.

Use simple tools and techniques competently.

Experiment with adding materials to paint and create texture.

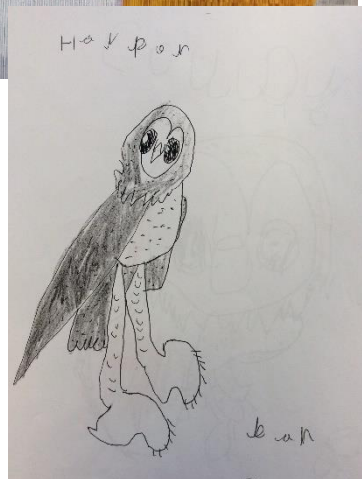
Express opinions about colours and why they like them.
 Use a range of brush sizes.
 Use a variety of tools – fingers, twigs.

Digital- to represent objects on a simple graphics package.
 Change effects and brush sizes – Purple Mash



Creating simple drawings and representations of barn owls.

Experiment with printing, hands, feet, fingers.
 Roll printing ink over found objects like leaves.
 Make rubbings to collect textures and patterns.
 Make new textures – string, polystyrene etc.



Match and sort fabrics and threads.
Deconstruct cloths and threads.

Fold, crumple an tear papers.

Explore different glues an ways of
sticking.

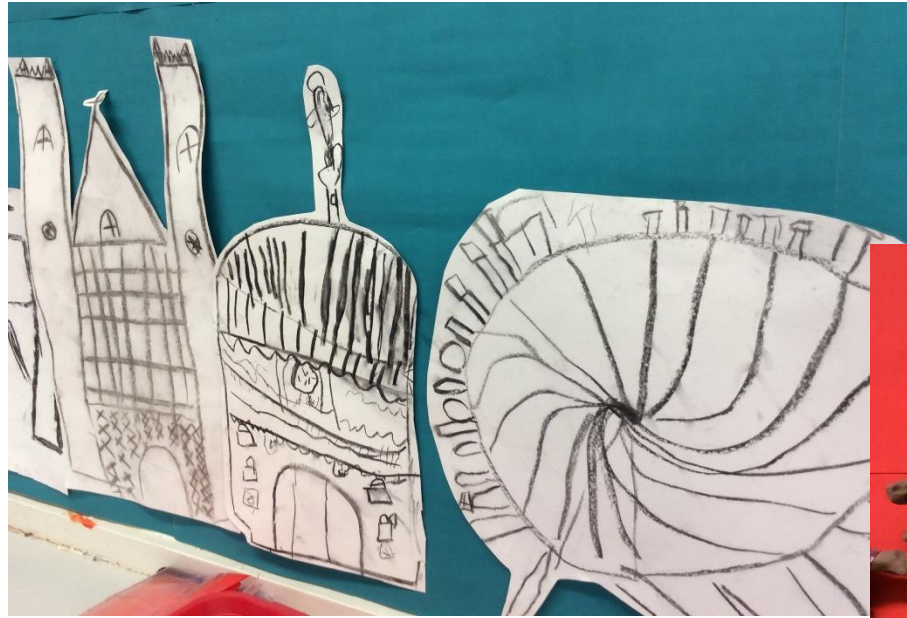
Collage a range of fabrics.

KS1

- Pupils use a range of materials to draw, paint and sculpt from experiences and imagination.
- KS1 pupils explore techniques using colour, pattern, texture, line, shape, form and space especially through looking at a range of artists and craft makers.
- Experimentation is key to our curriculum.

Year 1

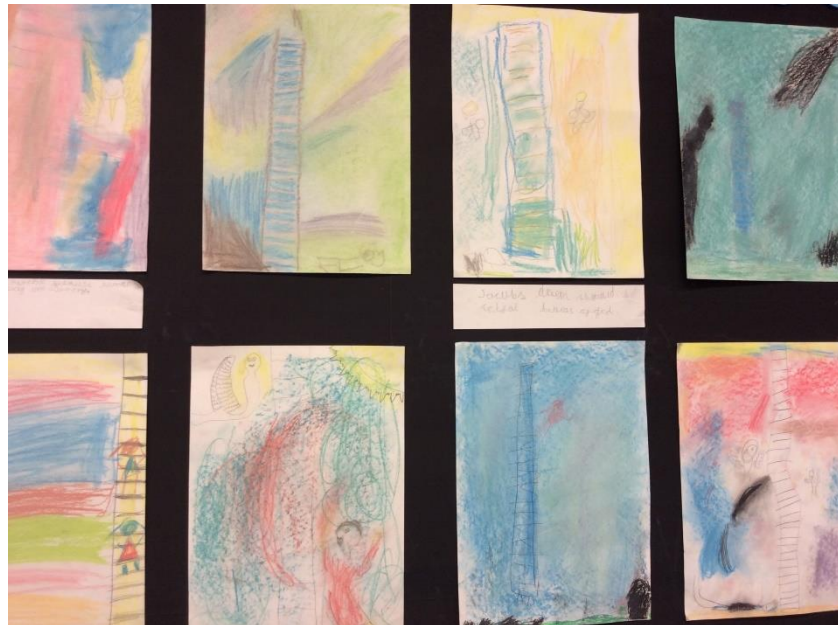
Record first hand observation using different media and scales. **Vocabulary:** artist, sculptor, colour, pattern, shape, texture.



Using art to explore other subjects e.g. R.E. and geography. Use a variety of media on different scales.



Developing cutting, joining and shaping forms. To control tools.



Children explore the work of other artists and crafts people. Inspired by Chagall, exploring pastels and drawing from imagination. Begin to talk about an artist.

Exploring line in charcoal.

Observe and draw shapes.

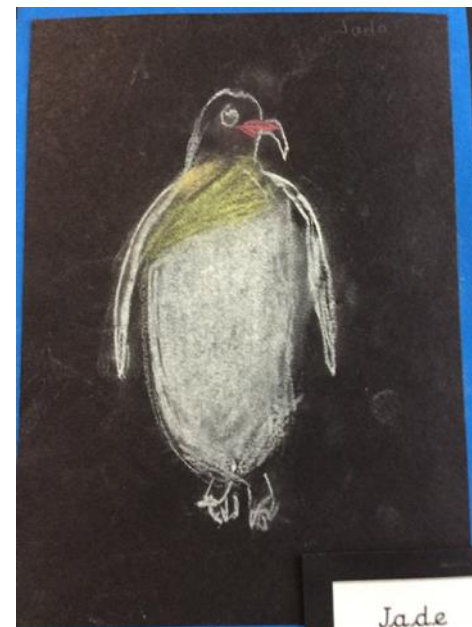




3-d clay rabbits



Drawing and painting from photographs. Developing into 3-d.



We aim to engage, inspire and challenge. Understanding form and making 3-d shapes.

Record ideas through painting, drawing and sculpture from first hand observations.

Change fabrics/sort colours. Cut and shape fabric. Attach with glue or stitches. Create new fabrics.

Nicola Davies' 'A First Book of Nature' inspired Year 1 to create a beautiful autumn day textile wall hanging.



Inspired by the artist Keith Haring.



Draw with different grades of pencil. Identify light/dark marks.



Understanding pattern - developing print motifs from drawings of fruit and veg, working on different scales. Make simple prints and build repeating patterns.



To control tools effects such as brush sizes.
Control effects on a simple graphics package.
Using NGA APP in Year 1.



Working collaboratively on large scales and individually on small scales.



Create images and effects on a simple graphics package. Change brush sizes. Use tools, fill shapes, use eraser.

Describe some of their techniques they have use.
Talk about what they like in their own work and others. Talk about what they might change.

Draw patterns of carbon paper.
Make rubbings and collect textures and patterns.



Use different brush sizes, paint and mix and match colours.
Mix primary and secondary colours and name.
Create textured paint by adding sand and plaster.

Manipulate malleable materials; rolling and kneading.
Experiment with recycled materials.
Change the surface of clay eg. build a textured tile.

Create collage from different materials, fold, crumple, tear and overlap papers.
Create and arrange shapes.

Year 2

Record and explore ideas through observation, drawing, painting and 3-d.

Vocabulary: artist, sculptor, textile artist, 3-d, colour, pattern, shape, texture



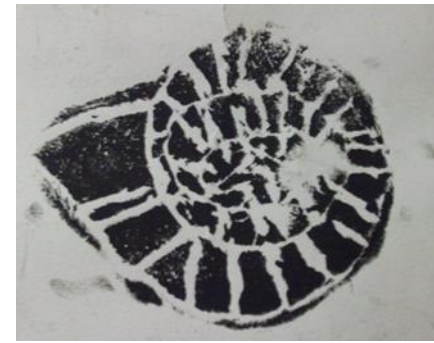
To show confidence when working on different scales. Talk about ideas and make choices of materials.



We aim to engage, inspire and challenge. To record ideas through painting, drawing and sculpture. Use a variety of media and show better control and draw for longer.



Introducing an artists such as Picasso then making our own observational drawings of instruments in pastel. To talk about the style of an artist or maker. Why do they like/dislike.



Y2 print motif of fossil

Draw on different scales, explore hatching and cross-hatching. Begin to be aware of objects being 3-d.

Add background colours with a wash.

Exploring colour in KS1

Show confidence working on different scales with a range of media.



Selecting different brush sizes.

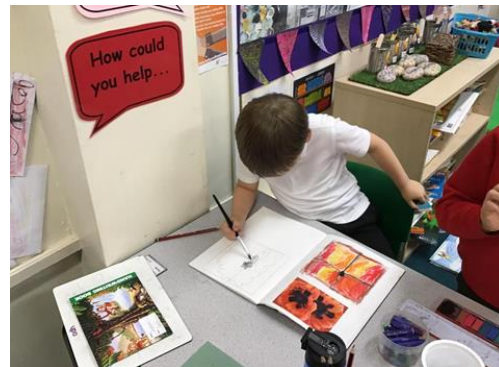
Language of art – ask questions, have ideas, state preferences and why.

Review what they and others have done, explain changes.

Confidently use drawing and painting to explore colour. Begin to control tools to create desired effects. Explain what they like about certain tools. Eg. Types of brushes and effects.



Talk about the differences and similarities between artists Georgia O'Keefe and Patrick Heron.



Starting to have opinions of art, interacting with modern artists and starting to build the language of art.



Children beginning to explore the deeper meaning of colours as abstract emotions. Recording in KS1 sketchbook.



Mix and match colours. Name different paints and explore primary and secondary colours.

Exploring line in KS1

Adapt and make changes to work as it develops. Explain ideas.

Confidently use drawing and painting to explore line and shape.

Understanding pattern in KS1



Animal patterns developed into print with quick print.

Make simple prints, plan and design repeating patterns, experiment with overprinting motifs eg. on carbon paper.

Change and modify a fabric.

Create fabrics by weaving. Cut, shape and attach fabrics. Apply decoration using beads, buttons, feathers etc.

Manipulate malleable materials to create simple 2-d and 3-d forms. Explore recycled materials. Build textures on a tile.

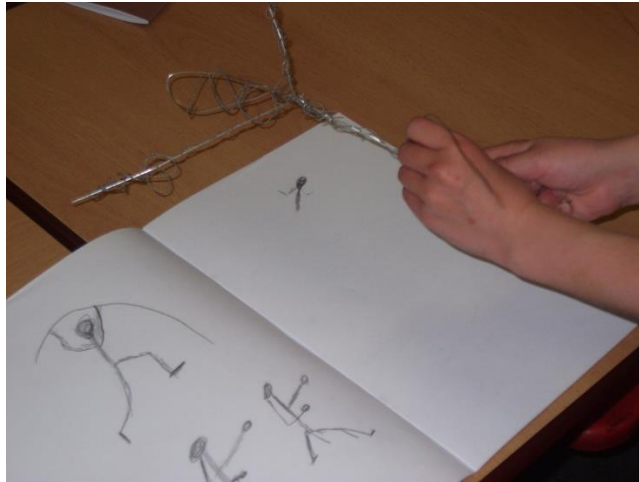
Create collage from different materials, fold, crumple, tear and overlap papers. Create and arrange shapes.

KS2

- KS2 pupils develop techniques with more control and a wider awareness of art and design.
- Pupils still experiment and investigate through the use of a sketchbook and observations to help review their ideas.
- They improve their mastery of techniques with a range of materials to explore drawing, painting and sculpture.
- KS2 pupils continue to interact with the work of artists and designers as well as architects.

How to use a sketchbook in KS2

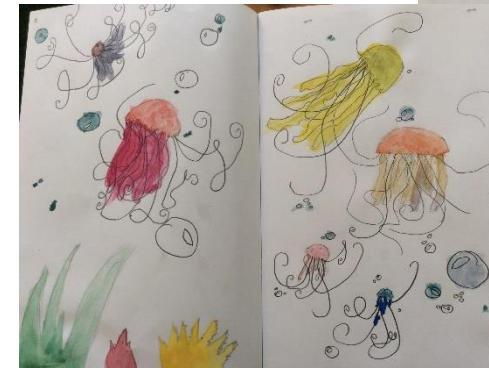
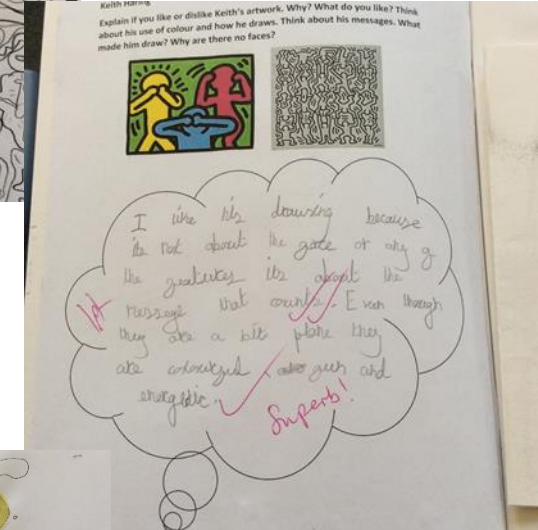
We explore the work of great artists such as Giacometti.



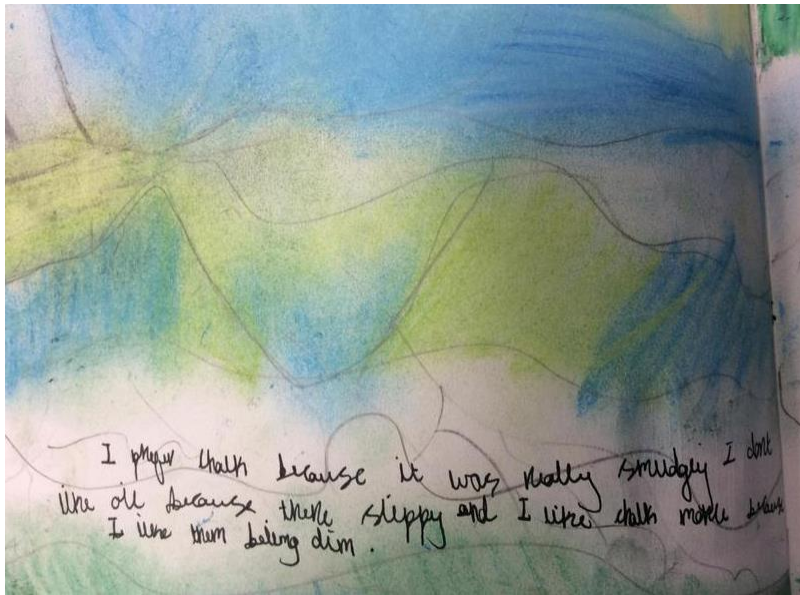
Exploring wire for 3-d, building on skills from sketchbook.



We can evaluate and analyse creative works and build up a language of art and to form opinions about art.

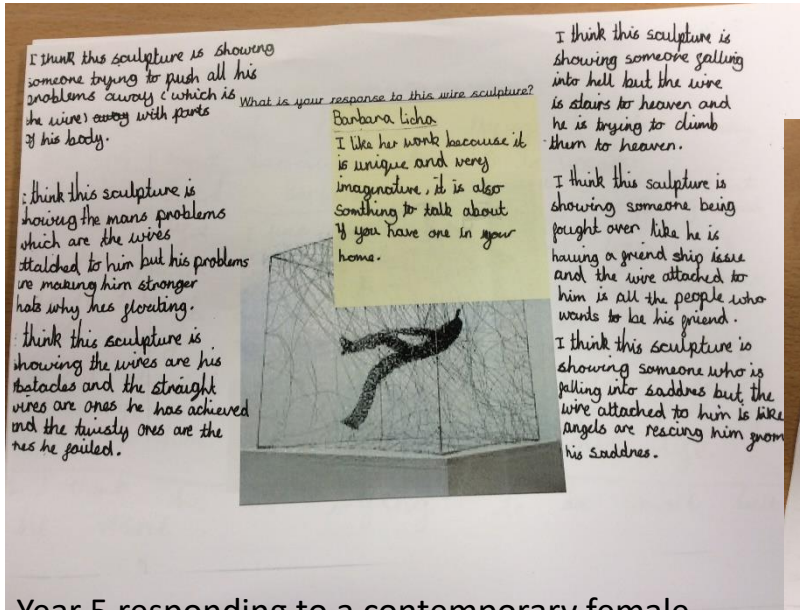


Children are encouraged to experiment and invent. They begin to record thoughts and experiences in a sketchbook.

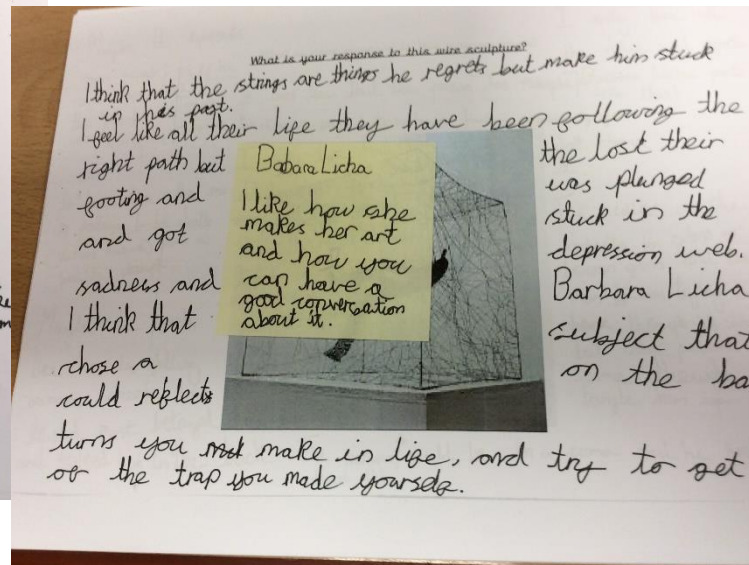


Expressing preferences as an artist. Comparing chalk and oil pastels.

Planning in sketchbooks for a project – painting on plaster, 'Tomb painting'.

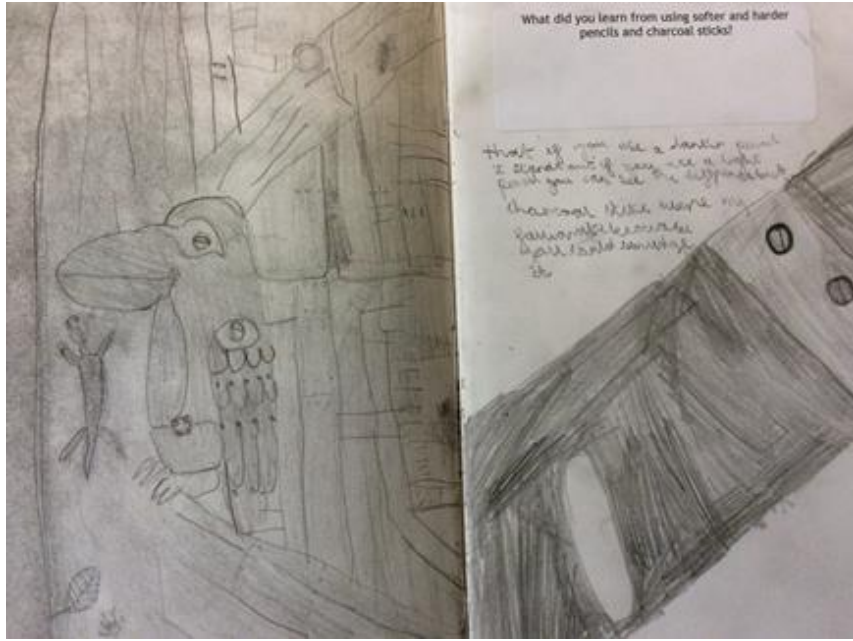


Year 5 responding to a contemporary female sculptor.

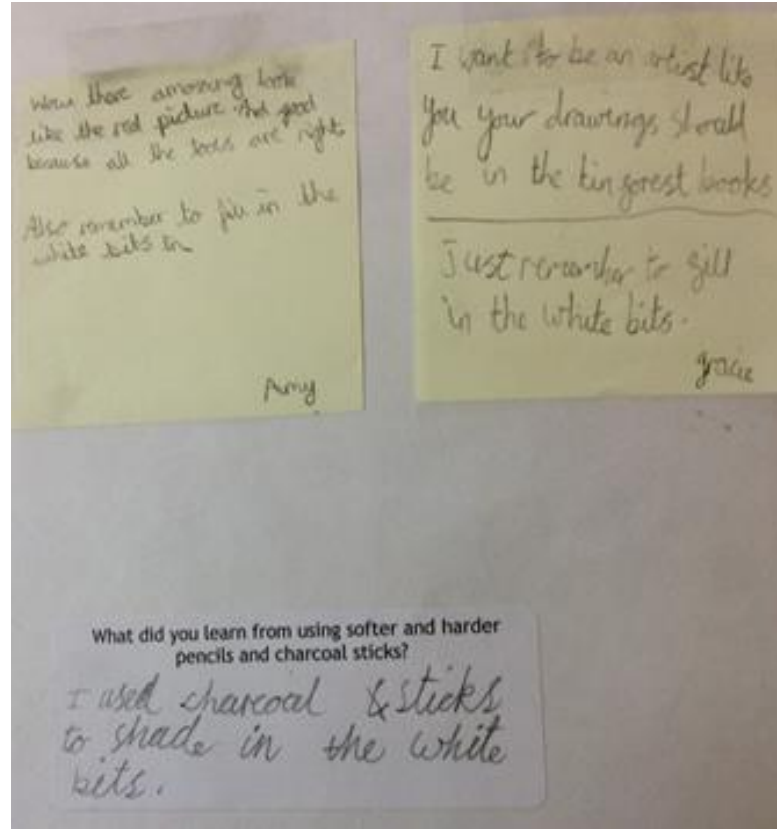


Sketchbook ideas developed and adapted due to media into 'Tomb' painting on plaster (small scale selecting appropriate brushes) LKS2





Year 3 Peer and self assessment in sketchbooks



Year 3

Vocabulary: history of art, periods, methods, portrait, landscape



Self-portraits in oil pastel inspired by Modigliani. Review what they have done and adapt.



Observational studies in watercolour. Challenged in composition by shape of paper. Draw with greater control.



Self-portraits in watercolour. We aim to engage, inspire and challenge. Review what they and others have done. Make links with other artist's work.



Figure drawing and exploring different scales of paper. Make careful observations.



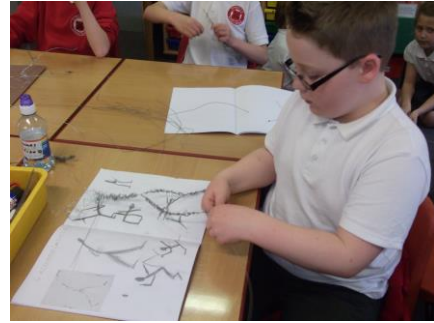
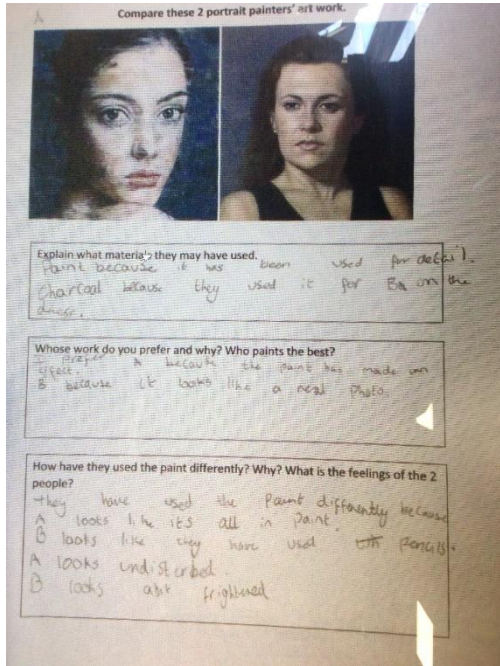
Investigate mark-making with a range of drawing tools. Draw lines of different shapes and thickness and grades of pencil.



Chalk pastel developed into watercolour painting for R.E. inspired by Marc Chagall. Make links with an artist's work and their own. Describe what they think about an artist's work and how it gave them ideas.



Compare the work of different artists. Using our journals to develop into 3-d wire.



Creating simple 3-d objects.



Observe greater detail in portraits.



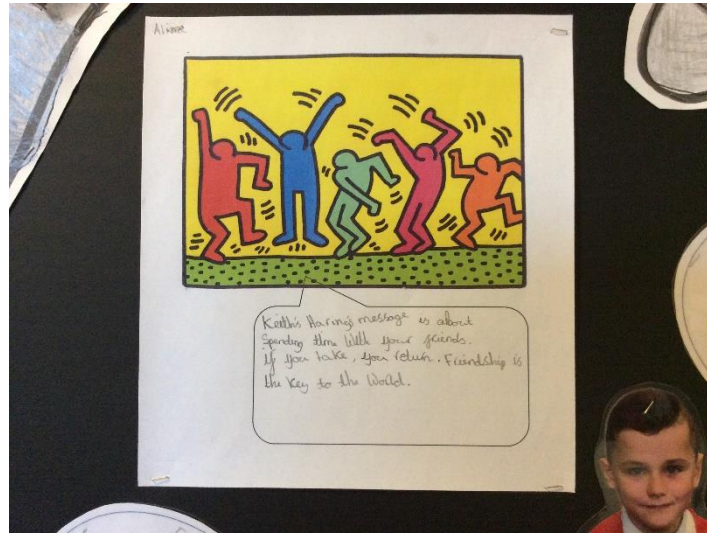
Use a graphics package to create images and effects.



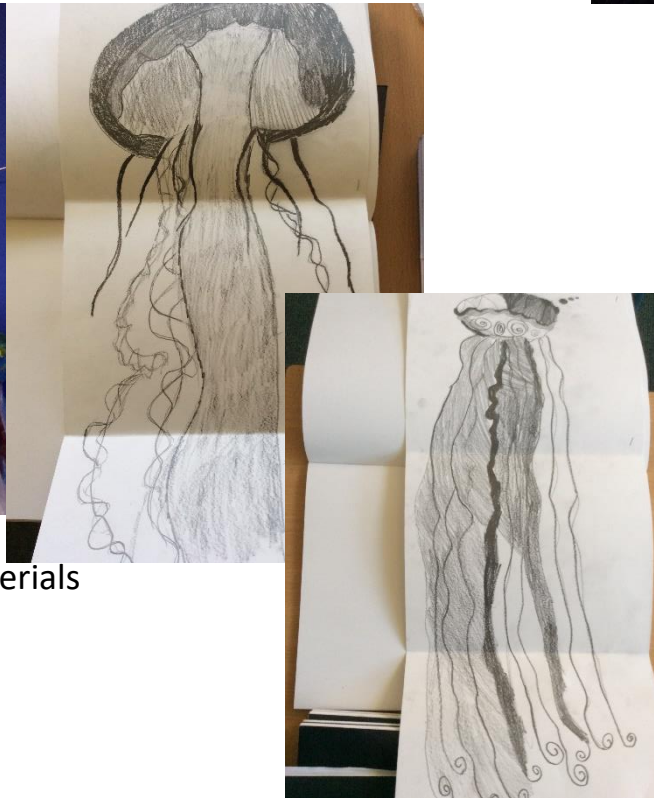
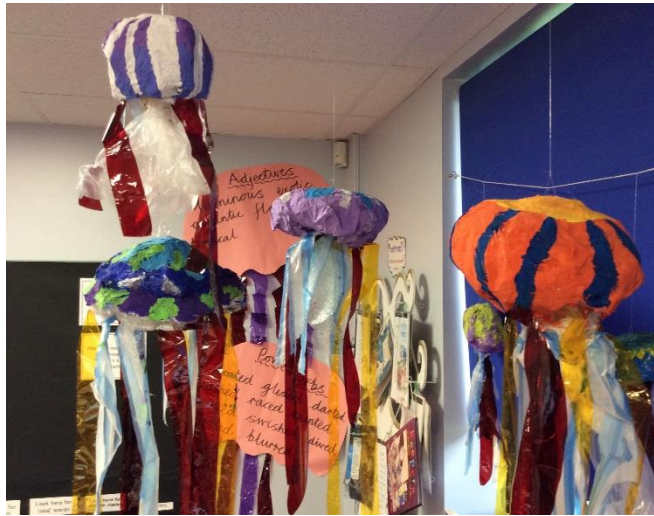
Begin to show an awareness of 3-d.
Use media to achieve variations in tone and shading.
Create textures and pattern in drawing.
Use more specific colour language.
Mix tints and shades with accuracy.
Create washes with watercolours for backgrounds.
Make repeated prints with planned translation and rotation.
Print with 2 colour overlays.
Colour fabrics, develop skills in stitching, cutting and joining.
Use collage as a means of collecting ideas and building a visual vocabulary.
Use a graphics package to create images and effects.
Create shapes, select brush, experiment with colours and filters to manipulate images for a purpose.

Year 4

Vocabulary: history/periods of art, mood, emotion, express/ion



Using an artist to explore relationships and getting on with others in PSHCE. Explaining what an artist's message might be.



Using plastic packaging as malleable materials into 3-d.



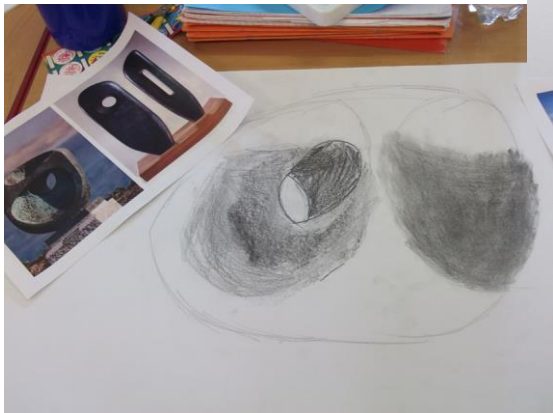
Visiting an art gallery to form opinions and interact with the work of artists.

Children become increasing proficient in drawing, painting and other techniques especially through use of their sketchbook.

Introducing a sketchbook in KS2



Experimenting with the grades of pencil, H, 2B, 6B



Inspired by Barbara Hepworth. We build up thinking skills with which we can think critically about art and how art can reflect our country, culture and history, for example, women artists compared to male.

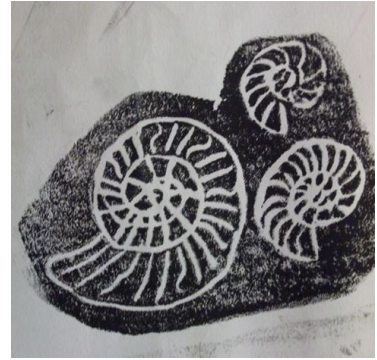


Work with range of brush sizes. Mixing colours for tints and shades.

Join clay, plan and design models from observation.



Y4 print motif from fossil project.

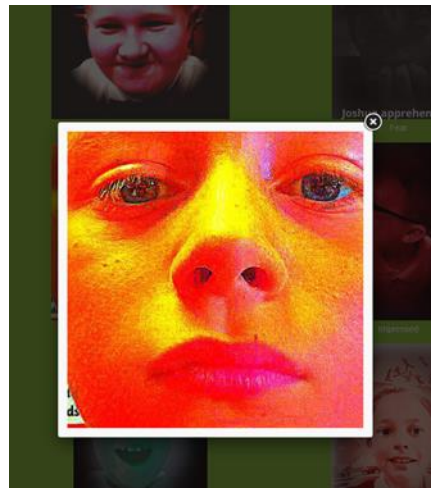
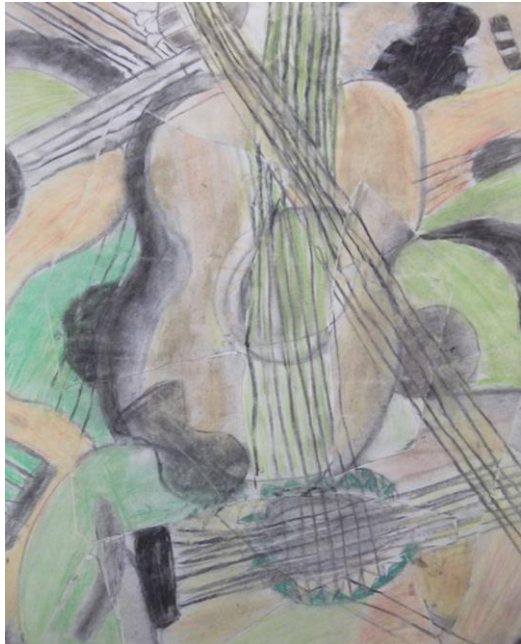


Rainforest in different media – experiment with washes.



Observational drawings and paintings made from first hand observation then developed into Cubist inspired pastel drawing. Inspired by Picasso and Georges Braque.

Adapt their work and describe how they might develop it further.

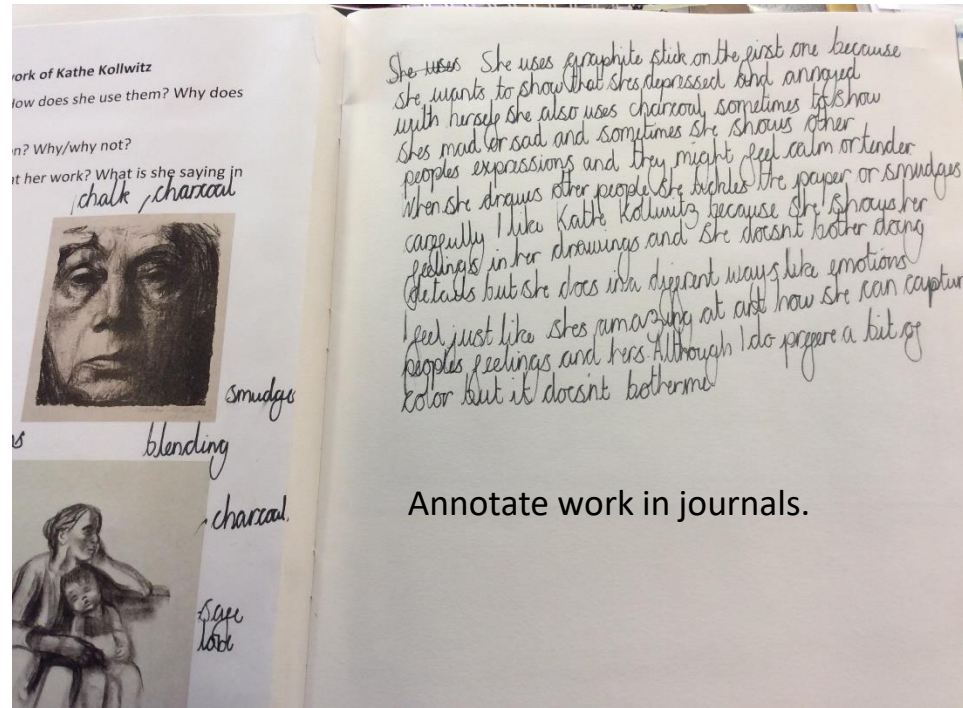


Analysing the styles of artists in Y4 such as Kathe Kollwitz.

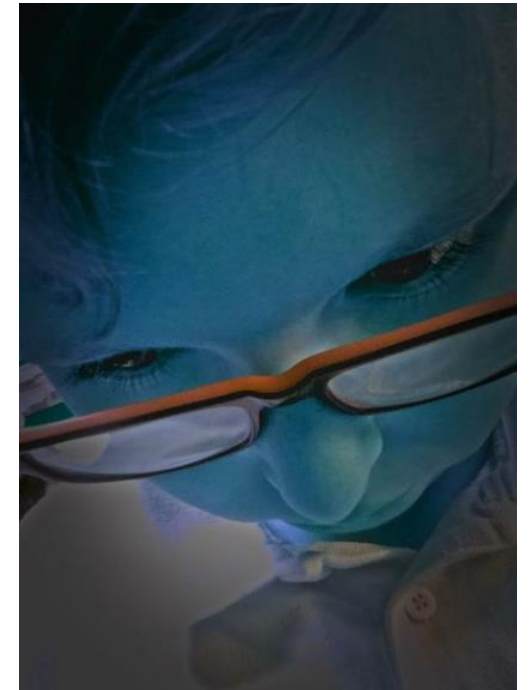
'befunky' and digital art used to develop emotions in portraiture inspired by German Expressionist painters.



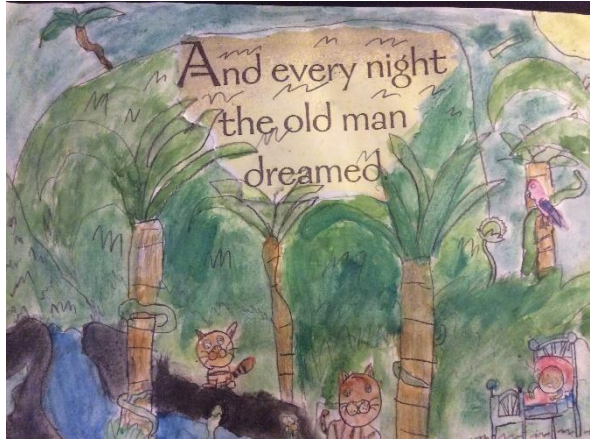
Whilst working digitally, children needed to explain their ideas to express a selected emotion. We experimented with an alternative colour palette.



Annotate work in journals.



Drawing and painting from our imaginations for 'The Tin Forest' dream.




Drawing from imagination in a collaborative large scale circular work. Moved around the circle every 10 minutes!



Continue to develop the language of art and personal interpretations.

Keith Haring


Explain if you like or dislike Keith's artwork. Why? What do you like? Think about his use of colour and how he draws. Think about his messages. What made him draw? Why are there no faces?



I like his drawing because its not about the gate or any of the gates its about the message that counts. Even though they are a bit plain they are coloured also and energetic. *Supers!*

Compare these portraits from 2 different art periods.

A B



By Thomas Gainsborough in 1760 By Kathe Kollwitz 1900

Explain what materials they have used. A has used professional paints and shading maybe HD pencil. B has used black chalk and definitely shading pencil.

Whose work do you prefer and why? Who paints the best? I like the one with more colour because it shows more emotion and happiness to me.


Why would these artworks have been made?

To show people are not exactly perfect and also that not everyone has enough money and shelter also to show people it does not mean u cant stop loving.

Choose a work of art - what are the feelings of the people? The one with colour is showing calmness and the other is showing tiredness and love.

Compare these 2 portrait painters' art work.

A B

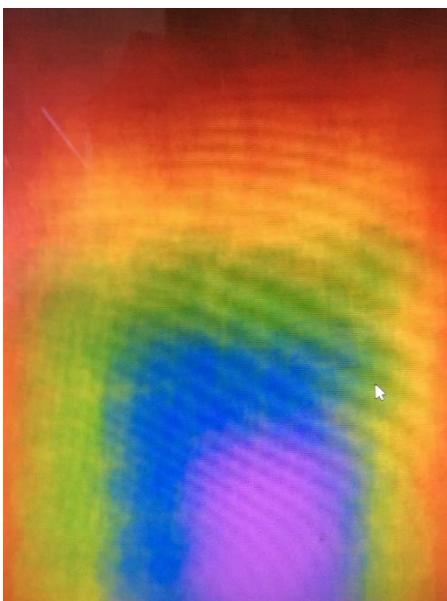
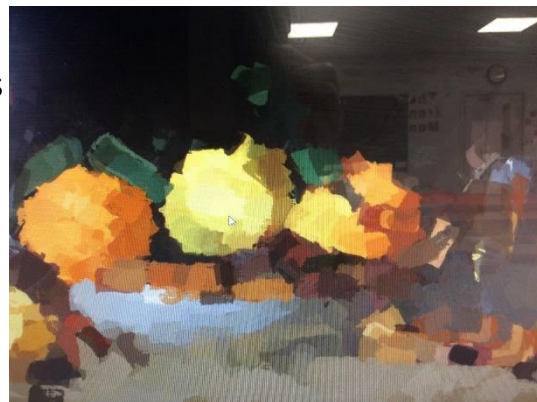
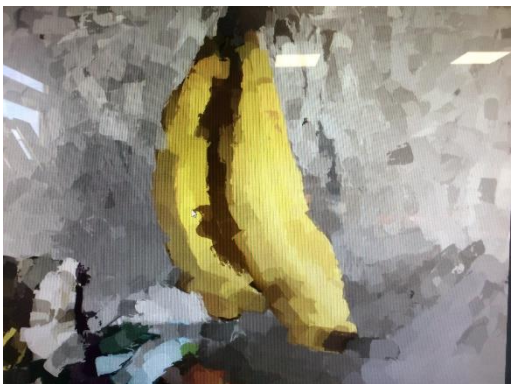


Explain what materials they may have used. Paint because it has been used for decades. Chalk because they used it for 2000 years.

Whose work do you prefer and why? Who paints the best? I prefer A because the paint has made her look better. B because it looks like a real photo.

How have they used the paint differently? Why? What is the feelings of the 2 people? They have used the paint differently because A looks like its all in paint. B looks like they have used with pencils. A looks undisturbed. B looks like finished.

Exploring different genres of art and manipulating images using NGA Kids App.



Master detail in portraits and capture mood.
Improve the awareness of 3-d and proportions.
Improve use of tone and shading.
Mix tints and shades to create mood and expression.
Create repeated print with planned translation and rotation and print with 2 overlays.
Use a graphics package to create images and effects.
Create shapes, select brush, experiment with colours and filters to manipulate images for a purpose.
Mix collage with other media.



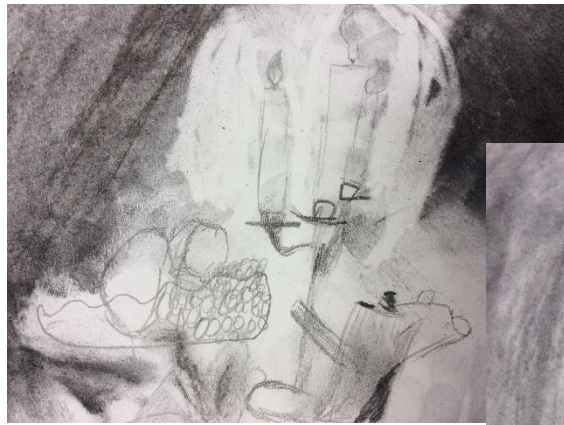
Working collaboratively on large scales.
Manipulating drawing tools whilst exploring 'Fossils'.



Experiment with greater control with wide range of drawing implements. Draw for a sustained period of time.

Year 5

Vocabulary: develop language of art for techniques, how materials enhance a message or interpretation, composition, foreground, background



Observational drawing to explore the play of shadow and light on objects. Inspired by George de la Tour.



Exploring figure drawing in sketchbooks in 2B, 6B and charcoal. To be later developed into wire.



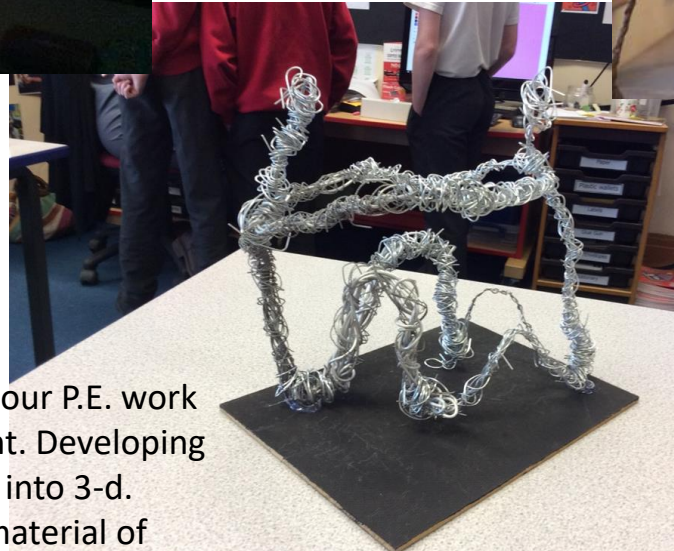
Deja-vu



Being confident to learn from mistakes.



Experiment using the ideas and styles of different artists.



Giacometti and our P.E. work as a starting point. Developing gymnastic work into 3-d. Mastering the material of wire.



Deja-vu. Again, Again, Again I feel trapped in a bubble, the world repeating itself. Like a lost soul finding its way through the blackness of night. Spinning like a washing machine, crashing like water, heart-breaking disappointments. Fun, joy, mushed together in a bucket of hate and repeating again. Swirling around and meeting at the same place every time like a subway that goes in a circle and only has one stop.

Will it stop?

Abstract art inspiring writing. Stimulating thoughts and opinions.



Inspired by Anthony Caro. Expressing opinions about abstract sculpture.



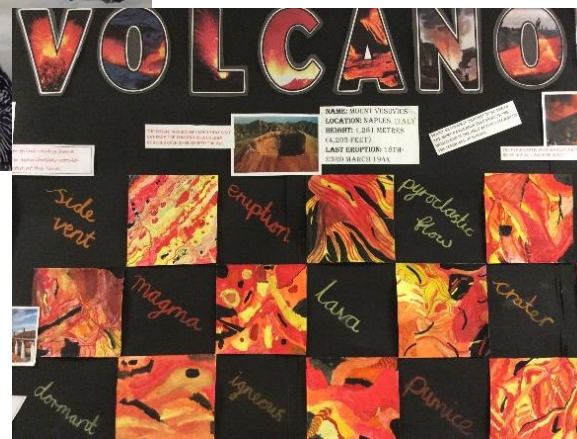
Considering Anthony Caro's position as a major British abstract sculptor. Make links with an artist's work and their own.



Developing drawings of fossils in pencil, charcoal and chalk into print motifs on a large scale group project.

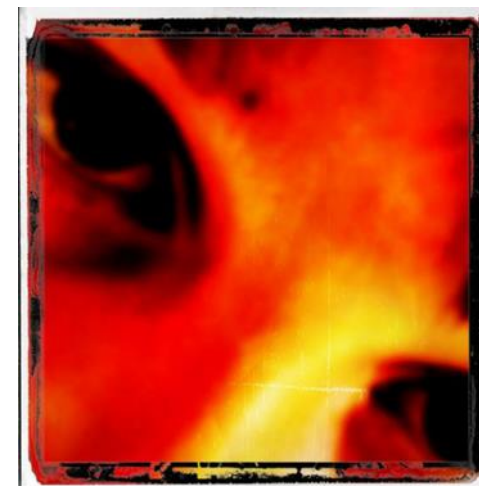


Describe what they feel about their own and others work. Using post-its to record.

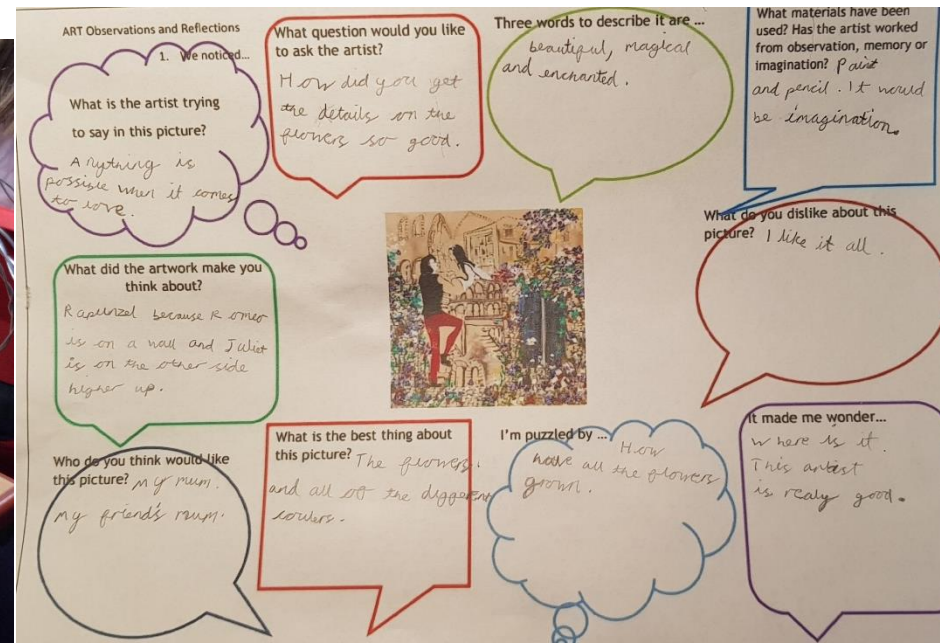


Collage cut outs inspired by Matisse on a range of scales.

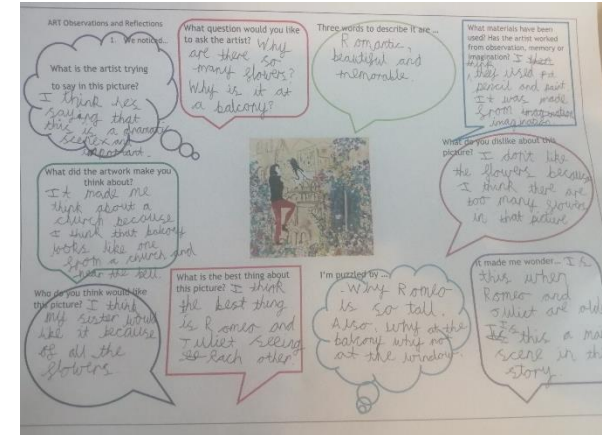
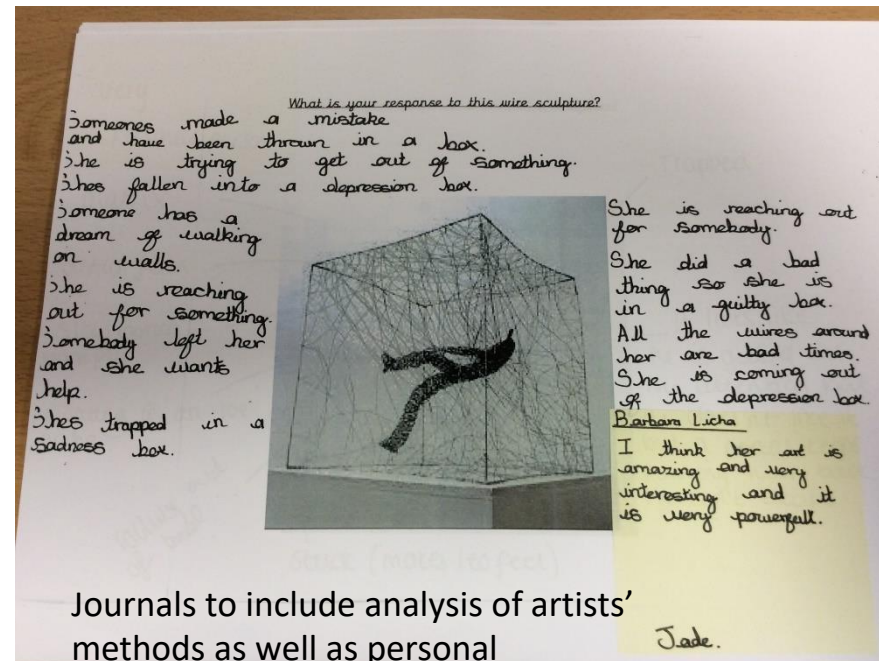
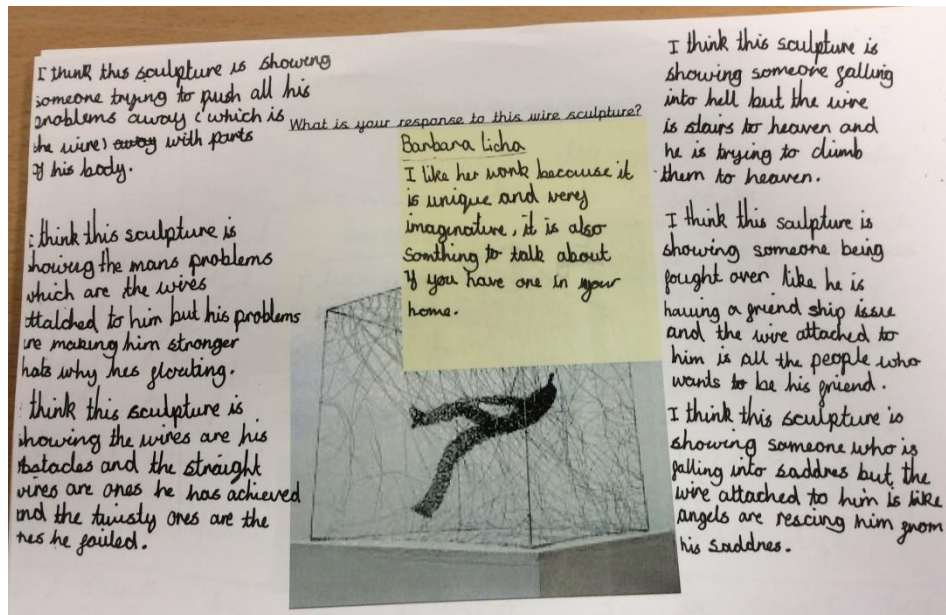
Increasing confidence to manipulate a colour palette and manipulate an image by applying filters using 'befunky'.



Developing work from our sketchbooks and being challenged by a media such as wire.



Explore the language of art and develop our own interpretations.



Journals to include analysis of artists' methods as well as personal interpretations.

Experiment with overlapping and layering materials to create interesting colours and textures.



Experiment using different styles and ideas of different genres eg. Pop Art



Develop close observation skills using a view finder.

Improve on observational details.

Begin to develop an awareness of foreground, middle and backgrounds.

Know how paintings are created through composition.

Develop a painting from drawings.

Use acrylic paint.

Create imaginative work from observational drawing, poetry, music or themes.

Mix colours for atmosphere and light effects.

Work with complimentary and contrasting colours.

Build up layers of print and work into prints with range of media.

Experiment with felt techniques.

Add collage to a painted, printed or drawn background.

Use ceramic mosaic.

Use a graphics package to create and manipulate new images.

Import an image, create layered images from original ideas.

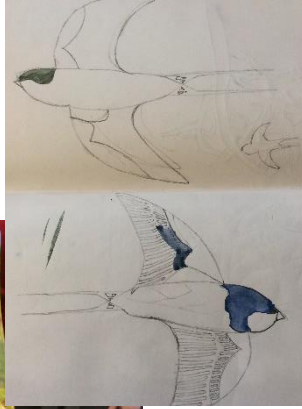


Use recycled materials to create sculptures of polar bears. Plan a sculpture through drawing and preparatory work.

Year 6

Vocabulary: develop the language of art, techniques, materials to enhance a message, interpretation, composition, foreground, background, perspective.

The Lord is my strength and my song.
Exodus 15:2



Work in a sustained and independent way.



Exploring tone and shadow.



Felt-making inspired by Monet's lily garden at Giverny. Explore the role of different artists in the history of art



Exploring composition through circles as well as in still life.



Mastering and improving observational skills and use of paint.



Group 'Book Bench' Project – 'The Wizard of Oz'



Mastering wire by developing from observational studies. Inspired by contemporary artist, Celia Smith.



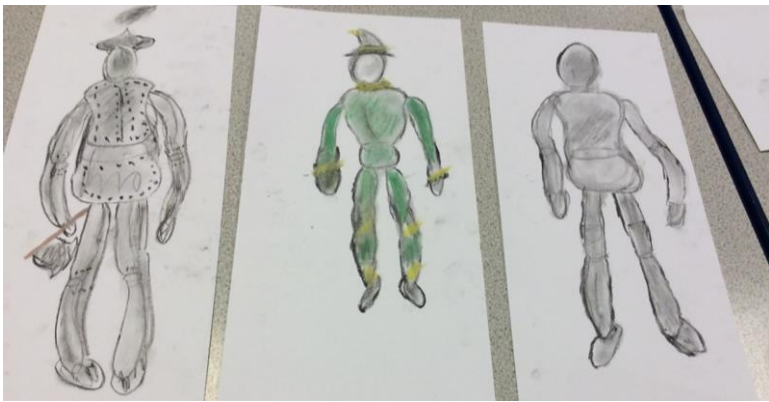
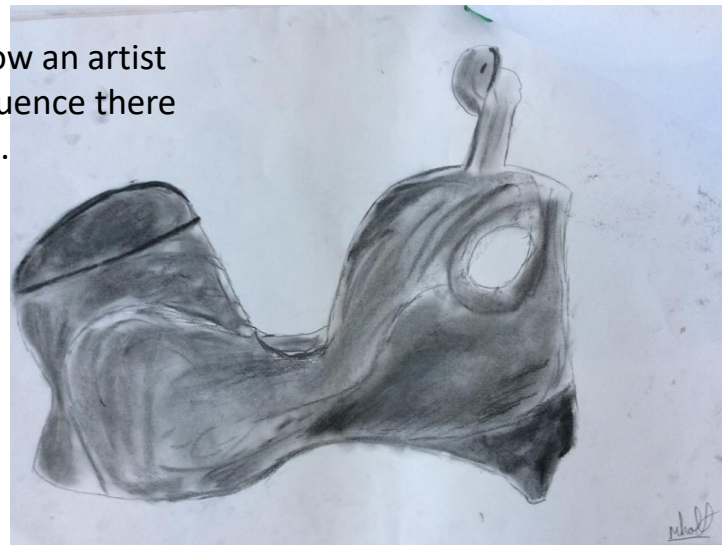


Figure drawing for characters from our imagination and developed into 3-d using recycled materials.

Explain how an artist might influence their own work.

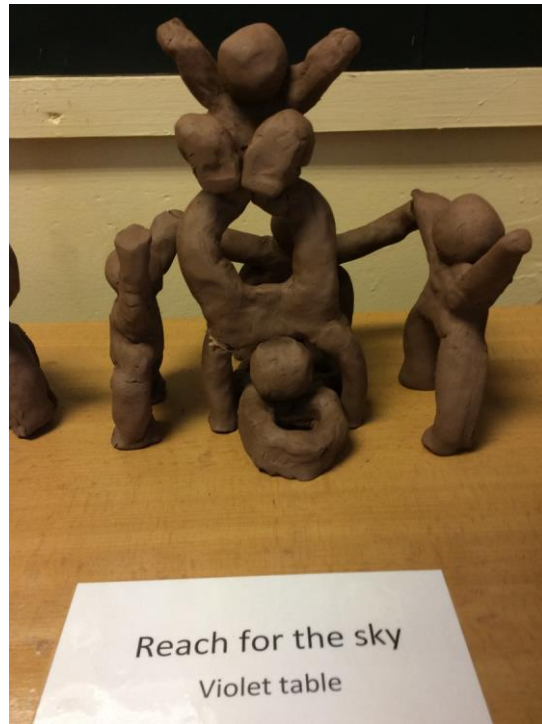


Explain how an artist might influence their own work.

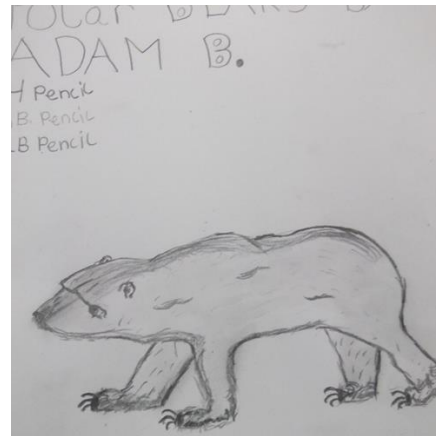


Inspired by Henry Moore. Learning about British art and his contribution to the culture of our nation - understand the impact of art on a nation's identity.

Taking risks in Y6. Not being afraid of making mistakes.



Using an artist like Keith Haring to develop PSHCE themes and work into 3-d to express themes and ideas.



Plan a sculpture through drawing and other preparatory work.



Shape form and model from observation using recycled materials.



Larger 3-d projects – recycled 'Guide Dogs' – taking risks with scale.



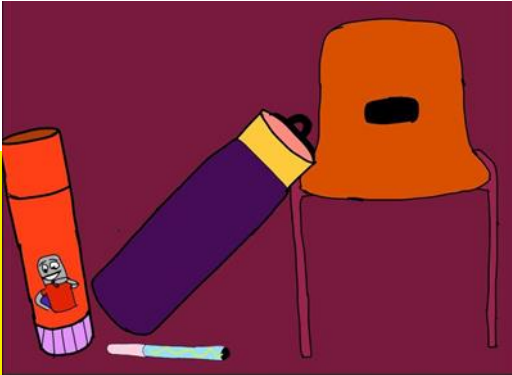
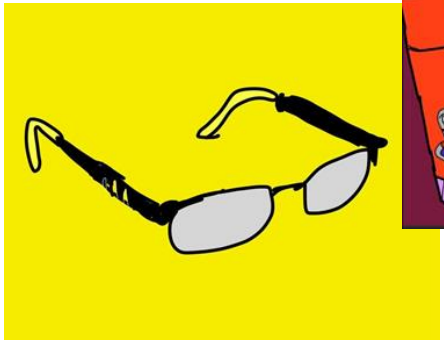
Digital images to support literacy, 'The Farmer and the Clown'



Improving clay skills making coil pots



Present visual images using a package such as Keynote. Import an image into a package and manipulate. Create layered images from original ideas.



Reflect on their own imaginative work and how it has developed on from the starting point. Annotate and reflect in sketchbooks to evaluate their work. Revisit sketchbooks as work develops.

Have confidence to create own styles by selecting materials independently. Using Keynote to create digital self-portraits.

Critically analyse the styles of artists. Explain how a chosen artist has contributed to culture or history of a nation. Looking at Michael Craig-Martin who digitally blocks colour and explores the use of line. How he uses colour to explore portraiture.

Independently investigate a range of starting points and confidently develop ideas further. Digital independence.





Inspired by Claes Oldenburg – digital layering of 2 images



'Too old to be there?' by Kayleigh



Digitally inserting our sculpture onto the school field.



Preliminary study for abstract relief painting for 'Volcano'. Using sketchbooks to inform further work. Annotate and reflect in sketchbooks to evaluate their work. Revisit sketchbooks as work develops.



Mastering challenging materials and paint.



Independently investigate a range of starting points and confidently develop ideas further.

Working collaboratively and on a large scale, inspired by Matisse's cut outs – 3 panels for 'The Garden of Gethsemene' cc. R.E.



Use a range of media to create collages.

Use simple perspective in the work; develop foreground, middle ground an background.



Experiment with felt techniques and layer colours and textures.



Developing themes and ideas for 3-d vessels from preparatory drawings in journals.



Use acrylic paint.

Carry out preliminary studies, trying out different media.

Create imaginative work from different sources eg. observational, poetry, music, themes.

Work with contrasting and complimentary colours.

Create atmosphere with paint.

Explain their choices.

Work into prints with other media.

Create printing blocks from initial idea in journals.

Exploring the work of an architect in KS2