

Intent

Art and design supports our school vision of inspiring *life in all its fullness* through the provision of the widest possible breadth of curriculum and through developing and using creativity in all we do.

The intent of our art curriculum is to discover, develop and nurture children's artistic skills as they move throughout the school so that they become confident and creative in the work they produce using a range of different media. Our art curriculum is designed both to teach in a progressive way the key artistic skills as set out within the National Curriculum and to provide the opportunity for creativity in using those skills in a range of projects and activities, recording from experience and from imagination. Our art curriculum also aims to build all children's cultural capital through teaching, learning, talking about and evaluating different artists' work and artistic styles and through visits to galleries, including the world-class galleries our context in London provides.

Our expectations in art and design are high for all pupils and our curriculum and its associated enrichment activities provide very high quality art experiences.

Implementation

- Taught by class teachers, with support from part-time specialist TA.
- Specialist TA provides CPD to all other staff through their shared work on projects and tasks and in specific training sessions.
- Ongoing assessment by class teachers, with end of year assessments against key learning and skills reported to parents in annual reports.
- Recent enrichment activities include after school art clubs, opportunities to sketch from life (e.g. on the Heath), visit from artists (e.g. Burgh House Chinese New Year clay workshop) and visits to galleries (e.g. Tate Modern, National Gallery). Opportunities to share/celebrate work include in class assemblies, display in school (including in classroom gallery areas) and in school art exhibitions.
- Art activities are often linked to other areas of the curriculum (e.g. Egyptian-themed art work in Y3, linked to History learning) and to our Christ Church Arts Project or other themed weeks (e.g. Try Something New calligraphy, batik and tie dye workshops).



- Skills are taught progressively through the school in five areas (drawing; painting/use of colour; sculpture and collage; printmaking; and an area of wider skills including review and evaluation of own and others' work and taking inspiration from other artists)
- Adaptive teaching means that all children access our full art curriculum; on occasion adaptations to resources or support are made to ensure children with individual needs can participate fully.

- Key skills (in particular in drawing, use of colour and wider evaluative and appreciation skills) are returned to and built on throughout several projects over the year (and year-on

year) to consolidate and reinforce this key learning.

- Sketch books are used across Key Stage 2 for children to develop ideas and skills; these provide evidence of children's progress alongside finished pieces and records in class art portfolios.
- Children learn about and from a diverse range of artists (their lives, work, techniques and inspiration) and use these to inspire their own creative work. The art curriculum leader monitors the range of artists studied.
- CPD for the art curriculum leader is provided through the new Camden art leaders' network.
- School has a good supply of art resources for different projects and for using different media; these resources have grown considerably over recent years and are regularly replenished.

Impact

- All children have many opportunities over each year to be creative and to produce work that is valued and that they are proud of. Children very much enjoy art experiences at school, both within the curriculum and across our range of enrichment activities.



- All children develop their skills using a range of techniques and media, becoming more proficient from their varying starting points.
- Children develop their understanding of artists, artistic styles and how art work is displayed, viewed and appreciated.
- Art lessons and activities also have a positive impact on the development of children's wider skills in resilience, collaboration, critical evaluation and self-reflection and a sense of pride and value for their own and others' work.

Whole school standards (three-year trend)

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Approach to assessment in Art and Design

Ongoing assessment:

Teachers provide wide-ranging, engaging and accessible art lessons for all pupils. Ongoing, on-the-spot assessments within the lesson or a sequence of lessons may identify children who would benefit from additional or different adult support, groupings, time or resources in order to achieve the key learning or outcome in the lesson. These adaptations are made flexibly and as soon as possible in the lesson/sequence of lessons. Teachers' ongoing assessments in art are made through observations, questioning and discussion with children, as well as using information from other adults in

the classroom, including the specialist art TA. Ongoing assessments are made of children's learning across all five strands, including wider skills in discussing and evaluating their own work and that of other artists.

Summative assessment:

Key learning for each year group is identified in our progression documents: many of the identified key statements are focused in the strands of drawing, use of colour and wider evaluative and appreciation skills as these areas support progress in the other, more specific strands as well. Teachers, with support where needed from the art leader, specialist art TA and our work sample documents, make summative end of year assessments against these key standards for all pupils. These assessments are reported to parents in our end of year reports and used in the whole school standards analysis above, which in turn is used to support improvement planning in art.

Last year's key developments and successes in 2021/22:

1. Ensure visits to galleries/ other art experiences are part of recovery plans to ensure enrichment is back to (or above) pre-COVID levels

Intended outcome: All children to have experience of appreciating or creating art outside school over the academic year.

21/22 target achieved: All classes visited a gallery as part of renewal work building back enrichment experiences post-COVID. Reception viewed their own sculptures at Burgh House, Years 2-5 visited the National Gallery and Year 6 visited the Tate Gallery. Reception, Year 1 and Year 4 spent time on the Heath during Art lessons as well. Children had opportunities to view, appreciate and learn about the art works on display, take



part in workshops led by experts and create their own art work in the galleries as a response. Teachers noted how children also developed behaviours about how to behave in a gallery. Information about the visits was shared in assemblies with other classes and on the school website. Continue and build on this level of enrichment provision in 22/23.



2. Use art activities to support our planned well-being work (as part of recovery plans): Arts Project in Autumn 2021 linked to Happiness Project mental well-being themes; high-quality art experiences used as part of our Try Something New week.

Intended outcome: All children understand that taking part in art activities can be one potential support for positive mental well-being and that trying new skills requires resilience and several attempts.

21/22 target achieved: All children reflected on one of the themes of Happiness Project (promoting positive mental well-being) through art and created pieces to display in our exhibition, be part of our calendar and take home to continue to be reminder of the theme at home. Arts Project exhibition was highly successful and children took great pride in their framed art works.

'Try something new' activities included Batik art and Tie-dye, giving children the chance to experience something new and reflect on how this gave them a sense of satisfaction and achievement, building up resilience for future new activities.



3. Build staff skills in the printing area of the curriculum, through in-school training

All staff feel more confident in the terminology, skills progression and techniques in the printing area of the art curriculum, and can successfully teach these skills to children in their classes.

21/22 target partially achieved: Staff art training (and well-being activity) focused on a range of art skills and not just on printing. Training session with specialist TA gave all staff (teaching and support) the opportunity to create their own jubilee coaster using a range of techniques (printing, collage, embroidery, digital art). Specialist TA continued to support staff with art activities throughout the year.

Response to DfE Recovery Curriculum document in 2021/22

No major adaptations to our Art and Design curriculum were made for 21/22 school year, as the majority of key skills continued to be taught at home or at school during the periods of home learning or COVID restrictions (see previous years' reports). The DfE recovery curriculum document suggested a KS1 focus on manipulation of tools/materials and fine motor skills and we continued to support individual pupils with this where needed. One focus for 21/22 was to rebuild enrichment opportunities in art and design, moving from virtual/online experiences to real life visits to galleries/workshops etc (see reviewed target above).

Response to the Ofsted Research Review

An Ofsted Research Review document for Art and Design has not yet been published.

Key targets and actions moving forward (development priorities for 2022/23):

| Target and <i>intended outcome</i> | Planned actions (including dates where applicable) |
|--|---|
| <p>1. Build on successful gallery visits in 21/22 to ensure that for all classes the choice of gallery/workshop complements work in school and allows children to create their own art work in response</p> <p><i>All children to have experience of appreciating art outside school over the academic year, with opportunities to be inspired to create their own work in response</i></p> | <p>Share and promote ideas for gallery visits– linked to art curriculum, including to local galleries and London galleries</p> <p>Help staff to plan these visits, including any pre-visit work and ensure resources are in place so that children can create their own work in the galleries.</p> <p>Visits to take place over the academic year.</p> <p>Share learning from these visit with others – rest of school in assemblies, other staff</p> |
| <p>2. To address gap between percentage of boys and girls achieving at above expected standard:</p> <ul style="list-style-type: none">- ensure art provision includes activities, media, visits and artists to inspire both boys and girls- discuss data with teaching staff and ensure secure understanding of assessment criteria- continue to promote the concept that art doesn't have to look perfect, neat or like anyone else's to be successful <p><i>All children (and staff) understand that success in art does not equate with perfection or neatness. Gap between girls' and boys' achievement at greater depth begins to close.</i></p> | <p>Try something new week – focus on art activities that will inspire both boys and girls – graffiti art? messy art?</p> <p>Staff meeting to share data and assessment criteria</p> <p>Share message about art not equating to perfection or neatness at every opportunity: assemblies about range of art media and range of artists for example</p> |
| <p>3. Build opportunities for CPD in art for subject leader and for other teaching staff (with a view to another staff member taking over the subject leadership) – e.g. participation in Camden art subject leader network to learn from other schools' good practice or experts</p> <p><i>Subject leader/teachers have experience of other schools' good practice and of expert teaching to support refinements to curriculum and provision.</i></p> | <p>Camden learning art subject network – half termly meetings and training webinars.</p> <p>Opportunity to share learning with other staff members</p> <p>Use Art 'focus week' for CPD/monitoring in school to be used to identify training needs.</p> |

Pupil voice

Pupil voice discussions in September 2021, March 2022 demonstrated that:

Children could talk about the range of artists they had been learning about, the artists' lives and styles:

'We learnt about Modigliani and his life, we learnt he did not make any money or be famous from his painting when he was alive. We learnt about Modigliani's style of long necks and noses. We have been learning about to draw portraits in a similar way. (Y4 pupil)

'We are learning about Julian Opie. We learnt he did simplified self-portraits and we practised colour mixing and blending to create the right effect in our self-portraits.' (Y5 pupil)

Children could explain how their current learning built on learning they had done previously:

'We learnt about shades of colour last year and this year we are learning about mixing those shades.' (Year 3 pupil)

'We practised sketching in Year 3 thinking about the outlines of fruit. This helped this year when we had to sketch a portrait.' (Year 4 pupil)

'Last year we did tracing with pencils and this year we have done sketching for our self-portraits using our tracing skills.' (Year 5 pupil)

'In Year 3 we used tints and tones. Hue is the main colour and then for the tone add grey to the hue. Tints is when you add white to the colour. In Year 5 we used colour mixing when we made the self-portraits because we used bright colourful colours so it draws the eye. Also when we did our CAP project we had to create an ochre so we had to use colour mixing as well.' (Year 5 pupil)

Children could talk about specific art skills they were learning:

'To make shades of primary colours we learnt to add black or white to make colours lighter or darker.' (Year 2 pupil)

'In groups, we designed a collage and mixed effect piece. We learnt about modifying our designs, deciding to use different materials such as water colour, pastels, card and tissue paper collage.' (Year 6 pupil)

'We made heart emotions and one of the things that is really good about the art work is that we always learn about the artists. All of the artists I know are all from Christ Church.' (Year 5 pupil)

'We have been making Egyptian masks. We used paper maché and used something called a relief surface which makes it 3D. We learnt how to use paper maché.' (Year 3 pupil)

Children could talk about what helped them to remember what they had learnt in art, including use of their skills in the Christ Church Arts Project, the fact they get to look at their work displayed in school and take it home and see it over and over again, and that the lessons are fun and this makes them stick in their memories.

'You get to keep the piece of art work so it gives you a memory of what you have done. I learn visually so you can look back on it and remember what you have done. The framed art work is in our classroom so you can look at it and remember what you did. Displays in the classroom says what you have done and who the artist was.' (March 2022: group discussion)



What makes our curriculum provision for Art and Design exceptional and beyond the expected?

- ❖ The quality of the art work produced, especially group collaborative pieces and work linked to our whole school Arts Projects, is often exceptional and worthy of sharing (e.g. by UNICEF UK, in Camden's Governors' newsletter)
- ❖ The skilled support and training provided by our specialist Art TA is beyond the expected
- ❖ The way in which art activities are successfully linked to well-being and personal development aims and outcomes is also beyond the expected.

Key points for discussion with governors about this report

- Share evidence in class art portfolios and display of high-quality art work around the school (classrooms and communal areas)
- Demonstrate use of sketch books – share progression in sketch books in KS2
- The way in which Christ Church Arts Projects often provide considerable enrichment to our Art and Design curriculum, complementing the planned teaching that takes place in classes.
- Skills progression document divided into drawing, painting/use of colour, sculpture/collage, printmaking and wider skills (evaluation, appreciation, taking inspiration from others) – sharing work sample documents for each strand.

Links to a flavour of some of our 2021/22 highlights for Art and Design

Autumn term Arts Project – art work inspired by well-being themes in our Happiness Project and diverse range of artists:

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Reception-Arts-Project-Belonging-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y1-Arts-Project-Simplicity-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y2-Arts-Project-Resilience-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y3-Arts-Project-Family-and-Friends-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y4-Arts-Project-Simplicity-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y5-Arts-Project-Emotions-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y6-Arts-Project-Celebrating-Difference-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Art-Exhibition-November-2021.pdf>

Trips to galleries:

<https://christchurchschool.co.uk/wp-content/uploads/2022/03/Y2-National-Gallery-trip-March-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/03/Y3-and-Y4-National-Gallery-trip-March-2022-1.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/02/Receptions-Chinese-New-Year-Tigers-February-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/06/Y5-National-Gallery-trip-June-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Y6-trip-to-Tate-Modern-June-2022.pdf>

Spring/Summer term Arts Project – Jubilee coasters using art skills

<https://christchurchschool.co.uk/wp-content/uploads/2022/06/Jubilee-Coasters-Y3-Y4-Y5-Y6.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/06/Jubilee-Coasters-R-Y1-Y2.pdf>

The full list of our ten Happiness Project themes

Each week, we have all been taking part in class and whole school activities based around these themes, to teach us all proactive strategies to support positive mental well-being.

- GOAL**  **Setting goals:** Setting goals, big and small, gives our lives meaning and direction. Aim high!
- GIVING**  **Giving:** Giving to others makes both those giving and those receiving feel happier. Try to give things which are free: a smile, respect, friendship, a compliment....
- HEALTHY BODY**  **Healthy body:** Keeping our bodies healthy with nutritious food, enough water, sleep and exercise, helps to keep us mentally healthy, too, and builds our resilience.
- TRY SOMETHING NEW**  **Try something new:** Trying new things boosts our confidence and creativity, helps us overcome anxiety for the next time we are faced with a new challenge and helps to build resilience.
- BOUNCE BACK**  **Resilience:** We all need the tools to be able to bounce back when times are tough. We also need to know when and how to ask for support – that's an important part of resilience too!
- EMOTIONS**  **Emotions:** We all have different feelings all the time. Positive and negative emotions are all important to recognise and identify, but we should focus on the positive when we can!
- BELONGING**  **Belonging:** Belonging to something bigger gives our lives a shared goal, meaning and purpose. We all belong to so many different groups: our families, our faith groups, our school...
- FAMILY AND FRIENDS**  **Family and friends:** Staying connected to our families and friends has a positive impact on our well-being. One act of kindness towards others soon leads to another and another.
- CELEBRATING DIFFERENCE**  **Celebrating difference:** We are all unique and wonderful! Knowing our strengths, weaknesses and differences helps us respect and value ourselves and others.
- SIMPLICITY**  **Simplicity:** Taking time to pause, reflect and appreciate the beauty of nature is important for all of us, helping us focus on the present, rather than worrying about the past or what's to come.







Happiness Project Art Exhibition November 2021

Our whole school Happiness Project this term has reminded all of us about ten themes to promote positive mental health and well-being, helping to keep us and others happy. For our Christ Church Arts Project, we have been inspired by some of these themes and by the work of artists from around the world to create the beautiful art work which we are very proud to share with you in our Art Exhibition today.





Reception - Belonging  Reception looked at the straight lines and blocks of colour in the work of Dutch painter, Piet Mondrian. They selected the sections to paint using each of the primary colours and drew themselves and their friends in a big Christ Church School logo to show the importance to our well-being of 'belonging to something bigger': our school! 

Year 1 – Simplicity  Year 1 were inspired by both the beautiful flower images painted by American artist Georgia O'Keeffe and our Happiness Project theme of Simplicity which teaches us the importance of taking time to appreciate nature around us. They used their observational skills to look closely at flowers and then used pastels and watercolour to create their own close up art works. 

Year 2 – Resilience  Year 2 looked at the work of Yayoi Kusama, a Japanese artist who has spoken openly about her mental health and who has shown resilience to overcome many challenges to keep producing her art work. Kusama said 'I fight pain, anxiety, and fear every day, and the only method I have found that relieved my illness is to keep creating art. I followed the thread of art and somehow discovered a path that would allow me to live.' Year 2 had to demonstrate their own resilience to use their careful painting and pen skills to produce their own versions of Kusama's famous pumpkin. 

Year 3 – Family and Friends  Year 3 learnt about how an American artist, Faith Ringgold, creates autobiographical quilts and illustrations containing panels inspired by memories or scenes with her family. Year 3 thought about how staying connected with their families and friends supports their well-being and happiness and created their own mono-printed and watercolour quilt scenes from their own lives. 

Year 4 – Simplicity  Year 4 looked at the work of a range of landscape artists including Ken Done, Robert Duncanson and John Constable, focusing particularly on Constable's paintings of Hampstead Heath. They learnt about how to use colour and shading to create perspective in their paintings and used different techniques and types of paints to create the foreground, mid-ground and background. Year 4 love spending time on Hampstead Heath, like Constable did, supporting their well-being by appreciating the natural beauty of our local area. 

Year 5 – Emotions  Year 5 looked at the work of artists Frank Bowling and Jim Dine, who both explored emotions through their art work, such as in Dine's piece 'Four hearts'. They explored how colour can be used to represent different emotions and, in our Happiness Project, we have all been learning about how it's good to recognise and talk about all the emotions we feel. Year 5 used paint, pastel and working in the negative to create their own art work representing positive emotions. 

Year 6 – Celebrating difference  Recognising and celebrating the uniqueness of each one of us plays a vital role in helping to maintain our positive mental well-being. Year 6 looked at the way that graphic artist Emory Douglas used his art to convey a message and selected their own messages about diversity and uniqueness to include in their art work. They each combined their collage, digital and printing skills to create a unique celebration of themselves! 

Examples of work in specific strands – Drawing and Use of Colour/Painting strands included here. There are also examples of progression in the other strands (Sculpture/collage and printmaking)



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Art and design – skills progression Examples for **Drawing** strand

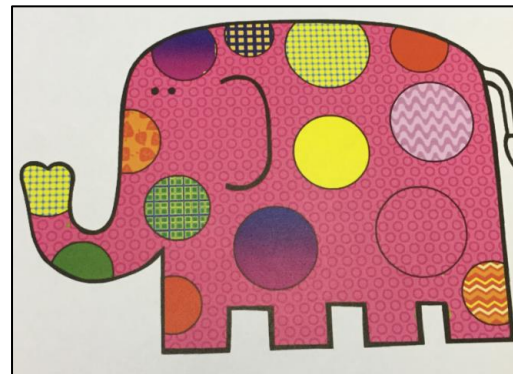
Full skills progression for this strand

Reception

* investigate possibilities for a range of different mark makers

Examples of skills development and finished pieces in **drawing**

Drawing activities throughout the year (adult-led, adult-supported, child-initiated) with a range of different tools and mark makers: pens, pencils, chalks, crayons, paint pens, paint brushes, pastels, digital tools, pastels
Examples include:



Year 1

- * investigate using a range of different surfaces for mark making
- * begin to represent texture by using different marks
- * make a controlled drawing after looking closely at a simple object
- * begin to develop accurate drawings of people

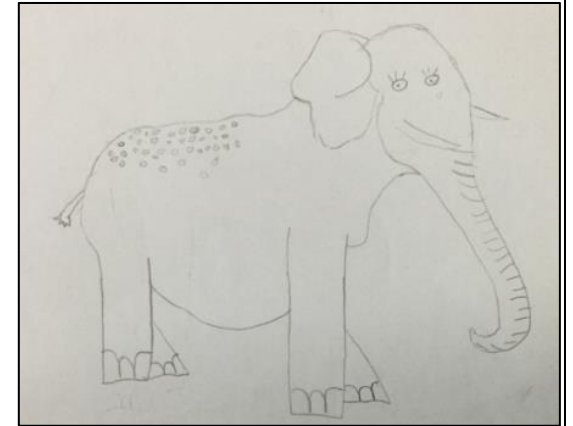


model



←Close observation of an object: drawings of flowers in preparation for Georgia O'Keeffe art work

Using different marks to represent texture on animal drawings→



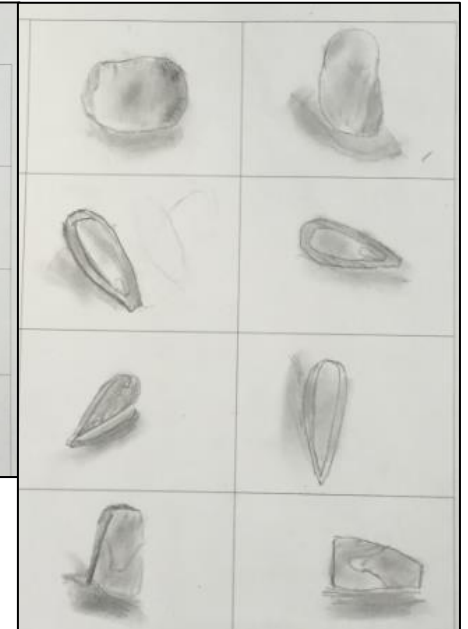
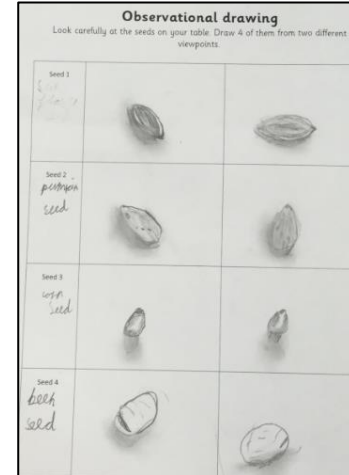
←Developing accurate drawings of people: self-portraits using a photograph as a

Year 2

- * try out a range of marks on different surfaces using different media with the focus on tone (lightness/darkness)
- * look closely, draw and talk about a group of objects and how they are arranged
- * observe and record objects from different view points
- * observe people and anatomy more closely when drawing

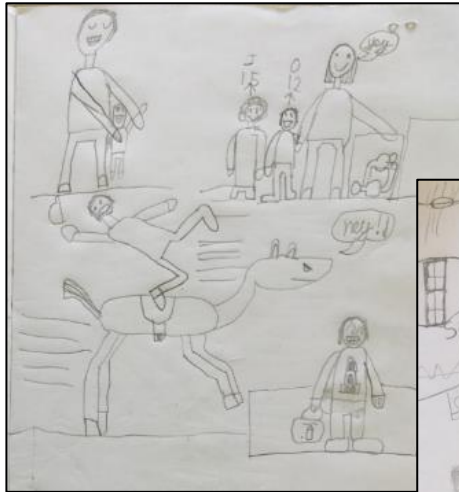


Looking closely at individual and groups of objects, observe and record from different viewpoints: seeds
Focus on tone (lightness and darkness)



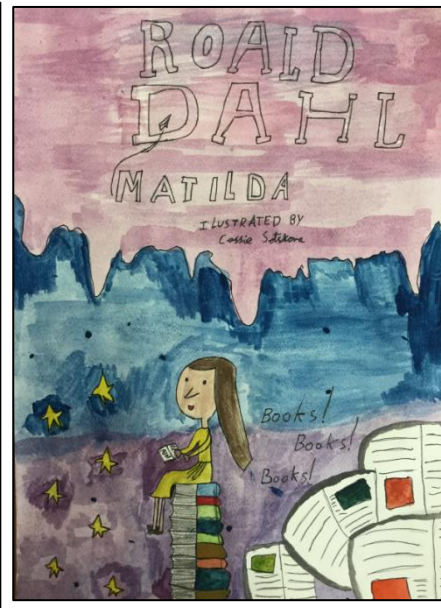
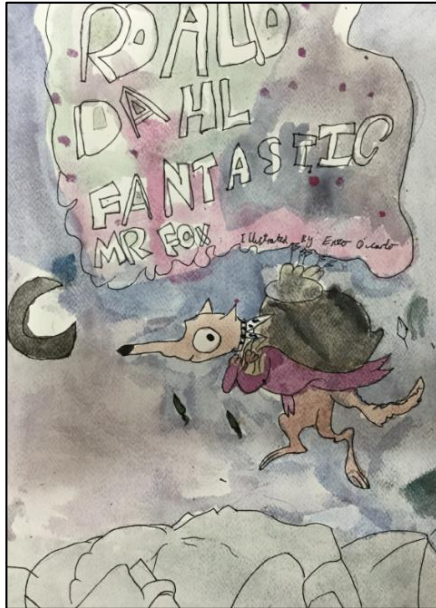
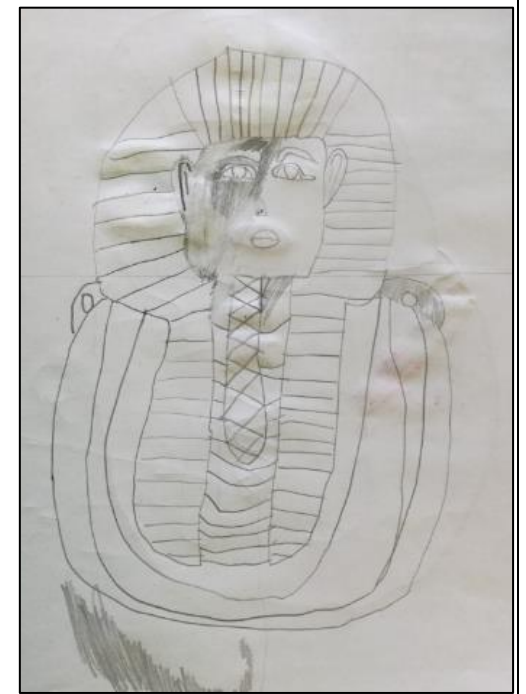
Year 3

- * explore different shading techniques and talk about and investigate light/medium/dark tone
- * explore drawing with different lines



←Drawing as preparation for autobiographical 'quilt' paintings

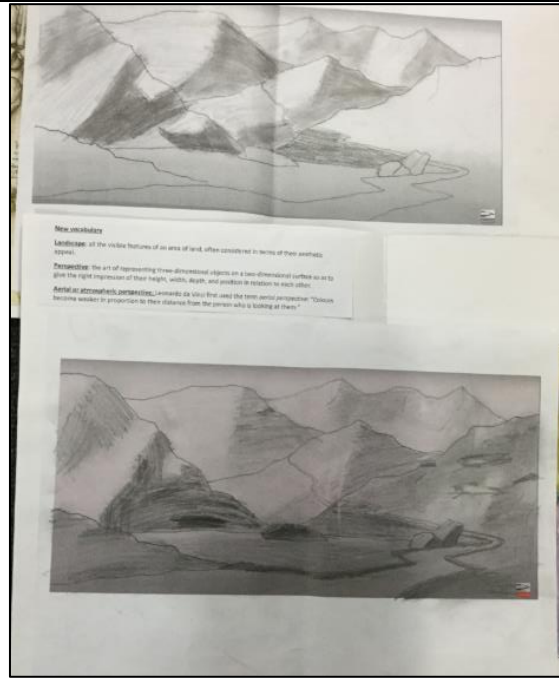
Shading (tone) used in preparation drawing for Egyptian 3D relief masks→



←Sketching-style line -drawing inspired by Quentin Blake

Year 4

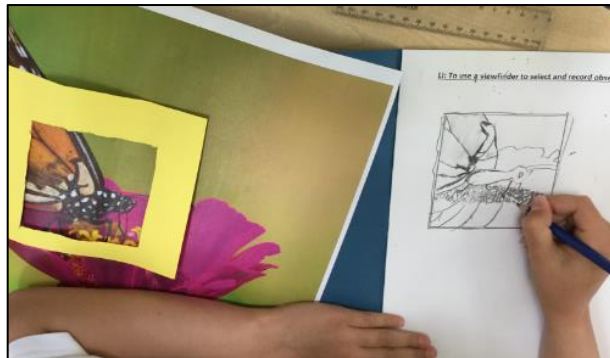
- * use a view finder to select and record observations
- * use landscape as a starting point for drawing
- * begin to understand and use perspective in drawings
- * begin to understand the effect of light on objects/people drawn from different directions



Learning about landscape drawing, perspective, vanishing points and atmospheric perspective (skills development in preparation for Constable paintings)

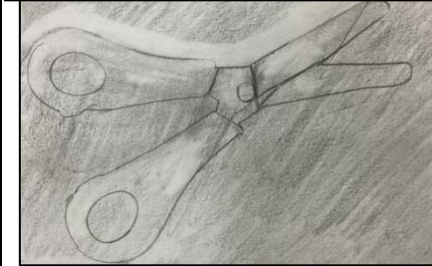
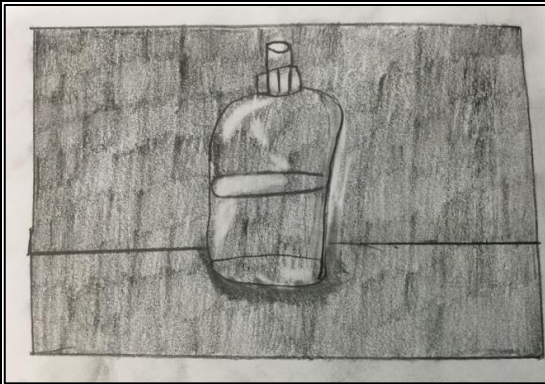


↓ Using a view finder to select areas of landscape or of a larger art work

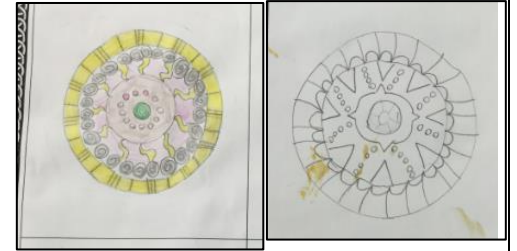


Year 5

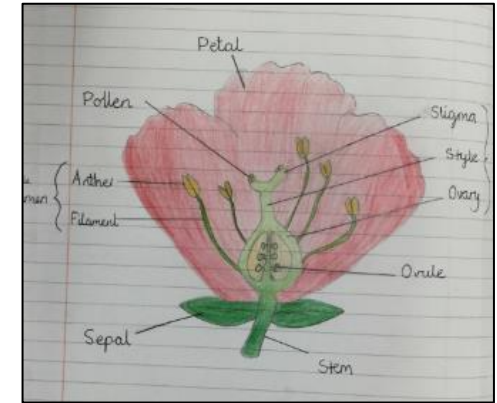
- * work in the negative using rubbers to remove graphite work; use positive and negative drawing techniques
- * develop use of perspective and proportion in drawings
- * develop understanding and representation of texture and the effect of light in drawings



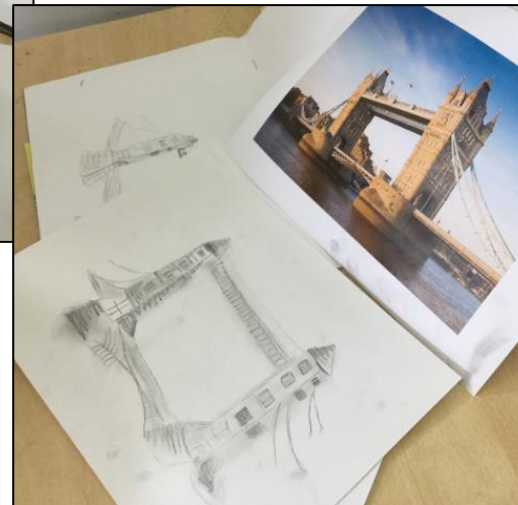
← Working in the negative with graphite and rubbers, representing texture and effect of light



Using observational and detailed drawing skills in other subjects (Anglo Saxon brooch designs, analytical diagrams in Science)→

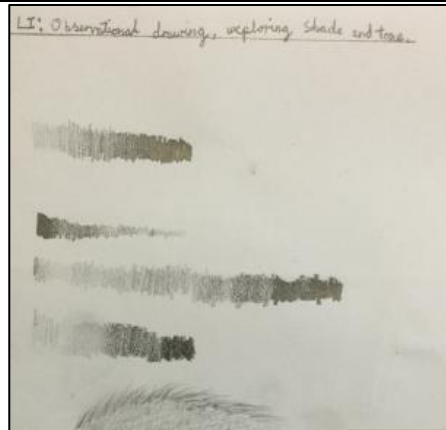


← Developing use of proportion and perspective in drawings



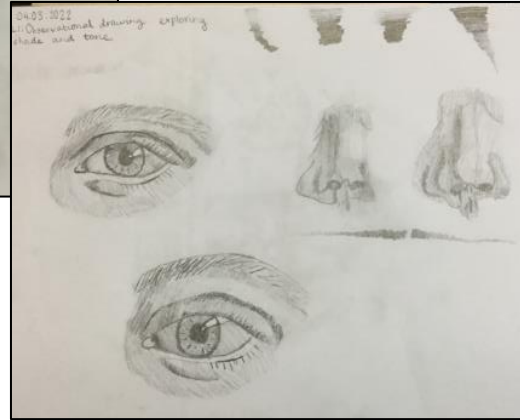
Year 6

- * make detailed, analytical observational drawings
- * enlarge and scale up drawings



← Detailed observational drawings of facial features, using previous learning about tone and shading

Pop art scaling and enlarging →





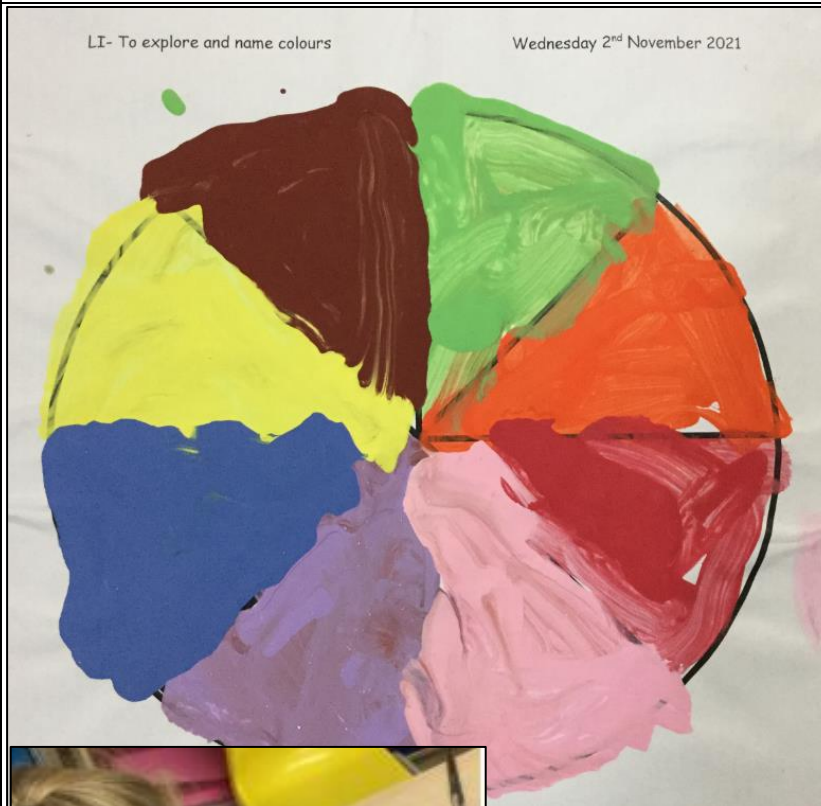
Full skills progression for this strand

Examples of specific skills development in this strand

Examples of finished pieces using painting/colour skills

Reception

- * name colours
- * explore the use of thick and thin paint
- * develop and explore early painting techniques using different brush strokes



Naming colours

Early painting skills – develop control of brush

Using colour in art work inspired by Kandinsky



Use of primary colours and early painting skills to keep within boundaries in art work inspired by Mondrian

Year 1

- * begin to investigate and use the visual elements of line and colour in a painting
- * apply paint using different tools
- * begin to understand and name primary and secondary colours

Primary Colours
red yellow blue

Secondary Colours
Green Orange Purple

Colour Mixing
Primary Colours
Secondary Colours

red + yellow = orange
yellow + blue = green
blue + red = purple

Understand and name primary and secondary colours



Use of colour and colour mixing in flower art work inspired by Georgia O'Keeffe



Use of colour in painting of castles for fairy tale art works (collage backgrounds)

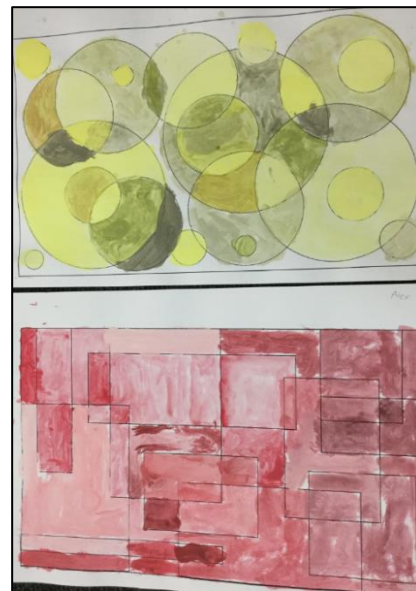
Year 2

- * **mix colours using primary colours (colour triangle)** and using primary/ secondary colours and white, making many different tints
- * identify, recognise and use strips and blocks of colour
- * begin to apply paint using a range of different techniques such as dotting, scratching, splashing



Use knowledge of colour mixing and tints to make painting using strips and blocks of colour

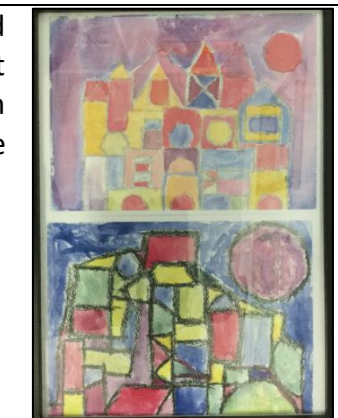
Mix colours using primary secondary colours and white – making many different tints



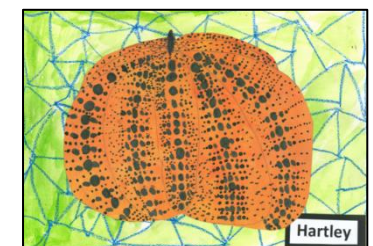
→ Use of colour mixing skills and blocks and strips of colour in art work inspired by Paul Klee's Sun and Castle



← Applying paint in a dotting technique in aboriginal-inspired pieces

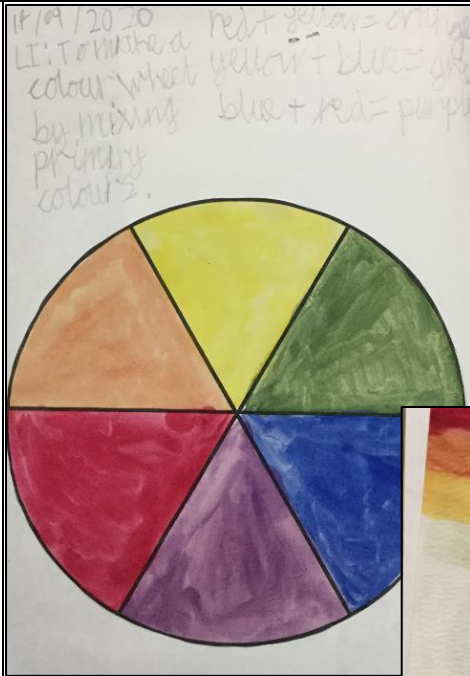


→ Use of colour in painted pumpkins inspired by Yayoi Kusama



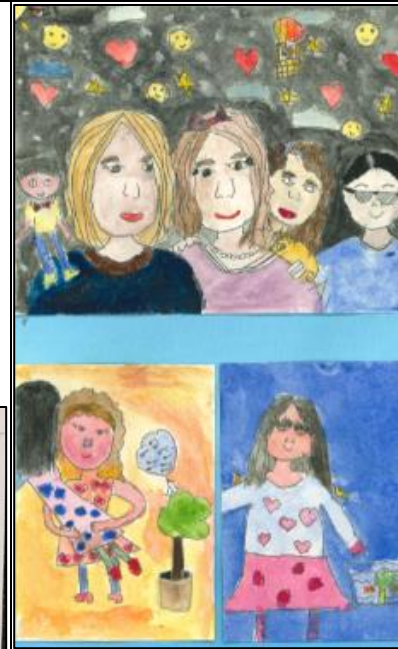
Year 3

- * begin to understand tint and tone through practical experience; make colour wheels
- * **use direct observations as a starting point for work in colour**
- * further explore applying different paints (e.g. poster, watercolour, acrylic) using a range of different techniques



Colour wheel – primary and secondary colours

Colour mixing with water colours – tint and tone

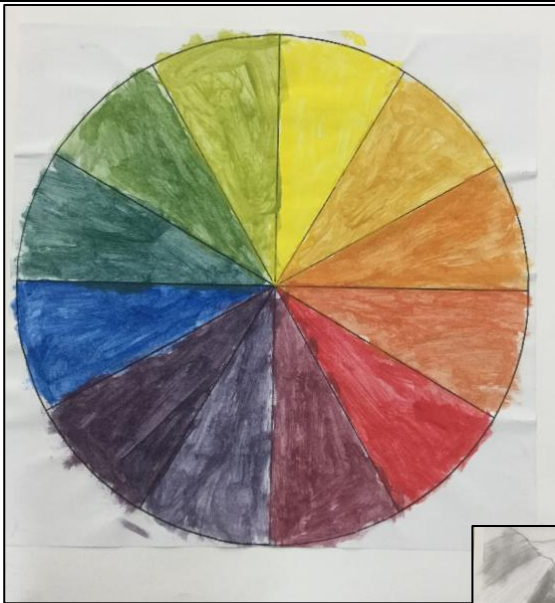


Watercolour painting using colour mixing and paint skills based on real life situations in work inspired by quilt art work of Faith Ringgold



Year 4

- * mix colours and select appropriate brushes for a specific purpose or colour matching
- * experiment with tint and tone through practical experience (e.g. mixing tertiary colours and extending the colour wheel)
- * work with paint and colour on a multi-shaped and textured surface



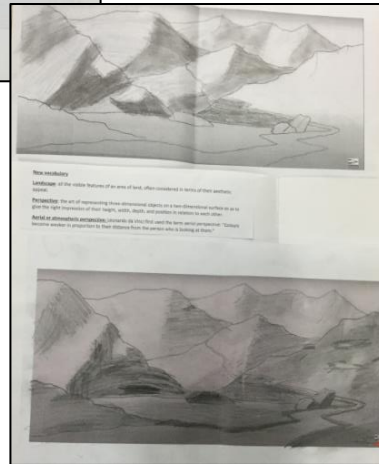
Extension of colour mixing skills and colour wheel to include tertiary colours



Use of colour mixing and paint skills in portraits inspired by Modigliani



Experimenting with tone/shade to show perspective and atmospheric perspective.



Colour mixing and painting skills in landscapes inspired by Constable (focus also on perspective and use of colour/tone to create atmospheric perspective)

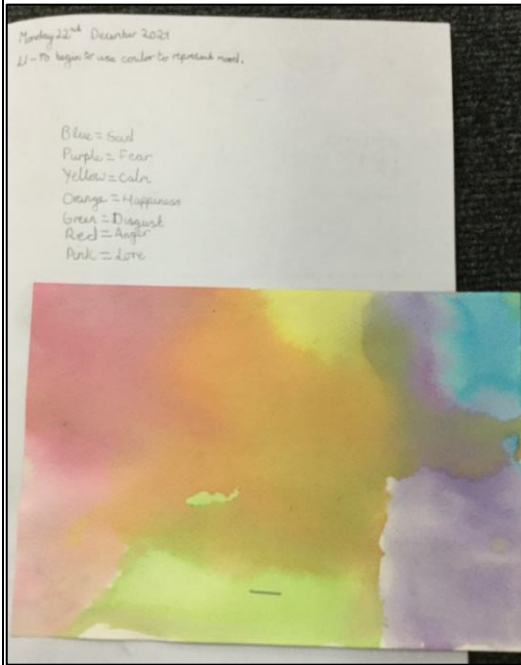


Painting on multi-shaped and textured surface – volcanoes (paper mache) and cave paintings (modroc)

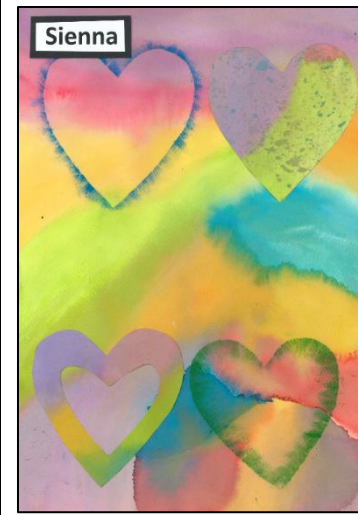


Year 5

- * mix, match and extend colours and patterns
- * begin to use colour to represent mood
- * begin to apply their experience of materials and process developing their control of tools and techniques for painting



Exploration of use of colour to represent mood and emotions



Use of colour to represent mood in art work inspired by Jim Dine's Four Hearts series.



Use of colour mixing, matching and block colour painting in Julian Opie-inspired self portraits

Year 6

* independently apply their experience of materials and process further developing their control of tools and techniques for painting

* **adapt and modify work as it progresses**



Children able to make own choices about materials/colours/paints to use, building on range of learning, techniques and experience from previous years.



Understanding of use of colour demonstrated in group collage/mixed media stained glass pieces (linked to the Bible's metanarrative in RE).



Use of colour and paint (alongside other mixed media techniques) to create pieces inspired by work of Emory Douglas

