





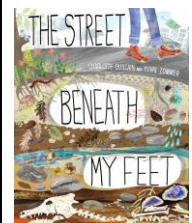
Progression of skills /Curriculum Overview











Art at Nine Acres

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Skills  Create  Design  Improve	Printing Rubbings Print with variety of objects Print with block colours Pattern Create simple repeating patterns Form Handling, feeling, enjoying and manipulating materials	Drawing Use pencils to create lines of different thickness in drawings. IT: Use IT to create a picture Sculpture Cut, roll and coil materials. Painting Name all of the colours and mix them. Applying colour with a range of tools Printing Collograph prints (Vaseline and powder paint prints) Collage: Describe and layer a range of textures Textiles: Explore dying fabric with natural materials	Drawing: Choose and use 3 different grades of pencil when drawing. Use charcoal, pencil and pastel to create art. Use a viewfinder to focus on a specific part of an artefact before drawing. Sketch from life. IT: Use different effects with an IT paint package. Sculpture: Using finishing techniques (paint, etching) Painting: Using watercolour to explore colour mixing (light add more water, darker to make colour more intense, black to achieve tone) Printing Print with a growing range of objects Identify the different forms printing takes (foil prints) Collage: Incorporate paint and drawing materials into collage work.	Drawing: Use different grades of pencil to shade and to show different tones and textures. IT: Use digital images and combine with other media in my art. Use IT to create art which includes my own work and that of others. Sculpture: Use found materials to create a sculpture Painting: Use a range of brushes to create different effects in painting. Show a range of facial expressions through paint Create a background by using a wash. Printing: (mono printing) use mono printing to achieve single print designs. Collage: Use print over collage to achieve a textured art work Textiles: Create a loom and develop basic weaving	Drawing: Use line, tone, shape and colour to represent figures and forms in movement. Use warm colours to bring an object forward, use cool colours to recede the background. Show texture through drawing. IT: Integrate my digital images into my art. Sculpture: Use 3d paper joining techniques. Experiments with mouldable materials. Painting: Apply colour using dotting, scratching, splashing Explore working over a painted surface with chalks, pastels, mixed media. Printing: impressed printing (polyblock), Collage: Decoratively embellish over drawn and painted artwork Textiles:	Drawing: Organise line, tone, shape, mark-making and colour to represent figures and forms. IT: Use images which I have created, and found; altering them where necessary to create art. Sculpture: Use gum tape to create a smooth, 3D surface Painting: Explore colour mixing with secondary and tertiary colours. Use colour mixing skills observed in the world around them Printing: Explore the use of paper-cut printing to achieve a single colour. Collage: Use pasting and smoothing to achieve a smooth textured surface Textiles: Use stitch to join materials and create decorative design	Drawing: Explain why I have used different tools to create art. Use a range of mark-making techniques to give detail and texture. Represent movement and contour when drawing. IT: Use a range of e-resources to create art. Sculpture: Use soft modelling materials (tissue paper, paper Mache) over a basic form to refine shape and texture. Painting: To express mood through colour Colour match a small section of a painting using colour mixing skills Printing: Explore the use of paper-cut printing to achieve multiple colours, overprinting and varying prints. Collage: Create a textured representation using multiple materials Textiles:











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			Textiles: Can weave paper to create a 'fabric' Can stitch together a variety of mixed media.	techniques	Use wet felting with several colours		Use batik to explore wax resist techniques Use needle felting to achieve a detailed design.
Elements of art	Key concepts that are referred to/covered in all areas of the art and design curriculum: colour, pattern, texture, tone, line, shape, composition, form and space, negative space (UKS2)						
Theme Autumn 1 PAINTING	<u>All about me!</u> Drawing - pencil Painting - poster/watercolour Textiles Sculpture Printing Collage Digital Art ELG: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing <u>Formal elements:</u> Colour <u>Significant Artist:</u> Kandinsky	<u>We are Britain!</u> Drawing - pencil/charcoal Painting - poster/water colour Textiles Sculpture Printing Collage Digital Art <u>Formal elements:</u> Colour, shape <u>Significant Artists:</u> Mary Abbott, Jackson pollock, Piet Mondrain, David Hockney  <u>Outcome:</u>	<u>Continents and Oceans</u> Drawing - pencil/charcoal Painting - poster Textiles Sculpture Printing Collage Digital Art <u>Formal Elements:</u> Colour, texture <u>Significant Artist</u> Barbara Rae 	<u>The Street beneath my feet - Youvel Zommer</u> Drawing - pencil/pen/charcoal Painting - watercolour wash Textiles Sculpture Printing Collage Digital Art <u>Formal Elements:</u> colour, pattern, composition <u>Significant Artist:</u> Youvel Zommer 	<u>Crime and Punishment - Victorian Parkhurst</u> Drawing - pencil/pen/biro Painting - acrylic/poster/pale Textiles Sculpture Printing Collage Digital Art <u>Formal elements:</u> colour, form, texture <u>Significant Artist:</u> Victorian Impressionists (Van Gogh, Degas, Mary Casset)	<u>Why are the Arctic regions so extreme? (Shackleton)</u> Drawing - pencil/drawing pen Painting - acrylic Textiles Sculpture Printing Collage Digital Art <u>Formal Elements:</u> colour, pattern, texture, shape <u>Significant Artist:</u> Georgia O'Keeffe	<u>Earth - Refugee</u> Drawing pen/ink and wash/ wrong end of paintbrush Painting - acrylic/watercolour Textiles Sculpture Printing Collage Digital Art - self portrait <u>Formal Elements:</u> colour, pattern, texture, shape, composition, line, form <u>Significant Artist:</u> Portraiture - Frank Auerbach Pablo Picasso Francois Nielly








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	<p>Use shaving foam and powder paint to explore colour mixing in messy trays. Use music to draw shapes and lines to. Where can we see circles in the environment? Explore making circles with different materials, before children have a go at making their own in a material of their choice on a paper plate.</p> <p>Using colour mixing skills, create a self portrait using paint. Can children correctly achieve a skin tone? Eye colour? Lip colour?</p> 	<p>View from Nine Acres field in the style of David Hockney using primary and secondary colours</p>	 <p>Outcome: Use the painting techniques we have explored to create a scene in the style of Rae of the Solent</p>	<p>Outcome: Children create mini-beast paintings, enlarged within their sketchbooks.</p>	  <p>Outcome: Using overlay/impasto techniques to paint 'an everyday scene' in an impressionism style</p>	 <p>Outcome: Enlarged painting of arctic flora using complimentary colours between background and foreground.</p>	   <p>Outcome: A self portrait in the style of Auerbach/Picasso or Nielly</p>
<p>Theme Autumn 2 SCULPTURE</p>	<p><u>Traditional Tales</u></p> <p>Drawing - pencils Painting - watercolour, block paints</p>	<p><u>Julia Donaldson/Alec Sheffler</u></p>	<p><u>History & Castles</u></p> <p>Drawing - pastels</p>	<p><u>How did the Stone Age leave a lasting impact on Modern Day</u></p>	<p><u>Wolves in the Walls</u> (Elephants in the Eaves)</p>	<p><u>Do the ancient Egyptians still impact our lives today?</u></p>	<p><u>WW2 Propoganda Poem - Windrush child</u></p>











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<p>Significant artist/craftsperson/architect/designer/illustrator</p> <p>to be studied & Local Links</p>	<p>Textiles Sculpture - clay, paper mache, embellishment Printing Collage Digital Art</p> <p>ELG: Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as embellishment and pattern on an egg design • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. <p>Formal Elements: colour, pattern, texture, shape,</p> <p>Significant Artist: Faberge Eggs </p> <p>Outcome:</p>	<p>Drawing - oil pastels Painting-watercolour, block paints Textiles Sculpture - clay Printing Collage Digital Art</p> <p>Formal Elements: colour, pattern, line,</p> <p>Significant Artist: Alec Sheffler </p> <p></p> <p>Outcome:Create a character face mask using clay building techniques</p>	<p>Painting - wash, poster paint Textiles Sculpture - clay, finishing techniques Printing Collage Digital Art</p> <p>Formal Elements: texture, shape, composition, line, shape and form</p> <p>Significant Artist: Clarice Cliff </p> <p></p>	<p>Britain?</p> <p>Drawing - pastels/charcoal Painting - wash, mixed media Textiles Sculpture - cardboard, gumtape, maskingtape, nets Printing Collage Digital Art</p> <p>Formal Elements: shape, line, shape and form</p> <p>Significant Artist - Barbara Hepworth - Sculptor Lion Man </p>	<p>Drawing - pastels/pen/mixed media Painting - tempura, watercolour, impasto Textiles Sculpture - 3D paper joining techniques Printing Collage Digital Art</p> <p>Formal Elements: pattern, texture, shape, line, composition, line, form</p> <p>Significant Artist John Muafangejo Darrell Wakelam </p>	<p>Drawing - pastels/charcoal Painting - acrylic, watercolour Textiles Sculpture - gum tape, paper mache, Printing Collage Digital Art</p> <p>Formal Elements: shape, line, form</p> <p>Significant Artist: Laurence Vallieres </p> <p></p> <p>Outcome: 3D animal mummies created from a base of newspaper and masking tape.</p>	<p>Drawing - mixed media range (inc oil pastels) Painting - acrylic, watercolour overlaid with pencil Textiles Sculpture - Printing Collage Digital Art</p> <p>Formal Elements: colour, pattern, texture, line, shape, form and space</p> <p>Significant Artist: Lubaina Himid Veronica Ryan https://www.tate.org.uk/kids/explore/who-is/who-lubaina-himid </p>
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	Clay and paper mache decorated eggs		 <p>Outcome: Create a block build turret tealight of local castel from clay, adding textured detail</p>	  <p>Outcome: Create 3D elephants from milk-bolltes, using joining techniques</p>	 <p>Outcome: Create a sculpture from found material using the abstract shapes of Babera Hepworth.</p>  		 <p>Outcome: Children make large scale fruit and vegetables from Caribbibian origin.</p>
Theme Spring 1 TEXTILES	<u>Travelling around the World</u> Drawing - pencil Painting - tempura on cardboard, explore drawing with PVA glue and salt.	<u>Where does our food come from?</u> Drawing - pencil, charcoal	<u>Taking Flight (birds)</u> Drawing - pen Painting - explore	<u>Great women of the world - Libba Cotton</u> Drawing - pen, ink	<u>Roman Geography</u> Drawing - pen, biro, ink Painting -	<u>A Midsummer Night's Dream</u> Drawing - pen, ink, wash	<u>BIOMES - rainforest</u> Drawing - biro, pencil, charcoal,







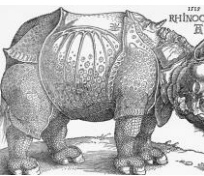







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<p>Significant artist/craftsperson/architect/designer/illustrator</p> <p>to be studied & Local Links</p>	<p>Textiles</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p>ELG:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them (reference to colour mixing in Autumn term) Create collaboratively, sharing ideas, resources and skills <p>Formal Elements: colour, shape</p> <p>Significant Artist Paul Klee</p>   <p>Outcome:</p>	<p>Painting - tempura/watercolour</p> <p>Textiles - dying fabric/weaving</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p>Formal Elements: colour, pattern, texture,</p> <p>Significant artist: Vivienne Pridaux) - Dyes Fabric, local to Cornwall</p>  <p>Outcome: Create fabric swatches using natural dyes from Island produce, explore tie dying techniques Bring together fabrics in a simple weaving</p>	<p>brush marks/wash</p> <p>Textiles - stitch/mixed media</p> <p>Sculpture - wire birds</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p>Formal Elements: texture, line, shape, form and space</p> <p>Significant Artist: Sarah Biffin</p>   <p>Outcome: Children stitch/embellish feathers from IOW with</p>	<p>wash, pencils</p> <p>Painting - tempura/watercolours</p> <p>Textiles - weaving</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p>Formal Elements: colour, pattern, line, shape, form and space</p> <p>Significant Artist:</p>	<p>watercolours</p> <p>Textiles - wet felting</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p>Formal Elements: colour, pattern, texture, line, shape, form and space</p> <p>Significant Artist: Susan Brubaker Knapp - embellished surface design</p>  <p>Outcome: Use wet felting to create flora of the Roman period. overstitch and embellish the felt when dry.</p>	<p>Painting - acrylic/watercolours</p> <p>Textiles - embroidery and applique</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p>Formal Elements: colour, texture, line, shape, form and space</p> <p>Significant Artist: Rosie James - http://www.arttextilesmadeinbritain.co.uk/</p>   <p>Outcome: Create a layered stitched design taking inspiration from the woodland magic.</p>	<p>oil pastels</p> <p>Painting - acrylic/watercolours</p> <p>Textiles - batik/wax resist</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p>Formal Elements: colour, pattern, texture, line, shape, composition, form and space</p> <p>Significant Artist John Dyer</p>   <p>Outcome: Create a batik design inspired by the work of Dyer,</p>
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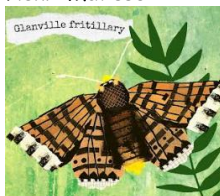







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	Children create a mixed media circle weaving inspired by the circles of Paul Klee		decorative elements for a collaborative piece				using local flora and fauna observed from life
Theme Spring 2 DRAWING	<u>Superheroes</u> Drawing - pencil Painting - tempura Textiles Sculpture Printing Collage Digital Art ELG: Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<u>Who was Mary Anning?</u> Drawing pencil, charcoal Painting - tempura Textiles Sculpture Printing Collage Digital Art - drawing app <u>Formal Elements:</u> pattern, tone, texture, line, shape, form and space	<u>Seaside on the IoW</u> Drawing - charcoal, pencil Painting - watercolour, ink wash Textiles Sculpture Printing Collage Digital Art - drawing app <u>Formal Elements:</u> colour, pattern, tone, texture,	<u>Bronze Age/Iron Age/Migration</u> Drawing - charcoal/pencil/vi ewfinder Painting - watercolour, ink, mixed media Textiles Sculpture Printing Collage - monochrome, tissue paper Digital Art <u>Formal Elements:</u>	<u>Settlements/Architecture</u> Drawing - pastels, charcoal, pen, biro Painting - watercolour, tempura, Textiles Sculpture - cardboard, masking tape Printing Collage Digital Art <u>Formal Elements:</u>	<u>Rivers/Industry/Water Cycle</u> Drawing - pens/biro/pencil Painting - watercolour, acrylic Textiles - cotton, embroidery Sculpture Printing - polyblock Collage Digital Art <u>Formal Elements:</u> colour, pattern, tone, texture, line, composition,	<u>Vikings/Warfare</u> Drawing - pens/biro/pencil Painting - watercolour, acrylic Textiles Sculpture Printing Collage Digital Art <u>Formal Elements:</u> colour, pattern, tone, texture, line, shape, composition
Significant artist/craftsperson/architect/designer/illustrator to be studied & Local Links							


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<p>• Create collaboratively, sharing ideas, resources and skills</p> <p>Formal Elements: colour, pattern, line,</p> <p>Using drawing skills to: Copy basic shape Form loops, swirls and large scale drawing to strengthen Draw on vertical surface Draw both large and small scale</p> <p>Significant Artist: Baptist Deblomburg</p>  <p>Outcome: Draw a self portrait with both conventional and unconventional art materials</p> 	<p>Significant Artist: Ernst Haeckel</p> <p>Outcome: Create a charcoal drawing on a large scale.</p>  	<p>line, shape, form and space</p> <p>Significant Artist: Van Gogh - sketches of the sea Pablo Herrero</p> <p>Outcome: Use a wide variety of pencils to create a scene using mark-making for purpose.</p>  	<p>colour, pattern, tone, texture, line, shape, form and space</p> <p>Significant Artist: Durer April Copeni</p>   <p>Outcome: Create a drawing from a description rather than a visual stimulus.</p>	<p>colour, pattern, tone, texture, line, shape, form and space</p> <p>Significant Artist: Zaha Hadid</p> <p>Outcome: Draw paper sculptures using a variety of media</p> 	<p>shape, form and space</p> <p>Significant Artist: Hokusai</p>  <p>Significant Artist: Nancy Wolff</p> <p>Outcome: Create a textile design using line drawing and pattern.</p>   	<p>n, negative space, form and space</p> <p>Significant Artist: Wilem Kaft</p> <p>Outcome: Draw a self portrait in a 'war stance' using a variety of media.</p> 
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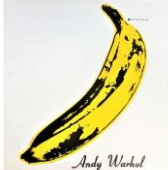


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<p>Theme</p> <p>Summer 1</p> <p>COLLAGE</p> <p>DIGITAL ART</p>	<p><u>Growing</u></p> <p>Drawing - pencil, pens</p> <p>Painting</p> <p>Textiles</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p>ELG:</p> <ul style="list-style-type: none">• 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. <p><u>Formal Elements:</u></p> <p>colour, pattern, line, shape, form</p> <p>Link with the work on flowers and parts of a plant.</p> <p>Explore the work of Mark Qunn. What parts of a flower can be seen? What colours can you see?</p> 	<p><u>Why can't giraffes living on the Isle of Wight?</u></p> <p>Drawing - pencil</p> <p>Painting - poster paint</p> <p>Textiles</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p><u>Formal Elements:</u></p> <p>colour, pattern, texture, line, shape, form and space</p> <p>Significant Artist:</p> <p>Crumpled Wight Paper</p> <p>Henri Matisse</p>   <p><u>Outcome:</u></p> <p>Group: create a collaborative collage</p>	<p><u>History of aviation</u></p> <p>Drawing - pencil, charcoal, oil pastel</p> <p>Painting - poster paint</p> <p>Textiles</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p><u>Formal Elements:</u></p> <p>colour, pattern, texture, line, shape,</p> <p>Significant Artist:</p> <p>Eileen Agar</p>  <p><u>Outcome:</u> Use different materials to collage a foreground and background in the style of Agar. Overlay with oil pastel.</p>	<p><u>Can you find your way around the Isle of Wight?</u></p> <p>Drawing - pencil, charcoal</p> <p>Painting poster paint/watercolour</p> <p>Textiles</p> <p>Sculpture</p> <p>Printing - sponge printing</p> <p>Collage</p> <p>Digital Art</p> <p><u>Formal Elements:</u></p> <p>colour, pattern, texture, line, shape,</p> <p>Significant Artist:</p> <p>Fred Tomeselli</p>  <p><u>Outcome:</u> Create a collaged figure using IOW text/packaging. Embellish the background using</p>	<p><u>How diverse is Australia?</u></p> <p>Drawing- drawing pens, ink and wash</p> <p>Painting - acrylic</p> <p>Textiles</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p><u>Formal Elements:</u></p> <p>colour, pattern, tone, texture, line, shape, form and space</p> <p>Significant Artist:</p> <p>Elizabeth Willing</p>   <p><u>Outcome:</u> Children create a collaborative food collage on a large</p>	<p><u>Why does the world rely on rivers?</u></p> <p>Drawing pens , weighted pencil</p> <p>Painting - watercolour wash</p> <p>Textiles</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p><u>Formal Elements:</u></p> <p>colour, pattern, tone, texture, line, shape, composition</p> <p>Significant Artist:</p> <p>Kurt Switters</p>  <p><u>Outcome:</u> Children create a 'assembled' artwork form artefacts of significance. Overlay work with medium of choice.</p>	<p><u>Vikings</u></p> <p>Drawing - pens, biro, weighted pencils.</p> <p>Painting - watercolour</p> <p>Textiles - embroidery thread</p> <p>Sculpture</p> <p>Printing</p> <p>Collage</p> <p>Digital Art</p> <p><u>Formal Elements:</u></p> <p>pattern, line, shape, composition, form and space</p> <p>Significant Artist:</p> <p>Annegret Soltau</p>  <p><u>Outcome:</u></p> <p>Children create a self portrait in the style of Soltau, using stitch and digital media.</p>
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		using overlays of transparent paper Individual: create an individual collage in the style of Matisse using bold coloured paper.		printing techniques.	scale in the style of Willing using local/national foods for inspiration.		
	Drawing Painting Textiles Sculpture Printing Collage Digital Art Literacy link - Hettie Peck Design and create a	Drawing Painting Textiles Sculpture Printing Collage Digital Art - kids doodle, colour and create <u>Outcome:</u> Overlay a digital image of wildlife from around the school.	Drawing Painting Textiles Sculpture Printing Collage Digital Art - kids doodle, colour and create Significant artist: Joseph Wright 'of Derby'  Outcome: children manipulate an image through digital media.	Drawing Painting Textiles Sculpture Printing Collage Digital Art - canva Significant Artist: ME! <u>Outcome:</u> Children create a canva poster using digital tools, promoting their own artwork	Drawing Painting Textiles Sculpture Printing - digital colour manipulation Collage Digital Art - sketchbook <u>Outcome:</u> create and manipulate the colours of an image	Drawing Painting Textiles Sculpture Printing Collage Digital Art - sketchbook Significant Artist: Chris Milk  <u>Outcome</u> Manipulate your own image to create a 'digital face paint'.	Drawing Painting Textiles Sculpture Printing Collage Digital Art - capcut <u>Outcome:</u> Create a promotional film about your school experience using cap-cut
Theme Summer 2 PRINTING	Drawing Painting Textiles Sculpture Printing	Drawing - oil pastels, felt tips Painting - tempura paint Textiles	Drawing - pastels, pencils Painting - tempura paint Textiles	Drawing - oil pastels, pencil, charcoal, felt tip Painting - tempura Textiles	Drawing - pencils, oil pastels Painting - watercolour, colour theory	Drawing - pencil/pen/ink and wash Painting - acrylic Textiles	Drawing - Medium of choice Painting - impasto/palette knives

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<p>Significant artist/craftsperson/architect/designer/illustrator</p> <p>to be studied & Local Links</p>	<p>Collage Digital Art</p> <p>ELG:</p> <ul style="list-style-type: none"> • 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. <p>Provide treasure basket of printing materials for EYFS to explore as guided activity. Use button printing blocks, string printing blocks, nail blocks etc to give a children a range of choice to explore printing.</p> <p>What kind of prints can be made? What kind of repeating patterns? Link to maths work from Aut 1.</p>	<p>Sculpture Printing - collograph Collage Digital Art</p> <p>Formal Elements: colour, pattern, line, shape</p> <p>Significant Artist: Esther Mahlangu</p> <p>Outcome: Children create a collograph print using geometric shapes</p> 	<p>Sculpture Printing - foil prints Collage Digital Art</p> <p>Formal Elements: colour, tone, texture, line, shape, form and space</p> <p>Significant Artist: Jan Davidsz. de Heem (Dutch Still Life Movement)</p> <p>Outcome: Children use their sketches to create a foil print of a lobster.</p> 	<p>Sculpture Printing - mono print Collage Digital Art</p> <p>Formal Elements: colour, pattern, tone, line, shape, form and space</p> <p>Significant Artist: Kandinsky Munich Houses</p> <p>Outcome: Children create a mono-print, overlaid with different colours of paints for a bold and bright effect.</p> 	<p>Textiles Sculpture Printing - poly Collage Digital Art</p> <p>Formal Elements: colour, pattern, tone, line, shape, composition, form and space</p> <p>Significant Artist: Claus Oldenberg Andy Warhol</p>   <p>Outcome: children create polyblock prints of national cakes</p>	<p>Sculpture Printing - paper-cut (single colour) Collage - mixed media Digital Art</p> <p>Formal Elements: colour, pattern, tone, texture, line, shape, composition, form and space</p> <p>Significant Artist: Renoir/ The Impressionists</p>  <p>Outcome: Children create a paper-cut print of their own design, using multiple methods and experimentation to achieve a series of prints.</p>	<p>Textiles Sculpture Printing - paper-cut (two colours) Collage Digital Art</p> <p>Formal Elements: colour, pattern, tone, texture, line, shape, form and space</p> <p>Significant Artist: George Bellows Men of the Docks</p>  <p>Outcome: Children create a print in multiple colours, experimenting to achieve a series of different outcomes. Children may choose to overlay other materials onto their design.</p>
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Educational visits/ experiences	Visit a local gallery (Quay Arts)	Working with a local Artist	Creating a gallery display to present to parents	Art parent workshop	Create a Nine Acres gallery and auction pieces to parents. National link - -Sara Brower, London Ceramicist	Create art to be presented in a local gallery	Visit a national art gallery
Breadth of Coverage	Russian (European), South America, India, Historical, Contemporary	South African, female, Cotemporary, Historical (Abstract), European, Craft	European, Historical (Dutch Still Life), Contemporary, Female,	Lebanese, Historical, Modern, pre-historic, contemporary, British	Contemporary, modern, collage, craft, British	Historical (Impressionism), female, contemporary	Historical, British, European, female, modern, craft (printing/fabric design)

Our art curriculum aims to engage, inspire and encourage children to experiment and respond to the world around them. Children will explore and create artwork inspired by a wide range of artists, crafters and designers, both on a local and global platform.

Underpinning our curriculum are the skills of drawing and painting, which children practice each half term within the context of the other areas of art practice; sculpture, textiles, printmaking, collage and digital art. Children explore and refer to the elements of art, texture, tone, pattern, line, colour, shape and form across each practice to embed key concepts as they progress through the school.

Sketchbooks are used to document ideas throughout the school. Pupils are encouraged to express their own ideas and demonstrate their thinking as well as the development of skills, reflection of their ideas and thinking processes.

Pupils have the opportunity to explore a range of artists and designers from a variety of cultures, times and places. We use the context of our home, the Isle of Wight, to explore wider themes and make links to a diverse range of artists both contemporary and historical. We aim to make links with our local artists and artistic communities to ensure children have aspirational ideas and believe that 'art belongs to me'. It is crucial that children see themselves as part of a global network of artists and leave Nine Acres Primary with a sense of their own value as an artist and creator.

Striving for Excellence