


Progression of skills /Curriculum Overview



Art at Nine Acres

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Elements of art	Key concepts that are referred to/covered in all areas of the art and design curriculum: <b>colour, pattern, texture, tone, line, shape, composition, form and space, negative space (UKS2)</b>						
Theme Autumn 1 PAINTING	<u>All about me!</u>  Drawing - pencil Painting - poster/watercolour  Textiles Sculpture Printing Collage Digital Art  <u>Formal elements:</u> Colour  <u>Significant Artist:</u> Kandinsky Frida Kahlo  Use shaving foam and powder paint to explore colour mixing in messy trays. Use music to draw shapes and lines to.	<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>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 feel - 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/palette knives  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
Significant artist/craftsperson/architect/designer/illustrator  to be studied & Local Links							

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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.

Using colour mixing skills, create a self portrait using paint. Can children correctly achieve a skin tone? Eye colour? Lip colour?



**Outcome:**  
View from Nine Acres field in the style of David Hockney using primary and secondary colours



**Outcome:**  
Use the painting techniques we have explored to create a scene in the style of Rae of the Solent



**Outcome:**  
Children create mini-beast paintings, enlarged within their sketchbooks.

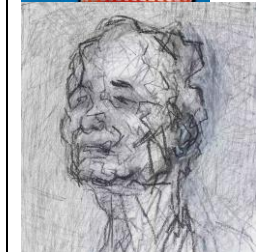


**Outcome:**  
Using overlay/impasto techniques to paint 'an everyday scene' in an impressionism style



**Outcome:**  
Enlarged painting of arctic flora using complimentary colours between background and foreground.

Francois Nielly











**Outcome:**  
A self portrait in the style of Auerbach/Picasso or Nielly




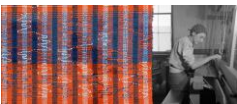





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<p>Theme Autumn 2 <b>SCULPTURE</b></p>	<p><u>Traditional Tales</u></p> <p>Drawing - pencils Painting - watercolour, block paints Textiles Sculpture - clay, paper mache, embellishment Printing Collage Digital Art</p>	<p><u>Julia Donaldson/Alec Sheffler</u></p> <p>Drawing - oil pastels Painting- watercolour, block paints Textiles Sculpture - clay Printing Collage Digital Art</p>	<p><u>History &amp; Castles</u></p> <p>Drawing - pastels Painting - wash, poster paint Textiles Sculpture - clay, finishing techniques Printing Collage Digital Art</p>	<p><u>How did the Stone Age leave a lasting impact on Modern Day Britain?</u></p> <p>Drawing - pastels/charcoal Painting - wash, mixed media Textiles Sculpture - cardboard, gumtape, maskingtape, nets Printing Collage Digital Art</p>	<p><u>Wolves in the Walls</u> (Elephants in the Eaves)</p> <p>Drawing - pastels/pen/mixed media Painting - tempura, watercolour, impasto Textiles Sculpture - 3D paper joining techniques Printing Collage Digital Art</p>	<p><u>Do the ancient Egyptians still impact our lives today?</u></p> <p>Drawing - pastels/charcoal Painting - acrylic, watercolour Textiles Sculpture - gum tape, paper mache, Printing Collage Digital Art</p>	<p><u>WW2 Propoganda Poem - Windrush child</u></p> <p>Drawing - mixed media range (inc oil pastels) Painting - acrylic, watercolour overlaid with pencil Textiles Sculpture - Printing Collage Digital Art</p>
<p>Significant artist/ craftsperson/ architect/ designer/illustrator  to be studied &amp; Local Links</p>	<p><b>Formal Elements:</b> colour, pattern, line,</p> <p><b>Significant Artist:</b> Alec Sheffler</p>	<p><b>Formal Elements:</b> colour, pattern, line,</p> <p><b>Significant Artist:</b> Alec Sheffler</p>	<p><b>Formal Elements:</b> texture, shape, composition, line, shape and form</p> <p><b>Significant Artist:</b> Clarice Cliff</p>	<p><b>Formal Elements:</b> shape, line, shape and form</p> <p><b>Significant Artist -</b> Barbara Hepworth - Sculptor Lion Man</p>	<p><b>Formal Elements:</b> pattern, texture, shape, line, composition, line, form</p> <p><b>Significant Artist</b> John Muafangejo Darrell Wakelam</p>	<p><b>Formal Elements:</b> shape, line, form</p> <p><b>Significant Artist:</b> Laurence Vallieres</p>	<p><b>Formal Elements:</b> colour, pattern, texture, line, shape, form and space</p> <p><b>Significant Artist:</b> Lubaina Himid Veronica Ryan <a href="https://www.tate.org.uk/kids/explore/who-is/who-lubaina-himid">https://www.tate.org.uk/kids/explore/who-is/who-lubaina-himid</a></p>
	<p><b>Outcome:</b> Create a character face mask using clay building techniques</p>	<p><b>Outcome:</b> Create a character face mask using clay building techniques</p>	<p><b>Outcome:</b> Create a character face mask using clay building techniques</p>	<p><b>Outcome:</b> Create a character face mask using clay building techniques</p>	<p><b>Outcome:</b> 3D animal mummies created from a base of newspaper and masking tape.</p>	<p><b>Outcome:</b> 3D animal mummies created from a base of newspaper and masking tape.</p>	<p><b>Outcome:</b> 3D animal mummies created from a base of newspaper and masking tape.</p>

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			 <p><b>Outcome:</b> Create a block build turret tealight of local castel from clay, adding textured detail</p>	   <p><b>Outcome:</b> Create a sculpture from found material using the abstract shapes of Babera Hepworth.</p>	 <p><b>Outcome:</b> Create 3D elephants from milk-bolltes, using joining techniques</p>  	 <p><b>Outcome:</b> Children make large scale fruit and vegetables from Caribbiban origin.</p>	
<p><b>Theme</b> Spring 1 <b>TEXTILES</b></p>	<p><u>Travelling around the World</u></p> <p>Drawing - pencil Painting - tempura on cardboard Textiles Sculpture Printing Collage</p>	<p><u>Where does our food come from?</u></p> <p>Drawing - pencil, charcoal Painting - tempura/watercolour Textiles - dying fabric/weaving Sculpture</p>	<p><u>Taking Flight (birds)</u></p> <p>Drawing - pen Painting - explore brush marks/wash Textiles - stitch/mixed media Sculpture - wire birds Printing Collage</p>	<p><u>Great women of the world - Libba Cotton</u></p> <p>Drawing - pen, ink wash, pencils Painting - tempura/watercolours Textiles - weaving Sculpture Printing</p>	<p><u>Roman Geography</u></p> <p>Drawing - pen, biro, ink Painting - watercolours Textiles - wet felting Sculpture Printing Collage</p>	<p><u>A Midsummer Night's Dream</u></p> <p>Drawing - pen, ink, wash Painting - acrylic/watercolours Textiles - embroidery and applique</p>	<p><u>BIOMES - rainforest</u></p> <p>Drawing - biro, pencil, charcoal, oil pastels Painting - acrylic/watercolours Textiles - batik/wax resist Sculpture Printing</p>
<p><b>Significant artist/craftsperson/architect/</b></p>							

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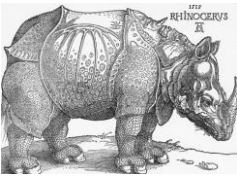






<p><b>designer/illustrator</b></p> <p>to be studied &amp; Local Links</p>	<p>Digital Art</p> <p><b>Formal Elements:</b> colour, shape</p> <p><b>Significant Artist</b></p>  <p>Henri Rosseau</p> <p><b>Outcome:</b> Children create a mixed media circle weaving inspired by the circles of Paul Klee</p>	<p>Printing Collage Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, texture,</p> <p><b>Significant artist:</b> Vivienne Pridaux) - Dyes Fabric, local to Cornwall</p>  <p><b>Outcome:</b> Create fabric swatches using natural dyes from Island produce, explore tie dying techniques Bring together fabrics in a simple weaving</p>	<p>Digital Art</p> <p><b>Formal Elements:</b> texture, line, shape, form and space</p> <p><b>Significant Artist:</b> Sarah Biffin</p>  <p><b>Outcome:</b> Children stitch/embellish feathers from IOW with decorative elements for a collaborative piece</p>	<p>Collage Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, line, shape</p> <p><b>Significant Artist:</b> Anni Albers</p>  <p><b>Outcome:</b> Use a wider variety of fabrics to create a weaving on a loom.</p>	<p>Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, texture, line, shape, form and space</p> <p><b>Significant Artist:</b> Susan Brubaker Knapp - embellished surface design</p>  <p><b>Outcome:</b> Use wet felting to create flora of the Roman period. overstitch and embellish the felt when dry.</p>	<p>Sculpture Printing Collage Digital Art</p> <p><b>Formal Elements:</b> colour, texture, line, shape, form and space</p> <p><b>Significant Artist:</b> Rosie James - <a href="http://www.arttextilemadeinbritain.co.uk/">http://www.arttextilemadeinbritain.co.uk/</a></p>   <p><b>Outcome:</b> Create a layered stitched design taking inspiration from the woodland magic.</p>	<p>Collage Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, texture, line, shape, composition, form and space</p> <p><b>Significant Artist</b> John Dyer</p>   <p><b>Outcome:</b> Create a batik design inspired by the work of Dyer, using local flora and fauna observed from life</p>
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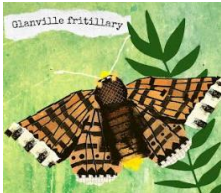


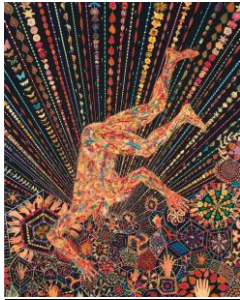




<p>Whole School LOCAL STUDY Spring 1 /Spring 2 22/23</p>	<p>In this unit, years 1-6 will explore the local Artist Julia Margaret Cameron and the impact she has on photography. They will note that she has international significance and is relevant to our locality.</p> <p>Year 1 - Digital manipulation using filters  Year 2 - Digital repeat pattern wallpaper of William Morris  Year 3 - Printing lace, inspired by costume and lace factory of Newport  Year 4 - Collage manipulation  Year 5 - Cyanotypes and Anna Atkins  Year 6 - Blackout poetry and the Freshwater Circle</p> <p>Please see MTP for further detail.</p>						
<p>Theme Spring 2/summer 1 DRAWING</p>	<p><u>Superheroes</u></p> <p>Drawing - pencil  Painting - tempura  Textiles  Sculpture  Printing  Collage  Digital Art</p> <p><u>Formal Elements:</u>  colour, pattern, line,</p> <p>Using drawing skills to:  Copy basic shape  Form loops, swirls</p>	<p><u>Who was Mary Anning?</u></p> <p>Drawing pencil, charcoal  Painting - tempura  Textiles  Sculpture  Printing  Collage</p> <p>Digital Art - drawing app</p> <p><u>Formal Elements:</u>  pattern, tone, texture, line, shape, form and space</p>	<p><u>Seaside on the IoW</u></p> <p>Drawing - charcoal, pencil  Painting - watercolour, ink wash  Textiles  Sculpture  Printing  Collage</p> <p>Digital Art - drawing app</p> <p><u>Formal Elements:</u>  colour, pattern, tone, texture, line, shape, form and space</p>	<p><u>Bronze Age/Iron Age/Migration</u></p> <p>Drawing - charcoal/pencil/viewfinder  Painting - watercolour, ink, mixed media  Textiles  Sculpture  Printing  Collage - monochrome, tissue paper  Digital Art</p> <p><u>Formal Elements:</u></p>	<p><u>Settlements/Architecture</u></p> <p>Drawing - pastels, charcoal, pen, biro  Painting - watercolour, tempura,  Textiles  Sculpture - cardboard, masking tape  Printing  Collage  Digital Art</p> <p><u>Formal Elements:</u></p>	<p><u>Rivers/Industry/Water Cycle</u></p> <p>Drawing - pens/biro/pencil  Painting - watercolour, acrylic  Textiles - cotton, embroidery  Sculpture  Printing - polyblock  Collage  Digital Art</p> <p><u>Formal Elements:</u>  colour, pattern, tone, texture, line,</p>	<p><u>Vikings/Warfare</u></p> <p>Drawing - pens/biro/pencil  Painting - watercolour, acrylic  Textiles  Sculpture  Printing  Collage  Digital Art</p> <p><u>Formal Elements:</u>  colour, pattern, tone, texture, line, shape, composition, negative space, form and space</p>



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<p>and large scale drawing to strengthen Draw on vertical surface Draw both large and small scale</p> <p><b>Significant Artist:</b> Baptist Deblomburg</p>  <p><b>Outcome:</b> Draw a self portrait with both conventional and unconventional art materials</p> 	<p><b>Significant Artist:</b> Ernst Haeckel <b>Outcome:</b> Create a charcoal drawing on a large scale.</p>  	<p><b>Significant Artist:</b> Van Gogh - sketches of the sea Pablo Herrero</p> <p><b>Outcome:</b> 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><b>Significant Artist:</b> Durer April Copeni</p>   <p><b>Outcome:</b> Create a drawing from a description rather than a visual stimulus.</p>	<p>colour, pattern, tone, texture, line, shape, form and space</p> <p><b>Significant Artist:</b> Zaha Hadid David Wiseman Celia Wilkinson <b>Outcome:</b> Mixed Media landscape with printing</p>   	<p>composition, shape, form and space</p> <p><b>Significant Artist:</b> Hokusai</p>  <p><b>Outcome:</b> Multimedia print and drawing</p>	<p><b>Significant Artist</b> Nancy Wolff</p> <p><b>Outcome:</b> Explore Scandinavian design through the artwork of an illustrator</p> 
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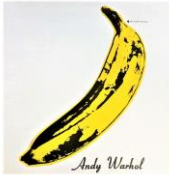


<p><b>Theme</b> Summer 1 <b>COLLAGE</b> <b>DIGITAL ART</b></p>	<p><u>Growing</u></p> <p>Drawing - pencil, pens Painting Textiles Sculpture Printing Collage - vegetable soup Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, line, shape,</p> <p>Link with the work on flowers and parts of a plant.</p> <p>Explore the work of Mark Quin. What parts of a flower can be seen? What colours can you see?</p>  <p><b>Formal Elements:</b> colour, pattern, texture, shape,</p> <p><b>Significant Artist:</b> Faberge Eggs</p>	<p><u>Why can't giraffes living on the Isle of Wight?</u></p> <p>Drawing - pencil Painting - poster paint Textiles Sculpture Printing Collage Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, texture, line, shape, form and space</p> <p><b>Significant Artist:</b> Crumpled Wight Paper Henri Matisse</p>   <p><b>Outcome:</b> <b>Group:</b> create a collaborative collage using overlays of</p>	<p><u>History of aviation</u></p> <p>Drawing - pencil, charcoal, oil pastel Painting - poster paint Textiles Sculpture Printing Collage Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, texture, line, shape,</p> <p><b>Significant Artist:</b> Eileen Agar</p>  <p><b>Outcome:</b> 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 Painting poster paint/watercolour Textiles Sculpture Printing - sponge printing Collage Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, texture, line, shape,</p> <p><b>Significant Artist:</b> Fred Tomeselli</p>  <p><b>Outcome:</b> Create a collaged figure using IOW text/packaging. Embellish the background using printing techniques.</p>	<p><u>How diverse is Australia?</u></p> <p>Drawing- drawing pens, ink and wash Painting - acrylic Textiles Sculpture Printing Collage Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, tone, texture, line, shape, form and space</p> <p><b>Significant Artist:</b> Elizabeth Willing</p>   <p><b>Outcome:</b> 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 Painting - watercolour wash Textiles Sculpture Printing Collage Digital Art</p> <p><b>Formal Elements:</b> colour, pattern, tone, texture, line, shape, composition</p> <p><b>Significant Artist:</b> Kurt Switters</p>  <p><b>Outcome:</b> 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. Painting - watercolour Textiles - embroidery thread Sculpture Printing Collage Digital Art</p> <p><b>Formal Elements:</b> pattern, line, shape, composition, form and space</p> <p><b>Significant Artist:</b> Annegret Soltau</p>  <p><b>Outcome:</b> Children create a self portrait in the style of Soltau, using stitch and digital media.</p>
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	 <b>Outcome:</b> Clay and paper mache decorated eggs	<b>transparent paper</b> <b>Individual:</b> create an individual collage in the style of Matisse using bold coloured paper.			scale in the style of Willing using local/national foods for inspiration.		
	Drawing Painting Textiles Sculpture Printing Collage Digital Art	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  <b>Significant artist:</b> Joseph Wright 'of Derby'  <b>Outcome:</b> children manipulate an image through digital media.	Drawing Painting Textiles Sculpture Printing Collage Digital Art - canva  <b>Significant Artist:</b> 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  <b>Significant Artist:</b> 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 capcut
<b>Theme Summer 2 PRINTING</b>	Drawing Painting Textiles Sculpture Printing	Drawing - oil pastels, felt tips Painting - tempura paint Textiles Sculpture Printing - collograph Collage Digital Art	Drawing - pastels, pencils Painting - tempura paint Textiles Sculpture Printing - foil prints Collage Digital Art	Drawing - oil pastels, pencil, charcoal, felt tip Painting - tempura Textiles Sculpture Printing - mono print Collage Digital Art	Drawing - pencils, oil pastels Painting - watercolour, colour theory Textiles Sculpture Printing - poly Collage Digital Art	Drawing - pencil/pen/ink and wash Painting - acrylic Textiles Sculpture Printing - paper-cut (single colour) Collage - mixed media Digital Art	Drawing - Medium of choice Painting - impasto/palette knives Textiles Sculpture Printing - paper-cut (two colours) Collage Digital Art
<b>Significant artist/craftsperson/architect/</b>	Collage Digital Art  <b>Significant Artist:</b> Yayoi Kusama						

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<p>designer/illustrator to be studied &amp; Local Links</p>	<p>C</p>  <p>PRINTING: 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><b>Formal Elements:</b> colour, pattern, line, shape</p> <p><b>Significant Artist:</b> Esther Mahlangu</p> <p><b>Outcome:</b> Children create a collograph print using geometric shapes</p> 	<p><b>Formal Elements:</b> colour, tone, texture, line, shape, form and space</p> <p><b>Significant Artist:</b> Jan Davidsz. de Heem (Dutch Still Life Movement)</p> <p><b>Outcome:</b> Children use their sketches to create a foil print of a lobster.</p> 	<p><b>Formal Elements:</b> colour, pattern, tone, line, shape, form and space</p> <p><b>Significant Artist:</b> Kandinsky Munich Houses</p> <p><b>Outcome:</b> Children create a mono-print, overlaid with different colours of paints for a bold and bright effect.</p> 	<p><b>Formal Elements:</b> colour, pattern, tone, line, shape, composition, form and space</p> <p><b>Significant Artist:</b> Claus Oldernberg Andy Warhol</p>   <p><b>Outcome:</b> children create polyblock prints of national cakes</p>	<p><b>Formal Elements:</b> colour, pattern, tone, texture, line, shape, composition, form and space</p> <p><b>Significant Artist:</b> Renoir/ The Impressionists</p>  <p><b>Outcome:</b> Children create a paper-cut print of their own design, using multiple methods and experimentation to achieve a series of prints.</p>	<p><b>Formal Elements:</b> colour, pattern, tone, texture, line, shape, form and space</p> <p><b>Significant Artist:</b> George Bellows Men of the Docks</p>  <p><b>Outcome:</b> 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>
<p>Educational visits/ experiences</p>	<p>Visit a local gallery (Quay Arts)</p>	<p>Working with a local Artist</p>	<p>Creating a gallery display to present to parents</p>	<p>Art parent workshop</p>	<p>Create a Nine Acres gallery and auction pieces to parents. National link - -Sara Brower, London Ceramicist</p>	<p>Create art to be presented in a local gallery</p>	<p>Visit a national art gallery</p>

**Striving for Excellence**

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)
<p><b>Visual literacy/ language of art</b></p> <p><b>Progression of knowledge</b></p> <p><b>Progression of skills</b></p>		<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, a craftsperson, and artists and learn to dissect their work to help build understanding.</p> <p>Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I</p>	<p>Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It</p>	<p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where</p>	<p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as</p>

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		<p>outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work.</p>	<p>artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p> <p>Share responses to classmates work, appreciating similarities and differences.</p>	<p>might...). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>	<p>links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>	<p>appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>	<p>a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>
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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

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Acres Primary with a sense of their own value as an artist and creator.

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