

**Art Recovery Plan 2021-22**

<p><b>EYFS Framework</b></p> <p><b>Physical Development</b></p> <p><b>ELG: Fine Motor Skills</b> Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing.</p> <p><b>Expressive Arts and Design</b></p> <p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used.</p>
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<b>National Curriculum</b>				
<i>Purpose of Study</i>				
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>				
<b>KS1</b>	<b>Using materials</b>	<b>Drawing</b>	<b>Use colour, pattern, texture, line, form, space and shape</b>	<b>Range of artists</b>
	Use a range of materials creatively to design and make products.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<b>KS2</b>	<b>Using Sketchbooks</b>	<b>Drawing, painting and sculpture</b>		<b>Study of Great Artists</b>
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Create sketch books to record their observations and use them to review and revisit ideas.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).		Pupils should be taught about great artists, architects and designers in history.

Compromised Content

**Reception**

**EYFS End Points (Informed by the Early Learning Goals)**

**Personal, Social and Emotional Development**

**ELG: Fine Motor Skills**

- Uses a range of small tools, including scissors and paint brushes.
- Is beginning to show accuracy when drawing.

**Expressive Arts and Design**

**ELG: Creating with Materials**

- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, and form.
- Shares their creations, explaining the processes they have used.

**Year 1 Recovery 2021-22**

KS1 Art End Points (NC):	Term	Autumn	Spring		Summer
	Half Term Coverage	-	Spring 1 Week 5	Summer 1 Week 5 & 6	Spring 1 Week 5
Can use a range of materials creatively to design and make products.	Topic		Spring 1: Sculpture (Animal Form)	Spring 2 (RE Link) Printing and Pattern	Summer: Van Gogh
<p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p>	Key Knowledge		<ul style="list-style-type: none"> <li>A sculpture is a 2D or 3D form and can be carved from wood or stone or constructed using other materials.</li> <li>Sculptures can be made from natural or man-made materials.</li> <li>Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary.</li> <li>A free-standing structure needs a solid or flat base in order to be able to stand.</li> <li>Materials can be joined in a variety of ways e.g. glue, masking tape.</li> </ul>	<ul style="list-style-type: none"> <li>Rangoli patterns are a way of decorating houses for Diwali.</li> <li>Rangoli patterns are usually created on the floor using rice or flower petals.</li> <li>Rangoli patterns use repeating motifs and symmetry.</li> <li>They use bright colours.</li> <li>The villages in the story of Rama and Sita used lamps to guide them home.</li> <li>Diva lamps are often made out of clay and can incorporate printed or painted patterns.</li> <li>Recognise a print on a variety of surfaces: paper, ceramic and fabric.</li> <li>A printed pattern is created with a wood block or shape that is repeated.</li> <li>A painted pattern is created by hand.</li> <li>Patterns can be created using lines and shapes.</li> <li>A pattern can be repeated, rotated or reversed.</li> </ul>	<ul style="list-style-type: none"> <li>Van Gogh was a Dutch artist who painted portraits and landscapes.</li> <li>He used watercolours and oil paint and is famous for using bright colours and brushstrokes in his work.</li> <li>Van Gogh's brother suggested that he become an artist. He went to art school in brussels and started to learn about drawing.</li> <li>Impressionism is a style of painting that uses dabs of paint and colour with visible brush strokes.</li> <li>Van Gogh became interested in impressionism when he moved to Paris.</li> <li>Van Gogh used bright colours and symbols to show emotions and feelings in his artwork; his style of painting is called 'post-impressionism'.</li> <li>Van Gogh's famous paintings included 'The Potato Eaters' (1885), Sunflowers(1885) and 'Starry Night' 1889.</li> <li>Van Gogh was very interested in the night-time, he used paint to create a swirling effect and yellow paint to make to look as though the moon and stars were glowing.**</li> <li>Van Gogh made lots of paintings of sunflowers; he chose the colour yellow to represent happiness.</li> </ul>
	Cross Curricular Links		<ul style="list-style-type: none"> <li>Science: Animals</li> <li>Maths: 3D shapes</li> <li>Science: Materials</li> <li>Environmental: recycling</li> </ul>	<ul style="list-style-type: none"> <li>R.E. Diwali</li> <li>Maths: 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Geography: European countries</li> <li>History: Chronology/art movements</li> </ul>
	Key Skills		<p>Recovery Content: Children to practice cutting along straight and wavy lines prior to cutting out cardboard shapes to support precision.</p> <ul style="list-style-type: none"> <li>Assemble and construct using card, newspaper and other recycled materials</li> <li>Cut, bend, fold and stick materials</li> <li>Develop tactile skills and modelling through the use of play dough</li> <li>Understand the significance of an artist and form opinions of their work.</li> </ul>	<p>Recovery Content: Children will need to explain the processes they have used as they share their creations. They should also understand and be able to describe the way the techniques they have used have changed the texture of the clay.</p> <ul style="list-style-type: none"> <li>Use a range of techniques to create patterns in clay e.g. scraping, scoring etc.</li> <li>Sketch initial ideas to include traditional motifs and patterns.</li> <li>Use observational skills to identify repeating patterns and make links between Rangoli designs.</li> <li>Use and experiment with printing initial rangoli patterns using objects.</li> <li>Develop language to describe the printing process and use to describe their own and others' work.</li> </ul>	<p>Recovery Content: Children will need to practice drawing simple shapes, before attempting more complex forms. Children to practice the effects they can achieve by using different brush strokes with different shaped brushes.</p> <ul style="list-style-type: none"> <li>Mix and choose colours for effect</li> <li>Use visible brush strokes and dabs of paint in own work</li> <li>Use the space on a page effectively and consider the shapes of the objects as part of an overall composition.</li> <li>Use drawing and painting to convey a specific feeling.</li> <li>Use the work of a famous artist to inform their own still life and be able to compare similarities and differences with a famous painting and their own work.</li> </ul>
	<b>School Context</b>				
			<ul style="list-style-type: none"> <li>Children will explore the sculptures around the school, including large Y6 playground sculptures and discuss how they were created (compare and contrast)</li> <li>They will be using recycled materials from school at home (discussing the importance of recycling in community)</li> </ul>	<ul style="list-style-type: none"> <li>Children will display their Diva lamps around the school and share work in KS1 Diwali assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Consider why people like and send flowers and respond to flowers in the edible garden and roof terrace.</li> </ul>