

Art Recovery Plan

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| <p>EYFS Framework</p> <p>ELG: Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing.</p> <p>Expressive Arts and Design</p> <p>ELG: Creating with Materials 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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| National Curriculum | | | | |
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| <u>Purpose of Study</u> | | | | |
| <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> | | | | |
| KS1 | Using materials | Drawing | Use colour, pattern, texture, line, form, space and shape | Range of artists |
| | 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. |
| KS2 | Using Sketchbooks | Drawing, painting and sculpture | | Study of Great Artists |
| 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. |

Year 1 2019-2020

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

Year 2 2020-21

| KS1 Art End Points (NC): | Term | Autumn | Spring | Summer | |
|---|------------------------|--|--|--|--|
| | Half Term Coverage | Autumn 1 (Week 6) | Spring 2 Week 4 | Summer 2 Week 6 | |
| <p>Can use a range of materials creatively to design and make products.</p> <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> | Topic | Sculpture (Pots – Modelling Techniques and Aesthetics) | Drawing (Light and Form) | Painting (Romanticism; Landscapes, Colour and Light) | |
| | Key Knowledge | <ul style="list-style-type: none"> Water makes clay softer and easier to mould, but that too much can make it unworkable. Clay can crack when it dries if it is too thin. Pots are a type of container and that containers are hollow inside (criteria for own work) Pots have been used throughout history, by different civilisations and different types of pots were decorated according to their purpose and the era (eg Ancient Greece) Clay is a natural material and has been used to produce pots because of its malleable nature Materials can be man-made or natural and have different associated qualities* The choice of a material affects what the product will look like and its use A sculpture is usually a 3D art form. Many artists, including Andy Goldsworthy, have ongoing themes and features. | <p>Compromised Content –</p> <ul style="list-style-type: none"> Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks. Observational drawings require careful observation of the subject to create a realistic representation. Drawings can be used to develop initial ideas. Artists in history, including Paul Cezanne, Fede Galizia and Giuseppe Arcimboldo have chosen fruit as their subject and have represented it in different ways. Shapes can be represented through drawing. Marks, lines and patterns can be added to drawings for effect. | <ul style="list-style-type: none"> Drawing techniques and styles can represent thoughts, as well as feelings. J M W Turner was a famous British artist who painted a range of landscapes inspired by the changing state of light. Turner's most famous works have stylistic features in common. Specific primary colours can be mixed to achieve specific secondary and tertiary colours. painting can evoke emotions and a personal response Varying tones can be created with the use of colour. A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. sketching pencils, watercolours. | |
| | Cross Curricular Links | <p>History (Y6): Ancient Greek Vases</p> <p>Science: Materials*</p> | Science: Materials* | | |
| | Key Skills | <ul style="list-style-type: none"> Use clay to create sculptures (pots) Create textured pictorial designs using tools. Use scoring and slip to join clay parts together when creating their sculpture. Use any Goldsworthy's land art to inspire own art. | <ul style="list-style-type: none"> Observe carefully when drawing. Exercise control over a variety of drawing tools and media. Explore a range of marks that can be made when drawing and the effects of these. Consider scale (comparative size of objects in a still life) when drawing. Make links between their own work and that of different artists, recognising similarities and differences in the way that artists have represented fruit. | <ul style="list-style-type: none"> Form and share responses to the work of Turner, using this as a stimulus for their own ideas and imagination. Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings. Pain in the style of Turner, making and explaining informed choices on their use of chosen media. Evaluate own and others' work against criteria informed by the work of an established artist. | |
| | School Context | | | | |
| | | <ul style="list-style-type: none"> Understand the real world application of sculpture in Stoke Newington community e.g. sculptures in the playground. Use natural resources from the local area to create own sculpture. | <ul style="list-style-type: none"> Children to visit Abney cemetery and sketch a monument of their choice. Children to think of examples of drawing for a purpose in the Stoke Newington community | <ul style="list-style-type: none"> Refer to children's personal experiences of how light changes through the day and how that makes them feel. Visits to London art galleries where Turner's work is displayed. | |

Year 3 2021-22

| KS2 Art Curriculum End Points (NC) | Term | Autumn | Spring | Summer |
|---|---|--|--|---|
| | Half Term Coverage | Autumn 2 Week 1 | Spring 1 Week 6 | Summer 1 Week 4 |
| | Topic | Spring 1: Printing with Paint | Spring 2: Sculpture (Human Body Form - Still) | Summer: Drawing Outdoors |
| <p>Has learnt 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.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p> | Key Knowledge | <ul style="list-style-type: none"> A variety of materials can be used to create printing art and develop their use of these, experimenting with monoprints between two layers of paper. Different types of paper have different properties that will vary the effect of the paint (*plan and predict the effect of being pressed on the outcome) Local artists Orla Kiely and Mary Collett, use particular techniques and their work has particular themes. | <ul style="list-style-type: none"> That a war memorial is a monument commemorating those killed in a war and that these can also be found locally - (The Guard, The Royal Fusiliers Memorial, RAF Bomber Command (Green Park)). Acquire knowledge of still human form sculpture as a genre, considering the works of Anthony Gormley. Consider sculpture in the context of memorial and know about related works of art including 'Monument to the Women of WWII' by John W Mills and the Lifesize 'Five Man Tank Crew' by Vivien Mallock. Extend knowledge of the effect of light and shadow on more complex objects) Gain knowledge and awareness of human body proportions and use this to develop accurate representation of the body through sketchbook drawings. To know which materials suit different parts of the artistic process, from the development of initial ideas to the realisation of a 3D body sculpture. Know and select materials according to how appropriate they are for specific purposes within the overall process (including clay for modelling and specific pencils to create shadows and faint outlines) Know where shadows fall on a 3D form and use this to develop own techniques for representing 3D forms with 2D sketches and drawings. | <p>Recovery Content:</p> <ul style="list-style-type: none"> Observational drawings require careful observation and that initial drawings can be refined and developed. Children will need to see other representations of the same subject matter and understand how different artists have interpreted and represented the same subject matter. Stephen Wiltshire is a British architectural artist and autistic savant. Wiltshire is known for his ability to draw a landscape from memory, after seeing it just once (photographic memory). Different artists and artistic styles can represent the same subject matter in different ways (focus on London skyline and variance in style, technique and moods). Different artists use different media Art can be observational or created from imagination and memory. It can also use/be inspired by first-hand experiences A piece of art can evolve and source material, gathered using different media, can be referred back to. Using a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture in a pencil drawing/sketch. Different pencils can be used to create different effects and shadows and shade can support the representation of 3D form. That proportion, size and depth are significant in this style of landscape and should be considered with a focus on the foreground, background and middle section of paper. That a skyline is an outline of land and buildings defined against the sky. |
| | Cross Curricular Links | <ul style="list-style-type: none"> History: Stone Age Art Science: Materials*/Animals incl. humans | <ul style="list-style-type: none"> History – WW2 Science - materials/ animals including humans | <ul style="list-style-type: none"> Geography - UK - our city / our skyline History - WWII - The Blitz on the city of London - St Paul's Cathedral trip / iconic landmark - skyline Make use of our roof garden for other purposes - view skyline |
| | Key Skills | <ul style="list-style-type: none"> Compare two different styles of printing and use these to inform own work, explaining choices. Create detailed images from a stimulus, using close observation Choose colours and use understanding of symmetry and correspondence, as well as consideration of the properties of the materials being used, to create a full image using the transfer of a painted image. | <ul style="list-style-type: none"> Use an image to sketch the human form in different, still positions considering body proportions. Explore and use different materials and ways of working with them as part of the progression from initial ideas to a 3D body sculpture. Experiment more widely with clay (manipulating, rolling, cutting, shaping and measuring) Develop an understanding of the differences between 2D and 3D art forms and reflect on their relevance. Express views on existing sculptures and justifying views, understanding the importance and significance of a sculpture's setting (for example, sculpture in Abney Park Cemetery). Use questions to interpret art: sculpture and surrounding environment - how does it fit in/stand out? where is it located? why there? what message does it convey? | <p>Recovery Content:</p> <ul style="list-style-type: none"> Children will need to see simple pictures, as well as the intended source material, to gain a basic understanding of scale and how smaller objects can seem further away. Explore a range of marks that can be made when drawing and the effects of these – practice shading with different pencils. Make observational drawings and sketches of the London Skyline Discuss and evaluate and compare different artists' representations of skyline and refer these to their own work. . Experiment with the use of different media to gather and research samples from which to inform own sketches. Practise sketching by using a wide range of marks with varied angle, speed, pressure and sharpness to show tone, shape, pattern and texture. Shading? Drawn a skyline in proportion, focused on size, depth, use of foreground, background and middle section of paper. Develop and refine images and aspects of a piece of work through a process of ongoing review. |
| | School Context | | | |
| | <ul style="list-style-type: none"> Children identify examples of printing in local area (street art / shop signs - e.g. chalk boards / adverts | <ul style="list-style-type: none"> WW2 History Topic Link Visit local memorials and use those in the wider locality to develop knowledge of significant artists and works. | <ul style="list-style-type: none"> Geography – UK topic link - our city / our skyline History – WWII topic link - The Blitz on the city of London - St Paul's Cathedral trip / iconic landmark - skyline / also heritage project link - London artist PSHE link - Stephen Wiltshire has autism Make use of our roof garden for other purposes - view skyline | |

Year 4 2022-23

| KS2 Art Curriculum End Points (NC) | Term | Autumn | Spring | Summer |
|---|--|--|--|---|
| | Half Term Coverage | Autumn 2 Week 5 | Spring 1 Week 6 | Summer 1 Week 5 |
| <p>Has learnt 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.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p> | Topic | Painting (Les Fauves; Mood and the use of colour and technique for effect.) | Drawing (Architecture; Home and Building Design) | Sculpture (Living Form: Still; Stylised - Viking Figureheads) |
| Key Knowledge | <ul style="list-style-type: none"> Henri Matisse was a French modern artist, known for both his use of colour and his fluid and original style of painting To understand the terms and techniques associated with compositional understanding and application. 'Les fauves' means 'wild beasts' and the term was associated with a group of artists, including Matisse, who were considered 'wild' and revolutionary in their style of art. Artwork in this style at the time was part of an artistic era or movement known as 'Fauvism'. Colour theory is practical guidance to colour mixing and the effects of a specific colour combination and that this can be applied to creating artwork to create a specific effect. | <ul style="list-style-type: none"> The local area has a range of different architectural influences that are indicative of their era (William Patten/Church Street School, Victorian Features – red brick, tall etc, Victorian and Edwardian housing, water tower – gothic influence, Abney Park house, classical influence). Drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings Sir Gilbert Scott, was a prolific English Gothic revival architect, chiefly associated with the design, building and renovation of churches and cathedrals (over 800 buildings were designed or altered by him and he designed St Mary's New Church, as well as St Pancras Renaissance hotel). An elevation drawing enables you to see the front or side of something, providing the change to see everything from other viewpoints. Art and design can be influenced by and representative of different cultures and eras (for example, Celtic and neo-classical design). Scale and elevation are used in interior and exterior building design, in addition to overhead/floor plans. | <ul style="list-style-type: none"> A figurehead is an ornamental symbol or figure formerly placed on some prominent part of a ship, usually at the bow. A figurehead could be a religious symbol, a national emblem, or a figure symbolizing the ship's name. Viking longboat figureheads (often dragons and snakes were) were designed to provoke fear in the spirits of whichever land the Vikings were raiding. Viking figureheads were made of wood and were skillfully carved. Viking figureheads were stylised and the subject was represented in a particular style to emphasise certain features and aspects. A range of images and examples can be used to inform a new design, which can develop and be refined over time. Calving from the clay, rather than sticking on to it, can achieve a stronger model, although slip can be used to join surfaces.* Thinner pieces of clay are more susceptible to damage when the clay dries. | |
| Cross Curricular Links | | History - Anglo-Saxon settlements | <ul style="list-style-type: none"> History: Vikings Science: Materials | |
| Key Skills | <p>Recovery Content:</p> <ul style="list-style-type: none"> Children should initially experiment with using visible brush strokes and daps of paint in their own work. They will need to use the space on the page effectively and think about different shapes affect the overall composition. They will need to consider the 'mood' of fauvist paintings and try to create something that is vibrant. Investigate and explore mark making with paint, using a wider range of tools, consistencies and surfaces. Use sketchbooks to develop composition as well as form. Further develop mixing and matching colour skills, using the double primary system. Experiment freely with different approaches to using and applying paint, working from first hand experiences, memory and imagination. Work at different scales for different purposes and articulate ideas and feelings expressed in art. | <ul style="list-style-type: none"> Develop use of a wide range of marks with varied angle, speed, pressure and sharpness to show line, tone, shape, pattern and texture. Produce and develop observational drawings and drawings from imagination, informed by historical sources, using sketchbooks Make and record observations (noting repeating patterns, angles and proportion) and use these to inform and develop basic architectural designs. | <ul style="list-style-type: none"> Sketch forms and develop an original design, informed by a range of images. Experiment with clay to emphasise aspects of the design and produced a stylised representation. Refine the features of the sculpture using improved mastery of modelling with clay and techniques to create form Develop and show understanding of representing symmetry in a 3D form considering the purpose and style of design. Review own and others designs in the context of a prototype considering the purpose and desired effect. | |
| School Context | | | | |
| <ul style="list-style-type: none"> Use of the roof garden for compositional practice | <ul style="list-style-type: none"> Consider building designs in local area, including that of the school itself, in accordance with the era they were designed and built. | <ul style="list-style-type: none"> Consider other stylised sculptural forms in locality; for example, gargoyles on St Mary's Church | | |

Year 5 2023-24

| KS2 Art Curriculum End Points (NC) | Term | Autumn | Spring | Summer |
|---|------------------------|--|---|--------|
| <p>Has learnt 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.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p> | Half Term Coverage | Autumn 2 Week 7 | Spring 2 Week 6 | - |
| | Topic | Drawing and Sketching | Painting (Impressionism; Technique, Colour and Light) | |
| | Key Knowledge | <ul style="list-style-type: none"> A vanishing point can be used to give the impression of depth in a picture. When considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer. The use and portrayal of shade and colour can impact on the mood and expression conveyed by a piece of art. Art can be autobiographical and be influenced by an artist's own experiences (relate, compare and comment on drawings from different contexts and cultures, for example, the influence of Kahlo's heritage on her work). Artists use different methods and approaches to convey their ideas and sense of self (eg Frida Kahlo and Van Gogh) Specific art pencils are more suitable to achieve a chosen affect. Charcoal can be used to sketch, as well as different types of pencil, and varying the type of paper can also change the outcome (some types of paper are more appropriate to a specific medium than others). Be aware of and able to compare and comment on drawings from different contexts and cultures. E.g. Kahlo's Mexican heritage influencing use of flowers and clothing in her self-portrait sketches. | <ul style="list-style-type: none"> That impressionism is a 19th century movement, characterised by relatively small, thin, yet visible brush strokes, 'open' composition and an attempt by the artist to convey the shifting effect of light and colour. Refer knowledge of the features of Van Gogh's work (including 'Self Portrait' (1889), 'Sunflowers', and 'Starry Night' to the characteristics of the impressionist movement. Recovery Content: Van Gogh was a Dutch artist who primarily painted portraits and landscapes. He trained in Brussels and became interested in impressionism when he moved to Paris. He used dabs of paint and visible brush strokes and the colour yellow to represent happiness. That impressionist painters, such as Claude Monet, Mary Cassatt and Joaquin Sorolla painted from observation, focusing on shape and colour over detail. That Impressionism originated in France and was brought to Spain by Joaquin Sorolla, where he was now as 'Master of Light'. Understand what complementary colour ranges are and how they impact art when used by artists in their work. Understand the difference between a spectrum colour wheel and complementary colour wheel. Practice and refine images, for inclusion in impressionist/Sorolla-inspired painting over time through use of sketch books. | |
| | Cross Curricular Links | | | |
| | Key Skills | <ul style="list-style-type: none"> Use a wide variety of drawing tools and media, selecting and combining them to explore the visual elements (line, tone, texture, pattern and so on). Demonstrate greater awareness of the qualities of materials Develop practical skills, including working on different scales Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects. Developing ideas from own drawings using different media. Experiment with different approaches when sketching to improve skills - including using different tools to sketch, e.g. different pencils. | <ul style="list-style-type: none"> Understood how to mix acrylic paints appropriately Mix primary colours to create both secondary and tertiary colours on a colour wheel. Practice and refine images, for inclusion in impressionist/Sorolla-inspired painting over time through use of sketchbooks. Add texture to a painting using tache methods. Demonstrate understanding of the use of complementary colours and how brush strokes can be used for effect in painting. Experiment with painting to convey a sense of mood. | |
| | | School Context | | |
| | | Outdoor observation for sketching in the edible playground | | |