

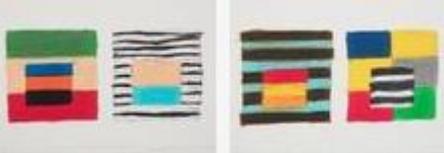


Aims and Vision: At Springfield, we aim to develop and nurture an appreciation of visual art and keep visual art at the forefront of children’s minds. Through a range of mediums, we aim to equip children with subject specific skills, knowledge and vocabulary and support every child to realise their potential and know that they are artists.

Prior Learning	Use experiences and ideas as the inspiration for artwork. Share ideas using drawing, painting and sculpture. Explore a variety of techniques. Learn about the work of a range of artists, artisans and designers.
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<https://www.accessart.org.uk> - See PW for login to AccessArt resources.

Year 3 Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
<p>Drawing</p> <p><i>Each lesson to begin with a drawing warm-up from Paula Briggs book</i></p> <p>IDEAS</p> <p><i>Creating material mark cards to explore mark making materials (p110 Drawing Projects for Children)</i></p> <p><i>Drawing scarab beetles/Egyptian cats (link to ancient Egyptian topic) with children using the techniques developed during mark making cards activity to decorate their beetles/cats</i></p> <p><i>Hundertwasser to recreate natural form can also be developed to incorporate painting techniques.</i></p> 	<ul style="list-style-type: none"> • Use line and tone to represent objects seen, remembered or imagined. • Explore shading. • Compare and recreate form/shape to natural & manmade environments. • Explore magnification. • Interpret stories, poems and music into visual forms. • Select and use materials to achieve a specific outcome. 	<ul style="list-style-type: none"> • Tone is the graduation between light and dark • Hatching is used for shading • Cross hatching creates a darker tone for shading • Viewfinders are used to look carefully and closely. • Magnifying means to make bigger • Hundertwasser was an artist who was well known for using nature as inspiration. 	<p>Light, medium, dark</p> <p>Tone, shading, hatching, cross hatching, magnify, symmetrical</p>
<p>Painting</p> <p>IDEAS</p> <p><i>Develop paint charts to study the idea of</i></p>	<ul style="list-style-type: none"> • Explore the effects on paint of adding water, glue, sand and sawdust 	<ul style="list-style-type: none"> • Primary colours are red, blue and yellow • Secondary colours are made from mixing 	<p>Style, toning, sgraffito, impasto, technique,</p>

<p><i>primary/secondary colours and look at how different tints of these colours can be formed.</i> <i>Artist study of Van Gogh, using viewfinders to look at use of impasto. Sketchbook work to use experiment with paint with additions to create texture and to create effects using the end of the paintbrush to scratch or newspaper to 'tonk' the paint surface.</i> <i>Painted strips can then be arranged in contrasting colour stripes to make a class response to the work of Sean Scully.</i></p> 	<ul style="list-style-type: none"> • Create different paint effects e.g. dots, scratching, splashing • Compare and recreate form/shape to natural and manmade environments. • Start to develop an awareness of contrasting colours and textures. 	<p>2 primary colours: $R + B = P$ $Y + B = G$ $R + Y = O$</p> <ul style="list-style-type: none"> • A colour wheel helps to find coordinating colours 	<p>primary colours, texture, secondary colours, mixing, colour wheel</p>
<p>Printing IDEAS https://www.kitchentableclassroom.com/foil-print-monoprint/ <i>Use a story/poem/piece of music linked to topic as basis for the monoprint design.</i> <i>Look at woodblock print artist Hokusai and annotate in sketch books.</i> <i>Create plasticine stamps for printing that can be overprinted in different colours.</i></p>	<ul style="list-style-type: none"> • Compare printing of well-known artists. • Explore creative slide making. • Explore colour mixing through printing (2 colours & range of materials). • Interpret stories, poems and music into visual forms. • Select and use materials to achieve a specific outcome. 	<ul style="list-style-type: none"> • A monoprint is one impression from an inked slab. • Prints can be overprinted to add another colour. • Prints can be created using everyday objects. 	<p>Inking-up, monoprint, rotate, pressure, scratched, direction, overprint.</p>
<p>Collage IDEAS https://www.accessart.org.uk/screenprinting-inspired-by-matisse/ <i>This sequence of lessons can be completed up to the point of screen printing, to create Matisse inspired collages based around the artwork, Pintoricchio.</i></p>	<ul style="list-style-type: none"> • Select and use materials to achieve a specific outcome. • Start to develop an awareness of contrasting colours and textures. • Compare and recreate form/shape to natural & manmade environments • Interpret stories, poems, paintings and music into visual forms. 	<ul style="list-style-type: none"> • Shapes of varying sizes and colours can be assembled and adapted and modified. • Henri Matisse used drawing with scissors to create art. 	<p>vertical, horizontal, shape, space, colour, adapt, modify, overlay, repeat, develop,</p>
<p>Textiles https://www.accessart.org.uk/pop-up-puppets-inspired-by-a-historical-painting/ <i>The clothing element of the puppet could be created using dip-dye or wax resist and the actual puppet could be incorporated into the 3D sessions with class teacher.</i></p>	<ul style="list-style-type: none"> • Compare and recreate form/shape to natural & manmade environments • Dye fabrics using tie dye, batik etc. 	<ul style="list-style-type: none"> • When dyeing fabric, you can create patterns through the folding of the material. • Wax resist is where the wax resists the paint and forms a barrier against it. • Batik is a form of wax resist 	<p>viewfinder, pattern, dip-dye, brush, folding, rotate, repeat, assemble</p>



3D Not taught by TL

<https://www.pinterest.co.uk/pin/509469776568642909>

/ Link to Louise Nevelson (American sculptor)

OR

Children can recreate their own landscapes linked to mountain topic using paper relief techniques.

3D gummed paper plates using Howard Hodgkin as inspiration

<https://howard-hodgkin.com/>

- Compare and recreate form/shape to natural & manmade environments
- Select and use materials to achieve a specific outcome.

- Clay is a natural material that comes from beneath the ground. Clay needs to be fired in order to maintain its form. (TL to let staff know if clay is not taught)
- Paper can be manipulated to create a relief
- That brown gummed paper can be used in a similar way to papier mache to create a 3D form

form, terracotta clay, buff clay, slab, inlay, coil, slip, relief, curves, coils, layer, form

Year 4 Topics/ Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
<p>Drawing <i>IDEAS</i> <i>Drawing warm-ups every lesson.</i></p>  <p>https://www.accessart.org.uk/spotting-potential-and-nurturing-a-young-talent/ <i>Sequence of lessons that can be used to develop portraiture. Children can use selfies/photos from home as a starting point or use historical figures from topic. Reference Picasso to see how he didn't strive for realism.</i> https://www.accessart.org.uk/nest/</p>	<ul style="list-style-type: none"> • Use colour and marks to express mood • Represent through drawing painting or mixed media, things seen, remembered or observed 	<ul style="list-style-type: none"> • How pastels and chalks can create different tones. • Viewfinders can be used to make careful, analytical, observational drawings. • Pencils have different grades and will achieve different tones and line thickness. 	<p>Natural forms, landscapes, linear, viewfinder, pastel, chalk, overworked, brusho, refine, modify, HB, 2B, 6B</p>
<p>Painting <i>IDEAS</i> https://www.accessart.org.uk/birds-in-the-trees-by-pupils-at-battyeferd-primary-school/ <i>Georgia O'Keefe flower paintings can be used to develop children's use of watercolour, in particular, to create a faded edge (see Suffolk scheme)</i></p>	<ul style="list-style-type: none"> • Make connections between my own work and patterns in the environment • Use colour and marks to express mood • Represent through drawing painting or mixed media, things seen, remembered or observed • Use different types of brush for specific purposes 	<ul style="list-style-type: none"> • Colour is used in famous works of art to express feeling. • Adding water only to applied paint will produce a faded line. • Tone is the graduation between light and dark 	<p>Observe, brush stroke, tone, shade, Impressionism, mood/feelings, palette</p>
<p>Printing <i>IDEAS</i> https://www.accessart.org.uk/japanese-sushi-inspires-our-art/ <i>observational drawings are developed as a starting point for printing based on Japanese food (sushi and noodles in particular)</i></p>	<ul style="list-style-type: none"> • Make connections between my own work and patterns in the environment • Use colour and marks to express mood • Recreate images through relief printing • Represent through drawing painting or mixed media, things seen, remembered or observed 	<ul style="list-style-type: none"> • A press print has a relief surface which enables it to make a print. • A collograph block can be used for repeat printing 	<p>pressure, process, indented, relief, firm, transpose, transfer, press-print,</p>
<p>Collage <i>IDEAS</i> <i>Use Matisse 'The Dance' as inspiration for collages based on theme of Sport using newspaper/tissue paper. Use Andy Warhol's Campbell's soup as a starting point for children to create collages based on lunchtime packaging. See Suffolk Scheme and magazine cut out in Polly's art folder.</i></p>	<ul style="list-style-type: none"> • Represent through drawing painting or mixed media, things seen, remembered or observed • Select and use materials to achieve a specific outcome. 	<ul style="list-style-type: none"> • Materials can be organised and combined in different ways to communicate an idea. 	<p>Modify, adapt, layer, distort, tear, movement, repeat</p>

<p>Textiles IDEAS <i>Dip-dye squares of fabric and select linear designs from nature or linked to topic to create monoprints to print onto the surface.</i> <i>These can be framed with Michael Brennand-Wood inspired wooden frames.</i></p>	<ul style="list-style-type: none"> • Recreate images through relief printing • Make connections between my own work and patterns in the environment • Begin to look at colour & pattern in 3D structures, transferring this to my own work • Use colour and marks to express mood • Represent through drawing painting or mixed media, things seen, remembered or observed 	<ul style="list-style-type: none"> • Different materials and processes can be combined in a single piece of work. • Ideas and techniques can be reviewed and modified during a process 	<p>Linear, dip-dye, monoprint, ink-up, slab, scratch, review, combine, transpose, layer, wrapping, knotting, binding, threading</p>
<p>3D IDEAS <i>The Japanese sushi from the printing session can be developed by class teacher to recreate in 3D form. (see web link in Printing section) This can be completed using clay.</i></p>	<ul style="list-style-type: none"> • Make connections between my own work and patterns in the environment • Begin to look at colour & pattern in 3D structures, transferring this to my own work • Show awareness of texture, form and shape by recreating an image in 3D form. 	<ul style="list-style-type: none"> • Coils can be used to create structures in clay. • How to cast a form 	<p>Cast, mould, style, construct, embellish, refine, modify, adapt, coil, spiral, base</p>

Year 5 Topics/ Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
<p>Drawing</p> <p><i>IDEAS</i></p> <p><i>St Basil's Cathedral (See TL resources)</i></p> <p>https://www.accessart.org.uk/developing-sketchbook-work-with-pink-pig-sketchbooks/</p> <p>https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/ <i>Good to use in conjunction with Anglo Saxon topic</i></p>	<ul style="list-style-type: none"> • Use line, tone and shape to represent things seen, remembered or imagined • Select and use materials to achieve a specific outcome • Make a flick book to give the impression of movement • Compare own image and pattern making with that of a well-known artist • Investigate symbols, shapes, forms and compositions • Use different methods, colour and a variety of tools and techniques to express mood • Explore tone using different grades of pencil, pastel or chalk. • Experiment with line, tone and shade. 	<ul style="list-style-type: none"> • Tone and texture can be used to create depth. Hatching and cross-hatching have tonal differences. • Observational drawings are created by drawing something you can see in front of you. 	<p>Hatching, cross-hatching, tone, texture, shading, depth, view-finder, observational, fine control</p>
<p>Painting</p> <p><i>IDEAS</i></p> <p><i>Pete Comer's bird images (See TL resources)</i></p> <p><i>Fauvist style painting inspired by the school interior.</i></p>	<ul style="list-style-type: none"> • Experiment with line, tone and shade. • Use line, tone and shape to represent things seen, remembered or imagined • Select and use materials to achieve a specific outcome • Compare own image and pattern making with that of a well-known artist • Investigate symbols, shapes, forms and compositions • Use different methods, colour and a variety of tools and techniques to express mood 	<ul style="list-style-type: none"> • The fauvists were interested in complementary colours. • Complementary colours are pairs of colours that appear opposite each other on the colour wheel, and when used side-by-side in a painting make each other look brighter. 	<p>Observe, colour wash, contrast, abstract, layer, symmetry,</p>
<p>Printing</p> <p><i>IDEAS</i></p> <p><i>Look back in sketch books as a reminder of previous printing experiences and revision of techniques. Look at an object in class, for example a bike or something linked to topic. Children to sketch different parts before transferring drawings to a press print block (See Suffolk plan)</i></p> <p><i>Look at printmakers' work (Rothenstein, Devereux-</i></p>	<ul style="list-style-type: none"> • Use line, tone and shape to represent things seen, remembered or imagined • Compare own image and pattern making with that of a well-known artist • Investigate symbols, shapes, forms and compositions • Use different methods, colour and a variety of tools and techniques to 	<ul style="list-style-type: none"> • 'Worrying away' is a term used to describe how your pencil is used to make indentations into the press print block. • A reduction press print is where different colours are added to a previously printed press print and reprinted over the original print multiple times. 	<p>Reduction, worrying away, rotate, press print, block, reflect, annotate</p>

<p><i>Barker, Brunsdon, King) and respondin sketch books. Children given opportunity to respond to these artists in their own way, using any previously taught printing technique.</i></p>	<p>express mood</p> <ul style="list-style-type: none"> • Use printing to represent the natural environment 		
<p>Collage IDEAS https://www.accessart.org.uk/inspired-miro-collage-automatic-drawing-sculpture/ <i>The above link is a collage developed by looking at the works of Joan Miro.</i></p> <p><i>Discuss and respond to work of Chris Ofili to create a collage that is overworked using ink and layered with acetate.</i></p>	<ul style="list-style-type: none"> • Use different methods, colour and a variety of tools and techniques to express mood • Use line, tone and shape to represent things seen, remembered or imagined • Select and use materials to achieve a specific outcome • Investigate symbols, shapes, forms and compositions • Compare own image and pattern making with that of a well-known artist 	<ul style="list-style-type: none"> • Materials can be selected by colour and texture according to their intention. • Overworking is adding inks or stains to their work. • Automatic drawing is to make instinctive marks as a response to something being said 	<p>Overlay, select, develop, enrich, layer, visual, tactile, overlap, arrangement, decoupage, texture, overworking</p>
<p>Textiles IDEAS <i>Wax batik-we have wax batik tools and accessories in school but would need to be completed in small groups due to hot wax. Alternatively, we have liquid cold wax that can be painted on to create a wax resist. Patterns for batik could be inspired by topic work/class book or natural/man-made objects.</i> <i>Use Jean Davywinter (textile artist)to see how different techniques can be applied to the wax batik piece to layer. For example, collage, painting and printing.</i></p>	<ul style="list-style-type: none"> • Use printing to represent the natural environment • Embellish, using a variety of techniques including drawing, painting and printing • Select and use materials to achieve a specific outcome • Investigate symbols, shapes, forms and compositions 	<ul style="list-style-type: none"> • Batik is a method used on the Indian Sub-continent of applying melted wax and overwashing with ink. (Wax resist) • Painting, printing and collage can all be used to over work and embellish and build up layers. 	<p>Wax resist, layer, overwash, overwork, select, embellish, tjanting tool,</p>
<p>3D IDEAS https://www.accessart.org.uk/supersized-jewellery/ https://www.accessart.org.uk/inspired-by-anglo-saxon-houses/ <i>Good to be used in conjunction with Anglo Saxon topic.</i></p>	<ul style="list-style-type: none"> • Investigate symbols, shapes, forms and compositions • Begin to look at 3D structures, transferring the knowledge to own work • Embellish, using a variety of techniques including drawing, painting and printing • Select and use materials to achieve a specific outcome • Explore how stimuli can be used as a starting point for 3D work with a specific focus on shape, pattern, texture and colour 	<ul style="list-style-type: none"> • Modroc can be used as a sculptural material. • Modelling wire is a pliable modelling material • When you make a model, you are making a smaller version of something. When you make a sculpture, you can let your ideas fly! 	<p>Movement, position, process, technique, inlay, trim, smooth, sculptural, pliable, embellish,</p>

Year 6 Topics/ Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Drawing (Nikki Burrell to teach)	<ul style="list-style-type: none"> Use different methods, colour and a variety of tools and techniques to express mood Use line, tone and shape to represent things seen, remembered or imagined Select and use materials to achieve a specific outcome Develop my own use of symbols, shapes, forms and composition Explore the effect of light, colour & texture & tone on natural and manmade objects Make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas & feelings 	<ul style="list-style-type: none"> Mathematical perspective can be used to create a sense of space and depth. Tonal perspective can be used to create a sense of depth Accurate drawings can be made by measuring angles and proportions with the aid of a pencil Leonardo da Vinci was a renaissance artist who was a master of drawing and perspective and used drawing to understand human anatomy and expressions 	Perspective Quality of line Expression line weight proportion pencil grade character composition tone texture surface representation
Painting (Class teacher taught) https://www.accessart.org.uk/graphic-inky-still-life/ <i>Please note that this will require the purchase of foam board and also involves the use of craft knives so a risk assessment is advised. Or a similar approach but without the foam boards and craft knives could be used for children to respond to the work of Patrick Caulfield. (See Suffolk plans)</i>	<ul style="list-style-type: none"> Use different methods, colour and a variety of tools and techniques to express mood Use line, tone and shape to represent things seen, remembered or imagined Select and use materials to achieve a specific outcome Develop my own use of symbols, shapes, forms and composition Explore the effect of light, colour & texture & tone on natural and manmade objects Make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas & feelings 	<ul style="list-style-type: none"> I can use different viewpoints in my observational drawings. You can colour mix with the inks, using various dilutions to create different tones and colours. When you lay neat (undiluted) ink down on the foamboard, it dries quickly and will not then wash away. This means you can then use various dilutions of ink as washes over the top, without compromising the original line. Using broader lines ink wash to help capture form and reflection. Varied line widths will make a painting look more life like 	Tones, colours, washes, broad, narrow, viewpoints, observe, reflect, light, shadow
Printing (Taught by Nikki Burrell)	<ul style="list-style-type: none"> Use different methods, colour and a variety of tools and techniques to express mood Select and use materials to achieve a specific outcome Make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas & feelings Recreate a scene remembered, observed or imagined through collage printing 	<ul style="list-style-type: none"> Depending on the technique one has to think in mirror image when preparing a printing block When directly carving into the printing block one has to think in negative/positive reversal A print can be printed over many times with different blocks to produce all sorts of effects of colour and composition Edward Bawden was an East Anglian artist 	Figure and ground Inking Impression Registration Woodblock Roller Negative and positive
Collage (Taught by Nikki Burrell)	<ul style="list-style-type: none"> Use different methods, colour and a variety of tools and techniques to express mood Use line, tone and shape to represent things seen, remembered or imagined Select and use materials to achieve a specific outcome 	<ul style="list-style-type: none"> Matisse was an artist who worked mainly in collage towards the end of his life. Exciting effects can be produced by cutting into paper and rearranging the pieces. colour and tonal effects can be produced by 	Figure and ground rotation shape and form symbolic layering abstraction

	<ul style="list-style-type: none"> • Use different methods, colour and a variety of tools and techniques to express mood • Recreate images in 2D and 3D, looking at one area of experience eg recreate a landscape focusing on texture • Make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas & feelings 	<p>layering translucent papers.</p> <ul style="list-style-type: none"> • collage is a technique that lends itself to abstracting and simplifying a composition to it's essence. • one can keep experimenting and playing with a composition before sticking it down 	
<p>Textiles (To be taught by class teacher) <i>Refer to Suffolk Scheme as starting point for Norman Foster inspired relief prints on dip dyed fabric and Punchinella weaving</i></p>	<ul style="list-style-type: none"> • Use different methods, colour and a variety of tools and techniques to express mood • Select and use materials to achieve a specific outcome • Recreate images in 2D and 3D, looking at one area of experience eg recreate a landscape focusing on texture • Make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas & feelings • Develop my experience in embellishing using more advanced stitching and applique • Experiment with soft sculptures, cuts & joins, patterns and embellishing the components 	<ul style="list-style-type: none"> • Relief printing can be done on different surfaces to create different effects. • Weaving was and is used in different cultures around the world. • Weaving can be done using a variety of different man-made and natural resources. 	<p>Weft, weave, natural, embellish, linear, multiple, response, architecture, transposing</p>
<p>3D (To be taught by Nikki Burrell)</p>	<ul style="list-style-type: none"> • Use different methods, colour and a variety of tools and techniques to express mood • Select and use materials to achieve a specific outcome • Use different methods, colour and a variety of tools and techniques to express mood • Recreate images in 2D and 3D, looking at one area of experience eg recreate a landscape focusing on texture • Make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas & feelings • Develop my experience in embellishing using more advanced stitching and applique • Experiment with soft sculptures, cuts & joins, patterns and embellishing the components • Design an artefact, using knowledge of techniques for a specific outcome • Develop my own use of symbols, shapes, forms and composition 	<ul style="list-style-type: none"> • sculptures and 3-D artworks can be understood by both the sense of sight and touch • Different materials lend themselves to making different types of sculptures. • sculptures can be made by cutting into something which is called carving, then can be made by joining things together which is called construction. • Naum Gabo was a sculptor of the 20th Century who experimented with constructing sculptures in different materials that were both abstract and representational. 	<p>Materials Plastic, construction, spacial, abstract, representational, form, relief, moulding, structure, visual weight movement, tactile</p>