



Being an Artist at St Chad's



What do we want Art to look like at St Chad's?

“Every child is an artist. The problem is how to remain an artist once he grows up.”

Pablo Picasso

This quote shows that we at St Chad's recognise the artist in all our children and encourage them to develop a lasting love of art.

We believe that valuing the 'process' or art and creativity and not just the final product is an important way to promote engaged and confident artists. Encouraging all children to engage in art, through practical knowledge and creativity, alongside their knowledge of Art History. With this in mind, there are three key concepts that the children will encounter across the main areas of study: drawing, painting and sculpture. Children in every stage are taught drawing and painting, and later in Key Stage 2 sculpture. This allows children to master techniques and develop fine motor skills, which they can then later apply in other art specialisms.

Art History

Throughout their time in St Chad's children will be develop their knowledge of art history in order to develop skills of visual analysis, research and communication as well as build on empathy, tolerance and mutual respect for world cultures. Children are taught key dates and facts about artists, distinguishing features of an artist's work and context within time and paradigm. Throughout their primary education, children will encounter a range of art movements and associated artists, as well as study more contemporary and lesser-known artists.

Composition

Composition in art is the way in which different elements of an artwork are combined or arranged. An artist intentionally used the elements and principles of art and design to create the artwork. The elements chosen given a sense of relationship to both the artist and it is hoped the viewer. Through the study of individual pieces, children will learn how artists lead the viewer into and around their composition and will be able to use this knowledge to create their own pieces. Children are taught to use the elements and principles of art and design intentionally to create focal point, create mood, and give directional cues that will help the viewer navigate their work.

Colour theory

In each of the main areas of study: drawing, painting and sculpture, children are taught aspects of colour theory. Colour theory explains how humans perceive colour; and the visual effects of how colours mix, match or contrast with each other. Colour theory also involves the messages colours communicate; and the methods used to replicate colour. This knowledge allows the children to communicate their thought and feelings about the artwork being studied as well as informing their own creative choices.

In Key Stage 1 children are introduced to the basics of colour theory. They use the correct vocabulary and know the three primary colours are red, blue and yellow. They know that all other colours are derived from these three hues. They mix two primary colours to form the secondary colours (orange, green and purple) and know that adding white to a base colour forms tints and black to a base colour forms shades. When looking at works of art children begin to talk about how the colours make them feel.

In Key Stage 2 children build on their knowledge and related vocabulary. Children explore warm and cool colours, complementary colours, and analogous, triadic and monochromatic schemes in pieces of art. They are able to use this

language when discussing works of art and the effects these have on the audience. They are able to verbalise their choices and desired effects when talking about their own creative choices.

How do we achieve our aims in Art at St Chad's?

Art in the EYFS Curriculum

Children's artist knowledge begins at St Chad's in the EYFS classroom. Whilst inventuring, children can explore art in a variety of cross-curricular activities. The use of drawing club is a key approach used to support our children develop their creativity and fine motor skills. Children explore the work of other artists, taking inspiration and developing their drawing and painting knowledge.



Power through the 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of art can be identified in the table below.

At St Chad's we want children to use Art to **communicate** self-expression and use it as a tool towards positive mental well-being.

St Chad's 5C's	Using our 5C's within Art
Community	<ul style="list-style-type: none"> • Visits and Visitors • Exploring positive role models in the world of Art and Design. • Answering Big Questions • Knowledge linked within the connected curriculum.
Communication	<ul style="list-style-type: none"> • Talking like an artist • Study of artists from the past and present. • Key progressive vocabulary • Stem sentence starters to support all children.
Curiosity	<ul style="list-style-type: none"> • Exploring a variety of artwork. • Asking questions to further knowledge. • Investigating materials and tools.
Collaboration	<ul style="list-style-type: none"> • Working in groups to evaluate the work of other artists and their own artwork. • Collaboration when improving own artwork.
Creativity	<ul style="list-style-type: none"> • Making links within our connected curriculum as well as with English and Maths. • Designing and creating artwork. • Improving ideas and outcomes through critical thinking.

Creating Our Art Curriculum

When creating our art curriculum, it is important that it links into our connected curriculum as closely as it can. Therefore, allowing links to be made between art history, the artist's lives and their artwork with other aspects of the curriculum.

Unit	1
Big Picture Question	How do our bodies work? (science unit)
Rationale	<p>To identify how human bodies differ from those of other species.</p> <p>To understand how the human body works.</p> <p>Range of different opportunities for scientific enquiry.</p>

The Year 3/4's Big Picture Question of 'How do our bodies work?' is a science led focus. However, the linked drawing project allows them to explore work of the Leonardo Da Vinci, including his anatomical drawings. The planned progression enables the children to deepen their knowledge understanding from Key Stage 1. The children use their artistic, observational and scientific knowledge to develop their own anatomical drawings.

When studying the art history of Leonardo's life and work links are made to other subjects, for example, Geography and History. Further links are made as Leonardo is studied in Year 6, as a celebrated scientist.

DRAWING CYCLE B Media – pencil and charcoal		
KNOWLEDGE	CONCEPT	YEAR 4
Theoretical Knowledge	Art History	ARTIST: LEONARDO DA VINCI - Renaissance <ul style="list-style-type: none"> • Born on the 15th April 1452 in the Republic of Florence (modern day Italy) • He was a painter, sculptor, scientist, inventor, architect, mathematician and philosopher • Leonardo used anatomical drawings to better understand how bodies worked, and in turn, he used this knowledge to help him create more lifelike paintings and sculptures • The art movement associated with Leonardo Da Vinci is high renaissance • Famous artwork include Mona Lisa, The last supper and the Vitruvian man]
Practical knowledge	Composition	<ul style="list-style-type: none"> • Using different grades of pencil and charcoal can achieve variations in tone • Hatching is a shading technique • Shading gives depth and dimension
	Colour Theory	<ul style="list-style-type: none"> • Monochromatic refers to the use of one colour or various shades and tints of one colour in a single form • A shade is a colour mixed with black

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Across our school, we want our children to be curious and creative artists. Developing their fluency of art specialisms, exploring and experimenting with materials, media and content and applying knowledge to become proficient in different form of art. With this in mind, each project follows an art process.

ART PROCESS



Creating our Classroom Environments and Displays

Children use sketchbooks to develop, evaluate and refine ideas. Displays are used to celebrate the children's artwork. As art at St Chads is also used as cross-curricular outcome, displays of art can also show knowledge from other subjects.



Talking like an artist


It is important that children are able to demonstrate a growing understanding of subject-specific vocabulary. A progression of vocabulary has been created to demonstrate vocabulary that gets revisited before identifying the vocabulary that is introduced.

ART VOCABULARY PROGRESSION ST CHAD'S PATCHWAY CEVC PRIMARY SCHOOL						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing						
Line Thick Thin Wavy Straight Pencil Finger Stick Chalk Pastel Felt tip	Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature	Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Still life	Frame Position Boundary Label Line Symbol Practical Impractical Change Improve	Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality	Viewpoint Distance Direction Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Portrait Expression Personality	Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting						
Mark Making tools Sponges Brushes Respond Line Colour Texture Shape Observe Size	Blend Bright Primary Secondary Warm Vibrant Deep	Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Pointillism Colour wash	Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground	Representational Natural Swirling Stippled Transparent Opaque Complimentary colours Foreground Background Middle ground Horizon	Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense	Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading Textural effects

Knowing More and Remembering More

To ensure children are strengthening schemas within their memory, it is important that knowledge is constantly being developed and embedded within children's long term memories. Therefore, a knowledge progression has been developed to demonstrate how

knowledge is introduced and then deepened throughout further units of learning.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> *Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. *Draw on different surfaces and coloured paper. *Produce lines of different thickness and tone using a pencil. *Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> *Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. * Begin to control the types of marks made with the range of media. *Develop a range of tone using a pencil *Begin to use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. 	<ul style="list-style-type: none"> *Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. *Understand tone <u>through the use of different grades of pencils</u> *Draw lines/marks from observations. *Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. 	<ul style="list-style-type: none"> *Develop intricate patterns/ marks with a variety of media. *Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. *Begin to indicate facial expressions in drawings *Begin to show consideration in the choice of pencil grade they use 	<ul style="list-style-type: none"> *Draw for a sustained period at an appropriate level. *Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. *Have opportunities to develop further drawings featuring the third dimension. *Further develop drawing a range of tones, lines using a pencil. *Begin to show awareness of representing texture through the choice of marks and lines made * Begin to use media and techniques (line, tone, <u>colour</u>) to show representation of movement in figures and forms. 	<ul style="list-style-type: none"> *Work in a sustained and independent way to create a detailed drawing. *Develop a key element of their work: line, tone, pattern, texture. * Use different techniques for different purposes i.e. shading, hatching within their own work. *Start to develop their own style using tonal contrast and mixed media. * Have opportunities to develop further simple perspective in their work using a single focal point and horizon. *Develop close observation <u>skills</u> using a variety of view finders. 	<ul style="list-style-type: none"> *Work in a sustained and independent way to develop their own style of drawing. * This style may be through the development of: line, tone, pattern, texture. * Draw for a sustained period over a number of sessions working on one piece. * Use different techniques for <u>different purposes e.g. shading, hatching and understanding which works well in their work and why.</u> * Develop their own style using tonal contrast and mixed media. *Have opportunities to develop further simple perspective in their work using a single focal point and horizon. *Develop an awareness of composition, scale and proportion

How is progress assessed in Art?

