



Art

Vision

At South Farnborough Junior School, our motto is: Embracing our values today... to be a successful part of the world tomorrow! We provide an inclusive environment in which every child is able to develop a wide range of skills through exciting and engaging units, whilst taking pride in their outcomes.

Our aim is that all pupils think like artists and think critically to develop a more rigorous understanding of art and design. They should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Implementation

The children will focus on an artist(s) for each project they undertake. They will start each art journey by researching the artist(s), and developing their knowledge and skills throughout the journey, with the aim of producing a piece of art, inspired by great artists and using the skills they developed. Children are 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.

In addition to our quality first classroom practice, including differentiation, use of resources, assessment and so on, our MTP and STP covers important details, which are unique to us and we feel have an impact on the way we successfully implement our curriculum:

Big Picture- <i>What is our end goal?</i>	Prior Knowledge- <i>Links to threads and previous learning to make links.</i>	Misconceptions- <i>How can we pre-empt where children may struggle to make the most of learning time?</i>	Values/SMSC- <i>Embedding personal development learning within our curriculum to achieve our school vision.</i>	Cultural Capital- <i>Visitors, themed days, workshops, school trips.</i>	Explain, Change, Create- <i>We challenge our children through a mastery approach.</i>
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Unit Overview			
Year 3	Year 4	Year 5	Year 6
<p>Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> <p>Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>	<p>Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p>Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p> <p>The Art of Display Explore how the way we display our work can affect the way it is seen.</p>	<p>Surrealism To explore and be inspired by Canadian artist Robert Gonsalves. He creates artwork which intends to celebrate imagination and twist our perceptions of reality.</p> <p>Mixed Media Land & City Scapes Introducing pupils to working in mixed media to create land or city scapes with energy and a sense of place. This project is about experimenting and exploring. The emphasis is on creative risk taking and discovery.</p> <p>Fashion Design Presents pupils with an opportunity to see how designers work to bring their own background, culture, passions and concerns into their fashion design. Invites pupils to work to a design brief and express their response in two or three dimensions.</p>	<p>North American Art – Norval Morriseau The children to create sketches, paintings and an end of topic project will be to reproduce their design onto a cotton bag.</p> <p>Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> <p>African Art – Esther Mahlangu The children will be introduced to Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ashanti kingdom. The children will be able to learn about the rich culture of African art. They will think carefully about which mediums they choose for their artwork, as well as the tools they use to sculpt and manipulate clay to recreate a Benin plaque.</p>



Year	Unit 1	
Year 3	Gestural Drawing with Charcoal	
	Making loose, gestural drawings with charcoal, and exploring drama and performance.	
	<p>Why this? Children are freed from the constraints of creating representational drawings based on observation – instead they use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body helps children see drawing as a physical activity, whilst a sense of narrative feeds the imagination.</p> <p>Why now? To build on KS1 practise of using sketch books to record own ideas and observations. The children will move from applying tone to create form in Year 2 to using geometry and tonal shading in Year 3. They will analyse and describing the use of tone within artists’ work and will use a variety of tones to achieve different effects. They will analyse and describe the use of line within artists’ work and draw from observation using charcoal.</p>	
	<p>Substantive Knowledge</p> <p>That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.</p>	<p>Artistic Skills</p> <p>To learn how artists’ use charcoal in their work. To be able to talk about the marks produced and discuss how we feel about their work. Experiment with mark making using hands and charcoal. To work on larger sheets of paper, making loose, gestural sketches using our bodies. To understand what Chiaroscuro is and how to use it in our work. To use light and dark tonal values in our work, to create a sense of drama. To use our body as a drawing tool to make drawings inspired by movement, and to see how other artists do the same. To take photographs of our work, thinking about focus, lighting, and composition. To share our work with classmates and talk about what we felt was successful and what we might like to try again. To voice what we like about our classmates work and how it makes us feel.</p>



	<p>Learning Journey Question for Assessment</p>	<p>Can you make drawings that capture a sense of drama or performance using charcoal?</p>	
	<p>Unit 2</p>		
	<p>Cloth, Thread, Paint</p>		
	<p>Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>		
	<p>Why this? Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition. The children will learn that artists can combine art and craft using painting and sewing together to make art. They will also learn that when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p> <p>Why now? To further develop skills and techniques using various media in sketchbooks. Also, students will improve technical mastery of painting skills and use a range of different strokes and shades. Pupils will show creativity in their choice of materials and composition.</p>		
	<p>Substantive Knowledge</p> <p>That artists can combine art and craft using painting and sewing together to make art. That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p>	<p>Artistic Skills</p> <p>To explore how artists' combine media and use them in unusual ways to make art. To share our response to their work. To use our sketchbooks to make visual notes capturing ideas that interest us. To use our sketchbook to test ideas and explore colour and mark making. To use paint to create a background on fabric, mixing colours to create different hues, tints, and dilutions. To use thread and stitching to create textural marks over the top of our painted canvas, creating interesting marks which reflect our response to the landscape. To share our work with others and share our thoughts about the process and outcome. To listen to peer feedback and take it onboard. To appreciate the work of our classmates enjoying the similarities and differences between our processes and outcomes. To share our feedback on class work.</p>	



		To take photographs of our work, thinking about lighting and focus.
Learning Journey Question for Assessment	Can you explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes)?	
Unit 3		
Telling Stories Through Drawing & Making		
Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film		
Why this?	The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character.	
Why now?	Pupils will develop skill and technique using various media in sketchbooks. This unit will allow students to use literary sources to convey ideas through art. They will record ideas for materials and composition.	
Substantive Knowledge	Artistic Skills	
That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. That through making work in another medium we can make the work our own, re-interpreting and re-inventing. That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.	To observe how artists are inspired by other artists, often working in other artforms. To understand how artists sometimes use sketchbooks to understand and explore their own response to an artist's work. To use our sketchbook to explore our response to the chosen book/film, making visual notes, jotting down ideas, and testing materials. To make a sculpture using materials to model or construct which is inspired by a character in a book or film. To reflect and share the way we made our sculpture helps capture our feelings about the original character. To enjoy looking at the sculptures made by classmates and see ways in which they are different and like each other and to the original character. To share our feedback about the work of our classmates. To take photographs of our work thinking about focus, background and lighting	
Learning Journey Question for Assessment	Can you make sculptural equivalents of characters from film and literature?	



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Year	Unit 1	
Year 4	Storytelling Through Drawing	
	Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	
	<p>Why this? Students will experience using literary sources to convey ideas through art.</p> <p>Why now? To further refine their planning and ideas in sketchbooks and continue to develop the use of sketchbooks, colour, and pattern in their drawings. They will express line in different ways to express geometric and organic forms.</p>	
	Substantive Knowledge	Artistic Skills
	<p>That we can tell stories through drawing.</p> <p>That we can use text within our drawings to add meaning.</p> <p>That we can sequence drawings to help viewers respond to our story.</p> <p>That we can use line, shape, colour and composition to develop evocative and characterful imagery.</p>	<p>To explore the work of artists who tell stories through imagery.</p> <p>To respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing our thoughts.</p> <p>To work in a sketchbook to record our ideas and thoughts generated by looking at other’ artists’ work.</p> <p>To use a sketchbook to generate ideas about how we might respond to a piece of poetry or prose.</p> <p>To use line, shape, and colour using a variety of materials to test our ideas.</p> <p>To think about how we might use composition, sequencing, mark making and some text in our drawings.</p> <p>To create a finished piece which contains sequenced images to describe a narrative.</p> <p>To share our work with others and talk about our journey and outcome.</p> <p>To listen to feedback and take it on board.</p> <p>To appreciate the work of classmates and think about similarities and differences between our work. To share feedback with peers on their work.</p> <p>To take a photograph of our work, thinking about lighting and focus.</p>



<p>Learning Journey Question for Assessment</p>	<p>Can you create sequenced imagery to share and tell stories?</p>	
<p>Unit 2</p>		
<p>Exploring Still Life</p> <p>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p>		
<p>Why this? In this pathway children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life. The children will use an Ipad/photography and then using these images to create a collage final piece of a still life.</p> <p>Why now? Recording in sketchbooks ideas for materials and composition. Students will explore still life with tone, create geometric and mathematical drawings. They will analyse and describe the use of line within artists' work. They will use knowledge of lines of symmetry to help draw accurate shapes.</p>		
<p>Substantive Knowledge</p>	<p>Artistic Skills</p>	
<p>That when artists make work in response to static objects around them it is called still life. That still life has been a genre for many hundreds of years, and is it still relevant today. That when artists work with still life, they bring their own comments and meaning to the objects they portray. That we can make a still life creative response in many media: drawing, painting, collage, relief... That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</p>	<p>To explore the work of contemporary and more traditional artists who work within the still life genre. To be able to express our thoughts about other artists' work and talk about the meanings of objects as artists presented them. To use our sketchbook to make visual notes, record and reflect. To draw from observation and think about how we can use line, colour, shape, texture, form, and composition to make our artwork interesting. To present and share our artwork and explain how our sketchbook work helped build our knowledge and skills towards our final piece.</p>	
<p>Learning Journey Question for Assessment</p>		



		Can you explore traditional and contemporary still life artists, and make your own creative response?
Unit 3		
The Art of Display		
Explore how the way we display our work can affect the way it is seen.		
<p>Why this? In this pathway children begin to think about two very important aspects of making art: context and presentation. When we make art that others will see, it's important that we understand how we present the work will influence the way people see the work. This pathway presents an opportunity for pupils to discover and question the role of the "plinth" in sculpture.</p> <p>Why now? For students to learn about artists that display their work on 'plinths'. To use sketchbooks to explore feelings and imagine a version of themselves on a plinth. To create a sculpture which conveys movement and allows students to consider to use of materials to enhance sculpture.</p>		
Substantive Knowledge		Artistic Skills
<p>That artists think carefully not just about what they make, but also how they present what they make. That when we view sculpture (or other art), the context (way it is presented) affects how we react to it. That how something will be seen can help us shape what is made. That we can give thought to how we display the art we make, to help us understand how people will view our work.</p>		<p>To observe how some artists' choose to display their work on "plinths" and we have understood how the way a work is displayed can affect the way the audience sees the work. To use our sketchbook to collect ideas about how other artists consider how their work is displayed. To use clay to make quick three-dimensional sketches of figures sitting on "plinths". To use clay to capture character/emotion of the body. To use our sketchbook to think about our interests/personality traits which we are proud of. To imagine how we could create a version of ourselves that we would like to see on a plinth. To make a sculpture/ plinth from construction materials which shows a version of us, using things like body position, clothes, props, and fine details to give the sculpture character. To share our work with others, and talk about our response to the project, what worked well and what we would like to try again. To listen to the response to our work from our classmates and take on board their feedback.</p>



		To photograph our artwork, thinking about focus, lighting, and composition.
	Learning Journey Question for Assessment	Can you make sculptures of yourselves, putting a version of yourselves on a plinth, and can you plan an artwork or performance for a fictional plinth in school?

Year	Unit 1	
Year 5	Surrealism	
	Exploring the art of Canadian artist Robert Gonsalves who creates artwork which intends to celebrate imagination and twist our perceptions of reality.	
	Why this?	
	They are introduced to the work of a surrealist artist. The children will express thoughts and feelings through tactile creation of their own work. They will define and use more complex colours and select and mix colours to depict own thoughts, feelings and intentions. They will analyse and describe the use of line within artists' work and develop an increasing sophisticated use of tone to describe objects when drawing from observation.	
	Why now?	
This unit allows the children to develop their art skills further from the Year 4 art skills. They will move on to analyse and describe the use of line in their art work. They will develop a more sophisticated use of tone and ability to select and mix colours according to feelings and intentions.		
Substantive Knowledge	Artistic Skills	
To understand that Surrealism is art which intends to celebrate imagination and twist our perceptions of reality. To observe how other artists, work with surrealism and have been able to share our thoughts on their work. To use our sketchbooks for referencing, collecting, and testing ideas, and reflecting. Expressing thoughts and feelings through tactile creation of own work. Defining and using more complex colours. Selecting and mixing colours to depict own thoughts, feelings and intentions.	<ul style="list-style-type: none"> •To define and use more complex colours •To know how to select and mix colours to depict own thoughts, feelings and intentions •To analyse and describe the use of line within artists' work •To develop an increasing sophistication in the use of tone to describe objects 	



	Analysing and describing the use of line within artists' work. Developing an increasing sophistication in the use of tone to describe objects when drawing from observation. To share our work with the class, reflected upon what was successful and been able to give useful feedback on the work of our peers.	
	Learning Journey Question for Assessment	The children to use their imaginations and creativity to create a surreal piece of art in the style of artist Robert Gonsalves.
	Unit 2	
Mixed Media Land and City Scapes		
With the emphasis on exploration and experimentation, pupils work in sketchbooks, and on larger sheets of paper, to discover how they can use different combinations of media to capture the energy and spirit of place.		
Why this?		
To introduce the children to the idea that artists don't just work in studios, instead they get out into the world and draw and paint from life, inspired by the land and city scapes where they live. Pupils also see how artists use their creative freedom to explore ways of working which involve different materials and media.		
Why now?		
To develop a greater understanding of the use of perspective in landscapes. To continue to use sketchbooks for referencing, collecting and testing ideas, and reflecting. Continue drawing from observation and thinking about how to use line, colour, shape, texture, form and composition to make their artwork interesting To introduce pupils to working in mixed media to create land or city scapes		
Substantive Knowledge		Artistic Skills
That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things "wrong". We can share our artistic discoveries with, and be inspired by each other. We can use sketchbooks to focus this exploration and we do not always need to create an "end result", sometimes the exploratory journey is more than enough.		To observe and respond to how artists work outside amongst the land and city scapes which inspire them, and understand how they use all their senses to capture the spirit of the place. To extend sketchbooks and think creatively about how to change the pages using different sizes and shapes of paper to work on. Using sketchbook to explore and experiment. To take creative risks and reflect upon what worked and what didn't work. To continue exploratory work outside the sketchbooks, bringing the "sketchbook way of thinking" to larger sheets of paper.



		To share creative journey and discoveries with others and to reflect upon learning. To appreciate and be inspired by the work of classmates, share and respond to their work.
	Learning Journey Questions for Assessment	What mixed media resources were used during the project? What knowledge and artistic skills were developed? What artists did we learn about and what were their individual styles?
	Unit 3	
	Fashion Design	
	When we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? We can use colour, pattern, line, shape, form, material, texture to express our creativity.	
	Why this?	
	To present pupils with an opportunity to see how designers work to bring their own background, culture, passions and concerns into their fashion design. To invite pupils to work to a design brief and express their response in two or three dimensions.	
	Why now?	
	To allow students the opportunity to further develop the following:	
	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Drawing from observation • Drawing using the continuous line method • Using 2D drawings to develop ideas for 3D work • Drawing from different perspectives • Creating detailed drawings • Drawing using mathematical processes <p><u>Painting</u></p> <ul style="list-style-type: none"> • Further improving skill and control when painting <p><u>Materials</u></p> <ul style="list-style-type: none"> • Selecting materials for a given purpose <p>Make progress in their ability to describe and model form and space in 2D and 3D using a range of materials.</p>	
Substantive Knowledge	Artistic Skills	
Can you explore traditional and contemporary still life artists, and make your own creative response? In this project, children are introduced to the idea that design is often about relationships –	To explore the work of contemporary fashion designers and to see how their interests and experiences feed into their work. To share responses to their work, articulating what they like or don't like about their work.	

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	<p>between the designer/artist and the person who then sees, buys or wears the end result. Where and how do the experiences and passions of both designer and viewer meet? How is one affected by the other and what can we learn from each other?</p> <p>Children are introduced to contemporary fashion designers and use sketchbooks to record things about the designers which interest them, or to note ways of working which may be useful.</p> <p>Pupils are then given a design brief and invited to make their own designs, again working in sketchbooks to explore and test, before making decorate papers through which they can bring their designs to life in 2d or 3d</p>	<p>To use sketchbook to make visual notes to capture key ideas about how the designers work.</p> <p>To listen to a design brief, and use sketchbooks to generate and test ideas, explore colour, line, shape, pattern in response to the brief.</p> <p>To use sketchbooks to work to inform how to make a 2d (or 3d) design, using paint, paper and collage.</p> <p>To understand how 2d shapes can become 3d form and the relationship they have to our bodies.</p> <p>To share designs and outcomes with classmates and articulate creative journey. To listen to feedback and respond.</p> <p>To appreciate the work of classmates and reflect upon similarities and differences. To share responses to their work.</p> <p>To photograph work, thinking about presentation, lighting and focus.</p>
	<p>Learning Journey Question for Assessment</p>	<p>Pupils will be given a design brief and invited to make their own designs, working in sketchbooks to explore and test, before making decorate papers through which they can bring their designs to life in 2d or 3d.</p>



Year	Unit 1	
Year 6	<p><u>North American Art</u> <u>Norval Morriseau</u></p> <p>The children to create sketches and paintings inspired by the work of Norval Morriseau. Their end of topic project will be to reproduce their design onto a cotton bag.</p>	
	<p>Why this?</p> <p>The children will have exposure to the artwork of North American artists. Norval Morriseau’s visionary style emphasises outlines and x-ray views of people, animals, and plant life. Colours are vivid, even garish.</p>	
	<p>Why now?</p> <p>While learning about a First Nations artist the children will develop their understanding of how to use inks effectively on a variety of papers and textiles.</p>	
	Substantive Knowledge	Artistic Skills
	<ul style="list-style-type: none"> • To learn ways that artists represent their ideas through painting • To learn about a First Nations artist, and to have exposure to his artwork • To learn ways that artists represent their ideas through painting • To understand how to express ideas about art through messages, graphics, text and images 	<ul style="list-style-type: none"> • To draw for expression • To learn how to use inks effectively on a variety of papers and textiles • To learn how to combine inks and pastels to create individual art inspired by the work of Morriseau • To further improve skill and control when painting • To express ideas about art through messages, graphics, text and images • To photograph their printed bag
	Learning Journey Question for Assessment	<p>How can you use your own sketches and paintings to create a design for a cotton bag?</p>
Unit 2		



Activism	
Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	
Why this?	
In this pathway children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals.	
Why now? To combine different techniques such as print, collage, and drawing. Students will create detailed portraits using chiaroscuro techniques. They will develop the continuous line technique and draw for expression. They will use sketching methods and create still life using charcoal. Finally, they will draw using a negative medium, identifying areas of light and dark.	
Substantive Knowledge	Artistic Skills
<p>That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.</p> <p>That artists acting as activists often use print because it allows them to duplicate and distribute their message.</p> <p>That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.</p> <p>That through art as activism we can come together.</p>	<p>To observe how artists' use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>To explore how we can find out what we care about and find ways we might share our ideas with each other.</p> <p>To observe how our classmates may have different things they care about, or share things we care about, but they are all valid.</p> <p>To create visuals and text which communicate our message.</p> <p>To use line, shape, and colour to make our artwork.</p> <p>To use typography to make our messages stand out.</p> <p>To combine different techniques such as print, collage, and drawing.</p> <p>To reflect and articulate about our artwork and the artwork made by our classmates.</p>
Learning Journey Question for Assessment	Can you make a poster about something you care about?
Unit 3	
African Art Esther Mahlangu	
The children will create patterns in their sketchbook based on the work of Esther Mahlangu and use clay to create their own Benin plaque.	



	<p>Why this?</p> <p>The children will be introduced to Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ashanti kingdom. The children will be able to learn about the rich culture of African art. They will think carefully about which mediums they choose for their artwork, as well as the tools they use to sculpt and manipulate clay to recreate a Benin plaque.</p> <p>Why now?</p> <p>To enable the Year 6 students to explore pattern and symbols in African culture and to use this knowledge to create drawings and paintings. To allow students the opportunity to expressing an idea or emotion through 3D sculpture.</p>	
	Substantive Knowledge	Artistic Skills
	<ul style="list-style-type: none"> • To investigate Esther Mahlangu and record observations in sketchbooks • To learn ways that Mahlangu represented her ideas through her culture of Ndebele patterns and then produce their own interpretation of these patterns in their sketchbooks 	<ul style="list-style-type: none"> • To develop the continuous line technique • To developing colour mixing and tonal shading with colour • To create drawings and then paintings using polyprint tiles to create repeating printed patterns, influenced by the patterns in artwork by Esther Mahlangu • To use clay to create their own Benin inspired plaque
	Learning Journey Question for Assessment	<p>Can you create a pattern in your sketchbook based on the work of Esther Mahlangu? What tools will you use to manipulate clay to create your own Benin plaque?</p>