Art on a page

Intent

Art provides rich experiences that engage, inspire and challenge all pupils. Children develop of a wide range of skills and the confidence to experiment, through which they are able to reflect their personalities. Pupils have opportunities to deepen their critical thinking by looking in detail at famous artworks. We actively explore how art reflects our diverse culture, shapes our history and contributes to our nation's heritage and identity.

Significant Artists: An understanding of art history is essential and each period of art and the artists that is introduced in a class will be identified on a class timeline and discussed in relation to other periods studies and the pupils own lives. Understanding the impact that artists have had in the ever-evolving art scene is essential to having a balanced art curriculum at Mandeville. By studying artists and artistic movements, we are able to understand the challenges and achievements of different time periods. It is essential that we learn techniques from these artists to build a bank of skills that we can apply to different projects.

Thinking like an artist: Alongside the skills and significant artists the children must develop the skill of interpretation and the ability to question and formulate opinions. Knowing that art is a continually evolving subject reflecting individual personalities is reinforced throughout all year groups and encouraging children to come up with their own opinions is encouraged at all times. Works of art are used to stimulate discussion and as the children move through the school they should develop the ability to formulate questions, justify opinions and think and critically about their own pieces of art.

Implementation

Explore	The children will begin with a discussion prompt (photo, artefact, question or film) and will be expected to form opinions and ideas based on prior knowledge and their ability to think like an artist.
Teach	The teacher will be the expert introducing a combination of new skills, vocabulary and informed artistic opinion. This will provide links to previous learning within the topic and to previous time periods studied.
Practise/Demonstrate	Children will be encouraged to build upon previous taught skills to explore and experiment with any new skills. Children will refine these skills and start to understand how to know which skills work better for particular projects and why.
Apply	Independent work, based on teacher modelling, that uses the skills taught through previous sessions to create work reflecting their individual personalities.

Impact

Successful art will see a clear progression of skills, vocabulary and critical thinking throughout children's time at Mandeville. They will develop a range of vocabulary which will enable them to discuss artists and their work with confidence, justifying their opinions. They will have a good understanding of a variety of drawing and painting techniques and be inspired to express their ideas and observations through their preferred style.

Progression of Skills

Children will be introduced and given the opportunity to explore and master a range of skills throughout their time at Mandeville.

	Skills	Artists	Themes
EYFS	Children will draw or mark make with a variety of materials and tools to create images. They will name and talk about colours and explore colour mixing and textures. Children will draw closed shapes to represent objects, people and animals. They will observe and draw/paint pictures relating to their experiences. Children will draw portraits of self and others looking at emotions.	Yayoi Kusama, Georgia O'Keefe, Matisse, Arcimboldo, Kandinsky, Thomas Yang, Van Gogh	Autumn Growing Minibeasts Super Duper You Healthy Easting Shape Transport Ducklings

Year 1	Investigate patterns and textures using a variety of equipment to blend. Experiment with malleable media; rolling, coiling, pinching and kneading.	Lichtenstein, Henri Rousseau, Vincent Van Gogh	Heroes Animals City Life Space Dinosaurs Carnival
Year 2	Children will begin discussing shadows and using words such as light and dark. To begin to create tone and shade using pencil and paint. Use materials to overlay and overlay.	LS Lowry, Da Vinci, Matisse, Klimt, Eleanor Ormerod	St Albans Flight Castles Minibeasts Pirates
Year 3	Children will investigate; perspectives, positive and negative shapes, complementary colours, drawing techniques (dotting, scratching, splashing), Pointillism, shading and tone –using different pencils and printing techniques	Cezanne, Egolf, Titian, Warhol, Henry Rousseau, Monet	Stone Age Eating and Drinking Ancient Greeks Natural Disasters The Rainforest Rivers
Year 4	Perspective and shadows on surfaces Produce initial sketches in preparation for a final project Annotating work with ideas and next steps Combining colours to create hues. Blending and smudging Art appreciation and developing critical thinking. Explore textiles, fabrics, printing, dying, weaving and sewing	Publius Aelius Fortunatus, Gaius Fabius Pictor, The Malibu Painter, Cezanne, Georgia O'Keffee, Bayeux Tapestry	Romans Oceans Vikings & Anglo Saxons Digestion Mountains 1066
Year 5	Develop vocabulary to voice opinions. Use pencil to show tone of the same colour by hatching, cross hatching and shading Composition, scale and proportion Perspectives and focal points Explore different effects; colour wash, thickening paint etc… To keep a sketch book of ideas with annotations Use tools effectively to create sculptures using a range of media	David Bomberg, Dame Laura Knight, Henry Moore, Frida Kahlo, Diego Rivera, Da Vinci, William Morris, George Watts, Thomas Bewick George Marston, Jessie Oonark, ,	World War 2 South America Circulation Polar Victorians
Year 6	Higher level vocabulary Master a variety of techniques Increasing awareness of composition, scale and proportion Use annotations effectively developing a critical eye. Develop their own style of painting. Demonstrate a deeper understanding of a variety of techniques that work well.	Charles Darwin, Van Gogh, Hans Holbein, Peter Thorpe, Edvard Munch, Arcitects (Antoni Guadi, Christopher Wren, Renzo Piano and Zaha Hadid), LS Lowry, Leanna Iezzi	Evolution Tudors Solar System Ancient Egypt Cities Forces & Fairgrounds