

A close-up photograph of a hand holding a paintbrush, poised over a palette filled with various watercolor paints. The palette contains numerous small, circular wells of paint in shades of blue, green, yellow, and brown. The background is softly blurred, showing more paint containers and a white surface. The overall lighting is warm and natural.

# *Art Curriculum*

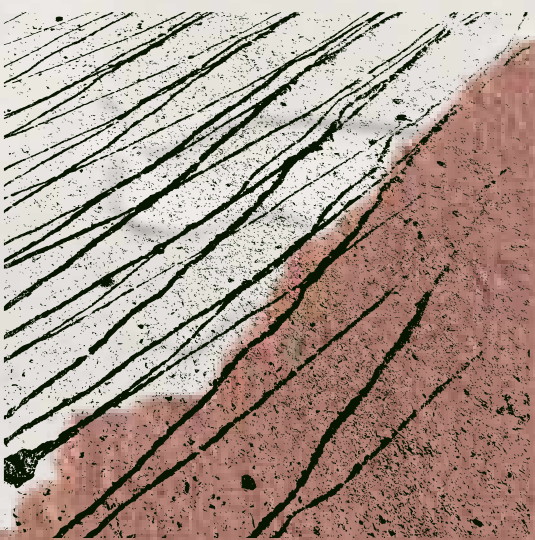
The Peak Tor Federation



# The Elements of Art

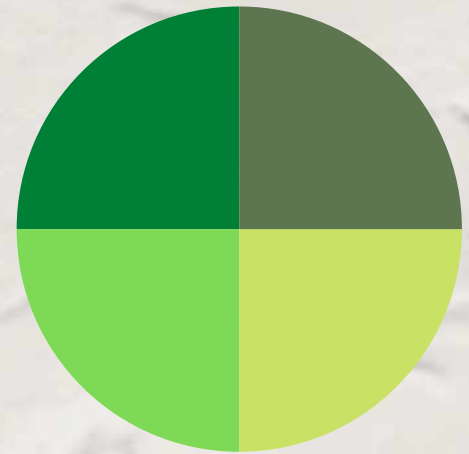
## Texture

This refers to the feel of a surface when touched. It can be a real object, or implied through different mediums of art.



## Color

One of art's most dominant elements, it is produced when light is reflected back to the eye. It varies in hue, intensity, and value.



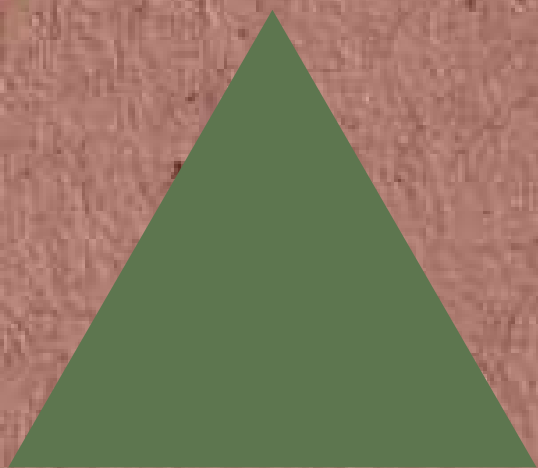
## Line

A mark created by connecting one point to another. Lines can have different weights and lengths, and can vary in direction.



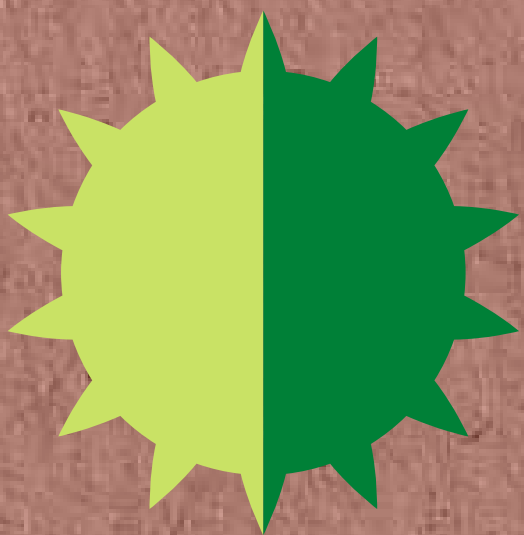
## Shape

A flat, enclosed area that can be geometric or organic. A flat, enclosed area that can be geometric or organic.



## Tone

This refers to the lightness or darkness in a piece of art. Value creates contrast, and is used to create depth.



## Perspective

This uses perspective or shading techniques to transform two-dimensional images into three-dimensional ones.

## Observation

The distance between, around, and within objects that creates the illusion of depth. Observation also creates a sense of order, rhythm, and light in a composition, and is an important part of any piece of art,





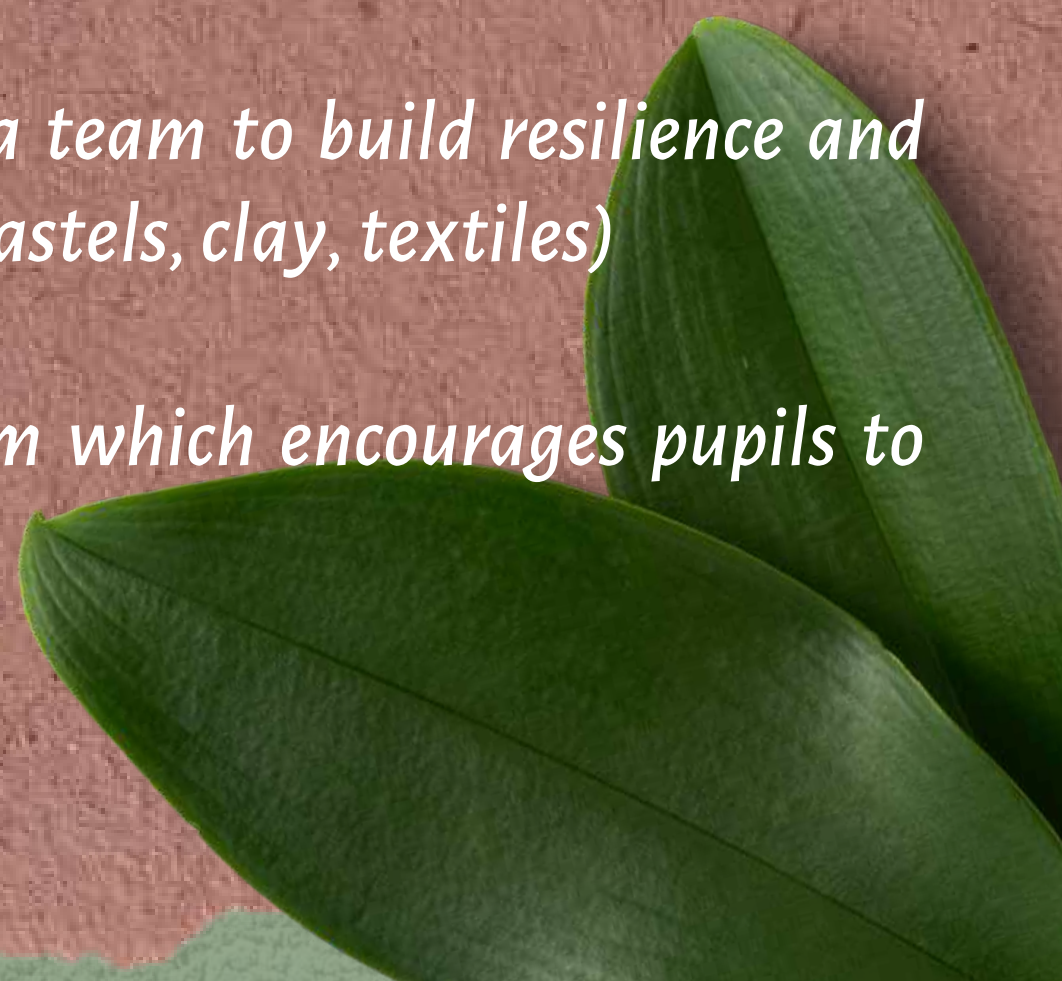
# British Values

## In art & design



- Tolerance is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within art. Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.
- We teach democracy by being aware and considering the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.
- Rule of law- We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following this rules.
- Mutual respect & tolerance – Pupils are taught to show respect for other opinions and works of art.
- Individual Liberty - Pupils are given a chance to show their individuality through our projects.
- British art is promoted throughout the school– for example a local artist visit, Banksy, LS Lowery are studied in KS2. This extends beyond the classroom with a wide range of visits and experiences to art galleries, and local events (Chatsworth Burning Man event, Rowsley Well Dressing, visit to The Level Centre).
- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles)
- Peer-assessment is embedded in the Art and Design curriculum which encourages pupils to support each other.

Life in all its fullness





# Assessment in Art

**Art is assessed during and at the end of each unit of work. We use a range of assessment including teacher assessment, flashbacks, a specific task, questioning or the subject leader will interview pupils. Our assessments are highlighted on our long term and medium term plans.**

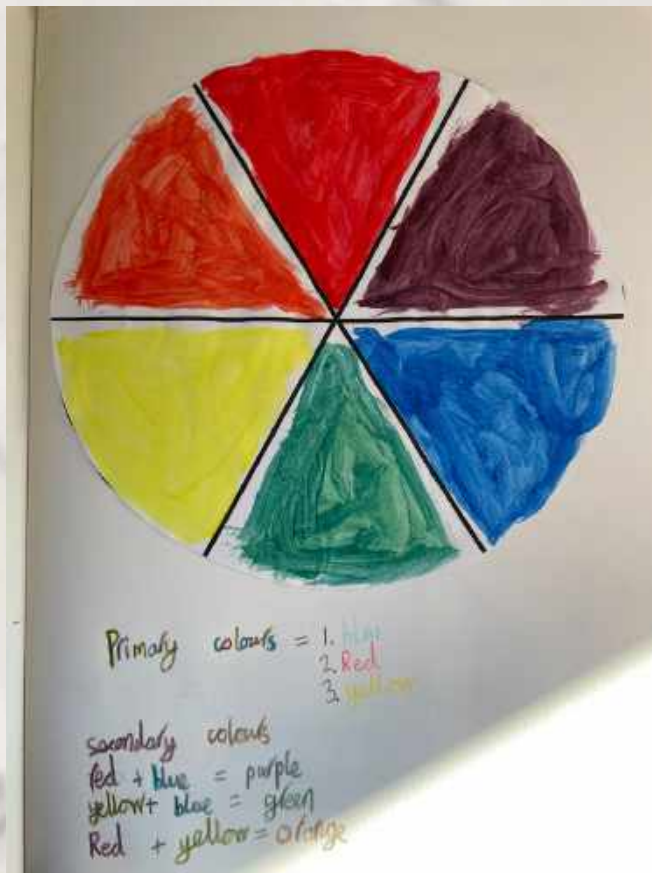




# Progression in Art

## Colour

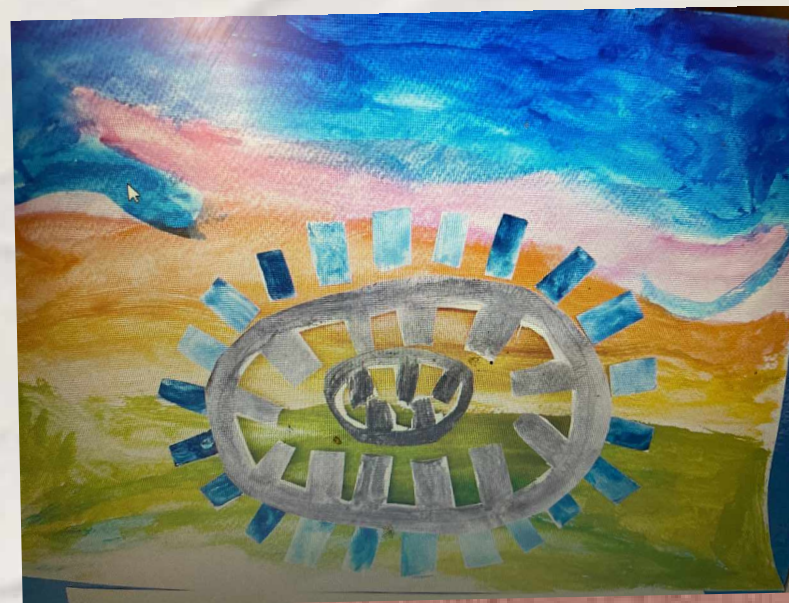
**KS1**



- Identify primary and secondary colours by name
- Mix primary shades and tones.
- Experiment with overprinting motifs and colour
- Sort and group materials for different purposes e.g. colour, texture.
- Collect, sort, name match colours appropriate for an image
- Make as many tones of one colour as possible (using white)
- Darken colours without using black

## Lower KS2

- Mix colours and know which primary colours make secondary colours
- Experiment with different media and tools and different shades of the same colour.
- Use more specific colour language
- Colour mixing and matching; tint, tone, shade
- Colour techniques- apply colour using dotting, scratching, splashing
- Observe colours
- Colour to reflect mood



## Upper KS2



- Explore colour mixing and blending techniques and different shades of the same colour.- giving emotions to colours.
- Mix and match colours to create atmosphere and light effects
- Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours
- Identify colours and emotion- that colours can express feelings and meanings
- Explore how artists use colour to express themselves.
- Colour mixing and matching; tint, tone, shadehue, and mood
- Explore the use of texture in colour
- Colour for purpose i.e. express feelings in context i.e. a painting, drawing, collage





# Progression in Art

## Texture

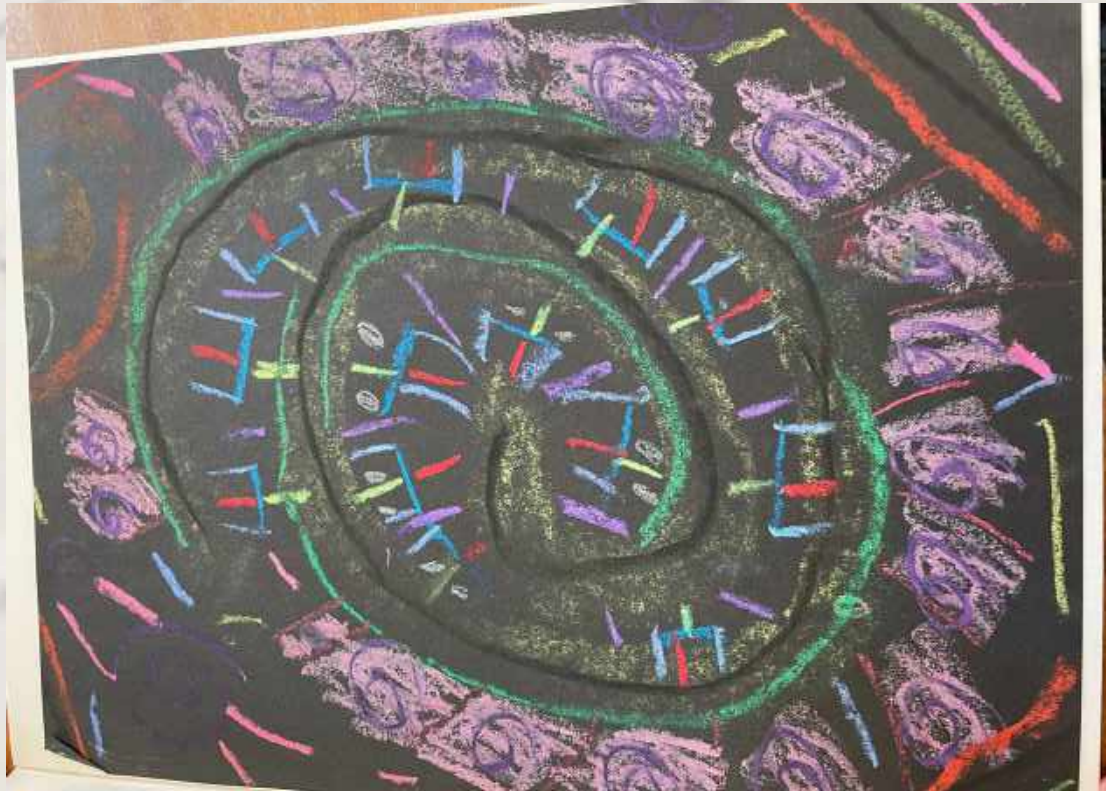
### KS1

Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.

Investigate textures by describing, naming, rubbing, copying

Create textured paint by adding sand, plaster

Make rubbings to collect textures and patterns.  
Create, select and use textured paper for an image



## Lower KS2

Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.

Create textures with a wide range of drawing implements. Apply a simple use of pattern and

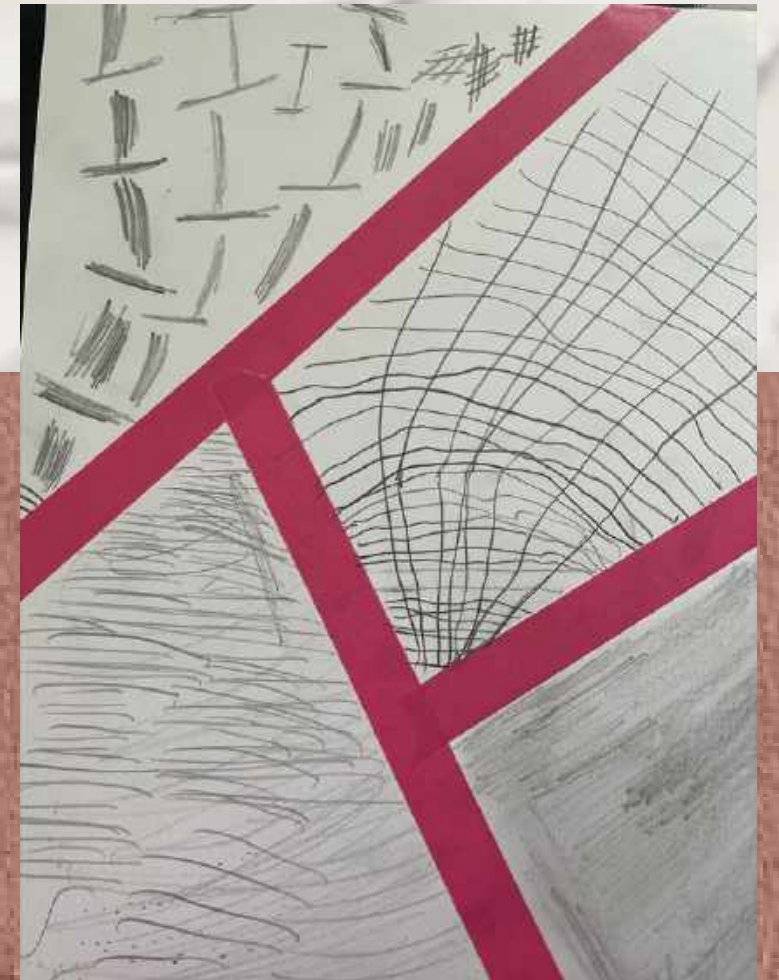
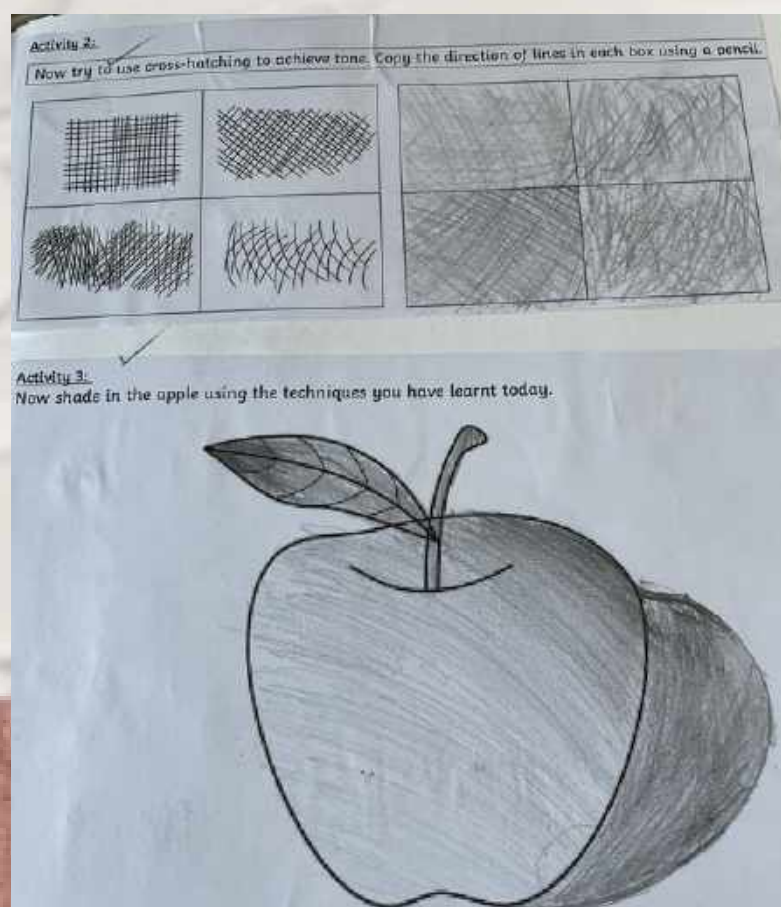
Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects

Experiment with ways in which surface detail can be added to drawings.

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures

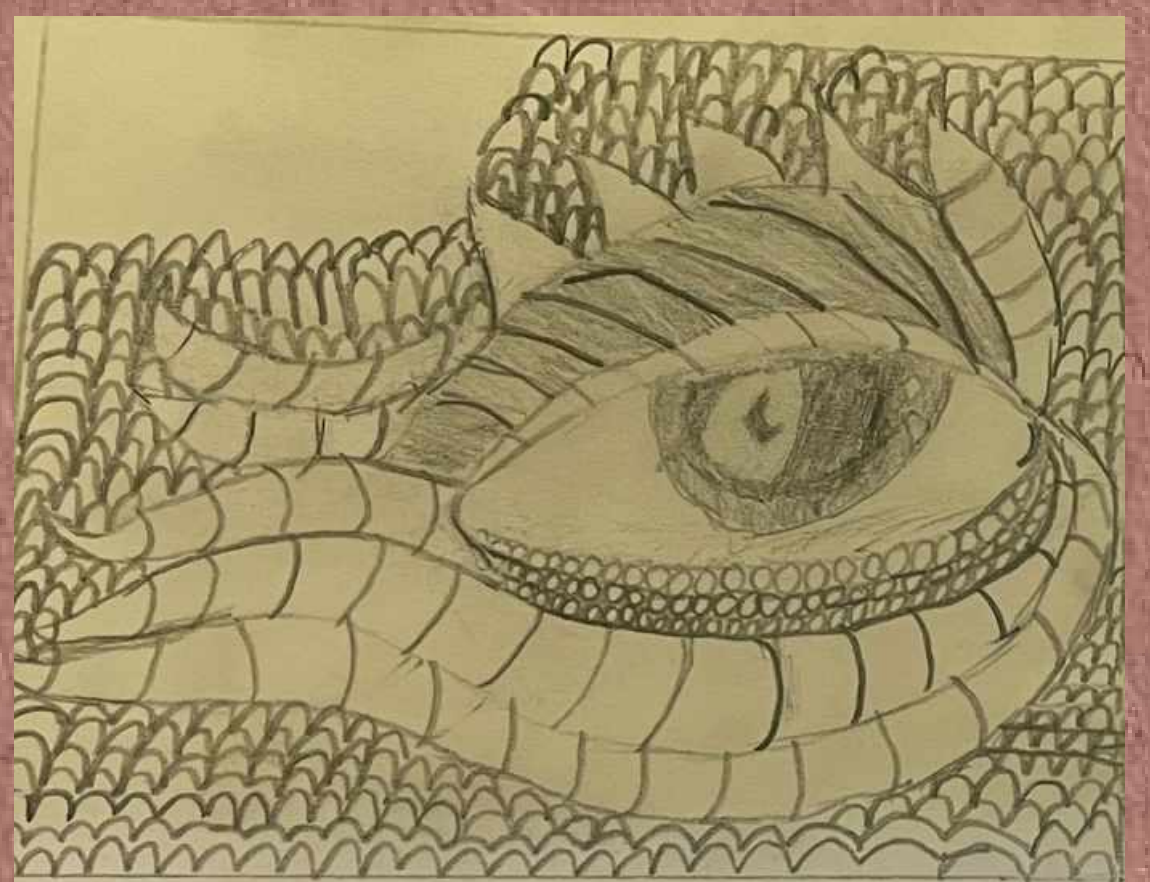
Work on a range of scales e.g. thin brush on small picture etc.

Create different effects and textures with paint according to what they need for the task.



## Upper KS2

- Use different techniques for different purposes i.e. shading, hatching within their own work.





# Progression in Art

## Shape



### KS1

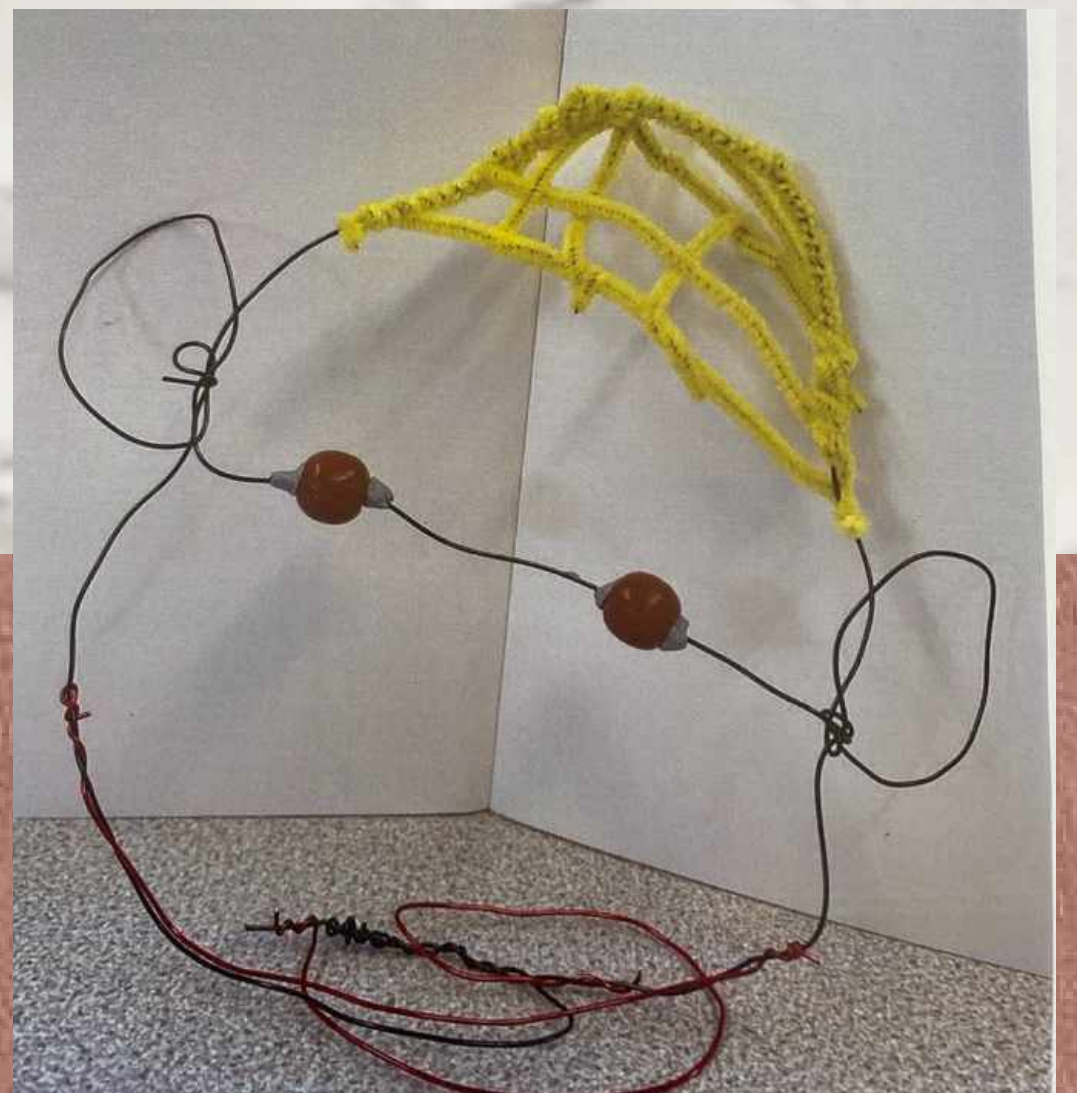
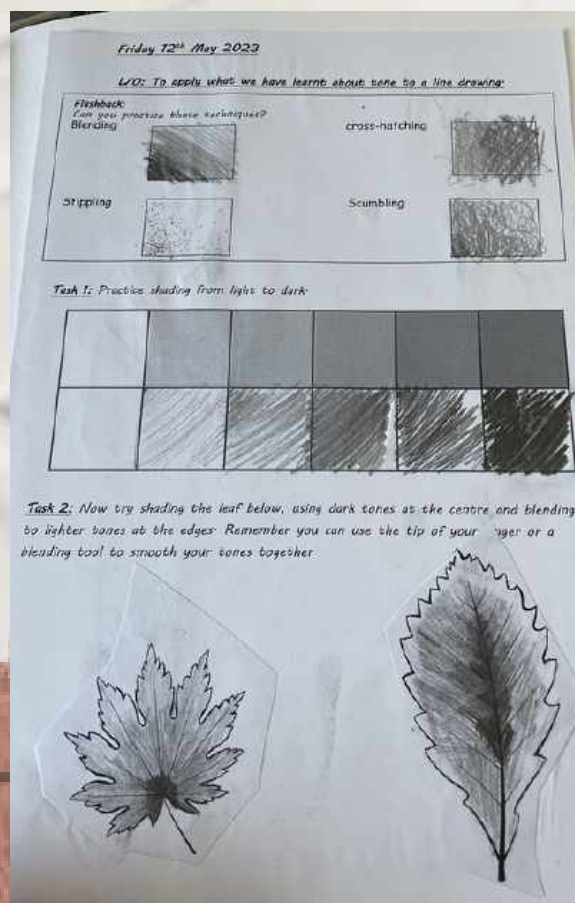
Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.

Create and arrange shapes appropriately

Use a variety of tools and techniques including different brush sizes

## Lower KS2

- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension



## Upper KS2

- Experiment with wet media to make different marks, lines, patterns, textures and shapes





# Progression in Art

## Tone

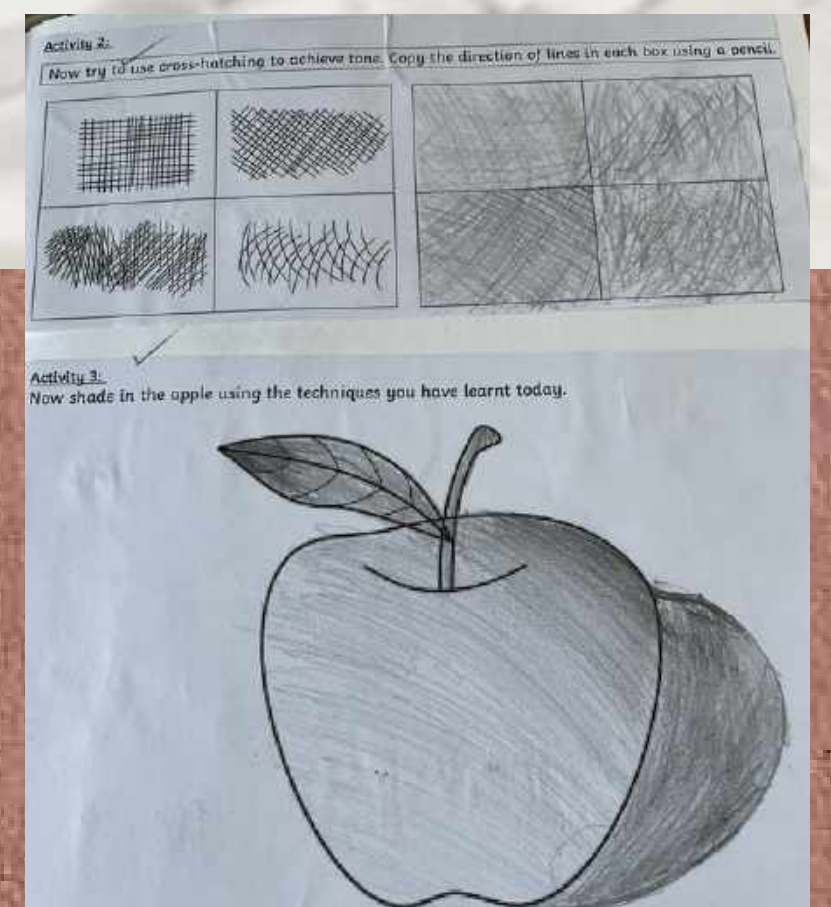
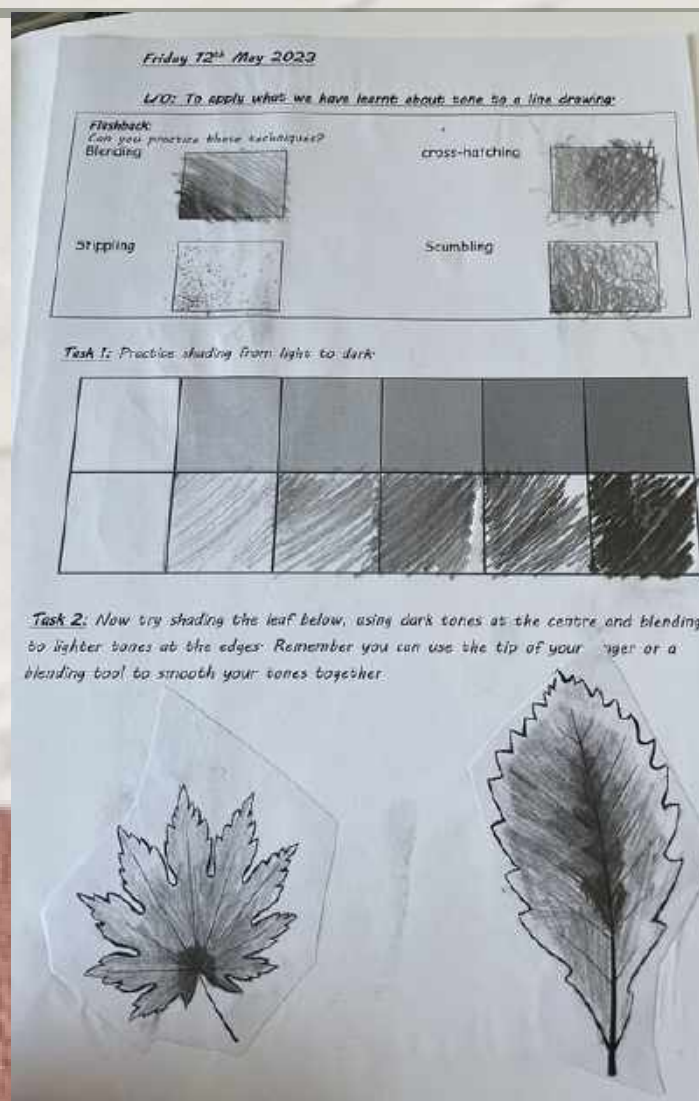
### KS1

- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes etc.



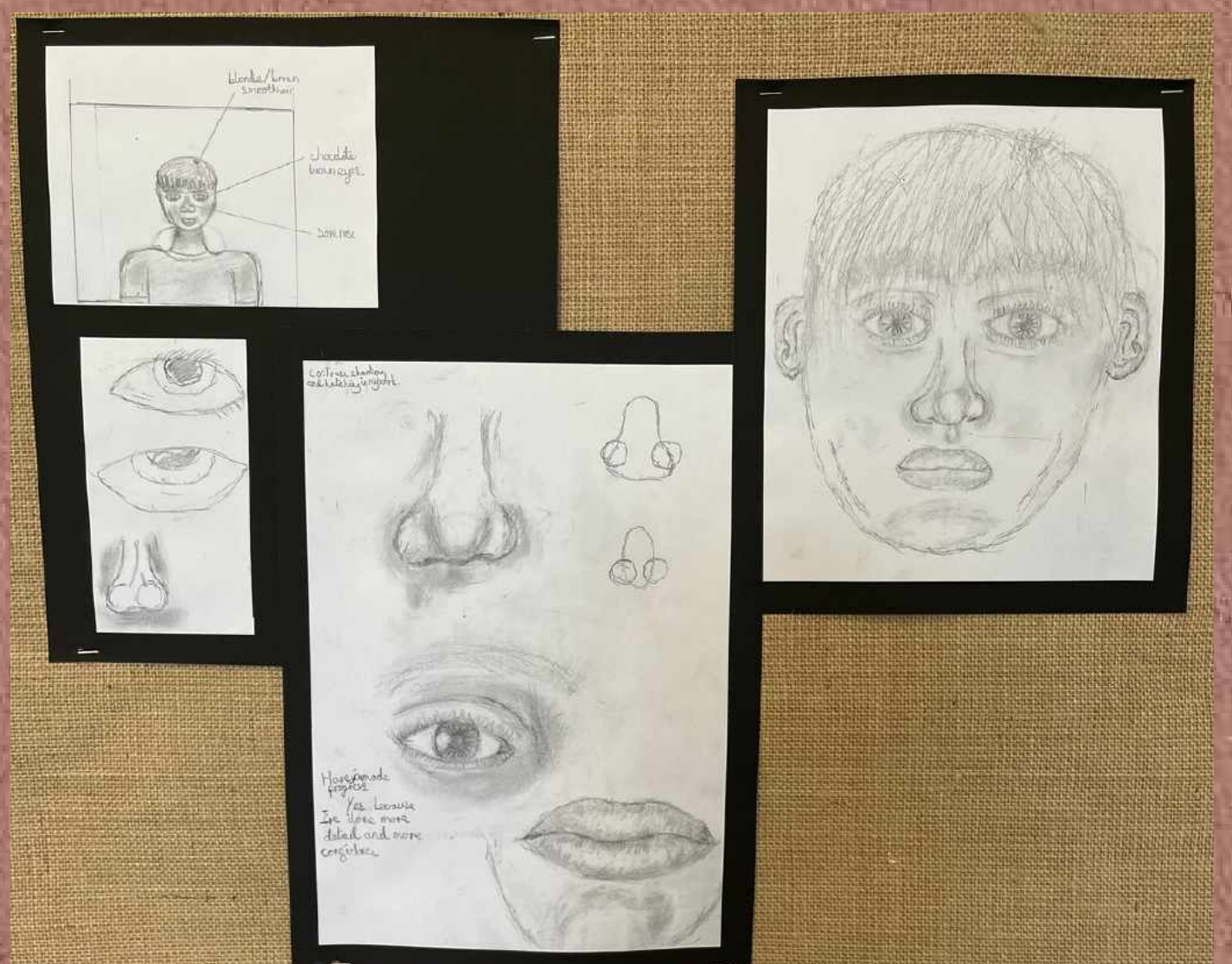
### Lower KS2

- Tone Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone in a drawing in a simple way.



### Upper KS2

- Use dry media to make different marks, lines, patterns and shapes within a drawing.





# Progression in Art

## Observation

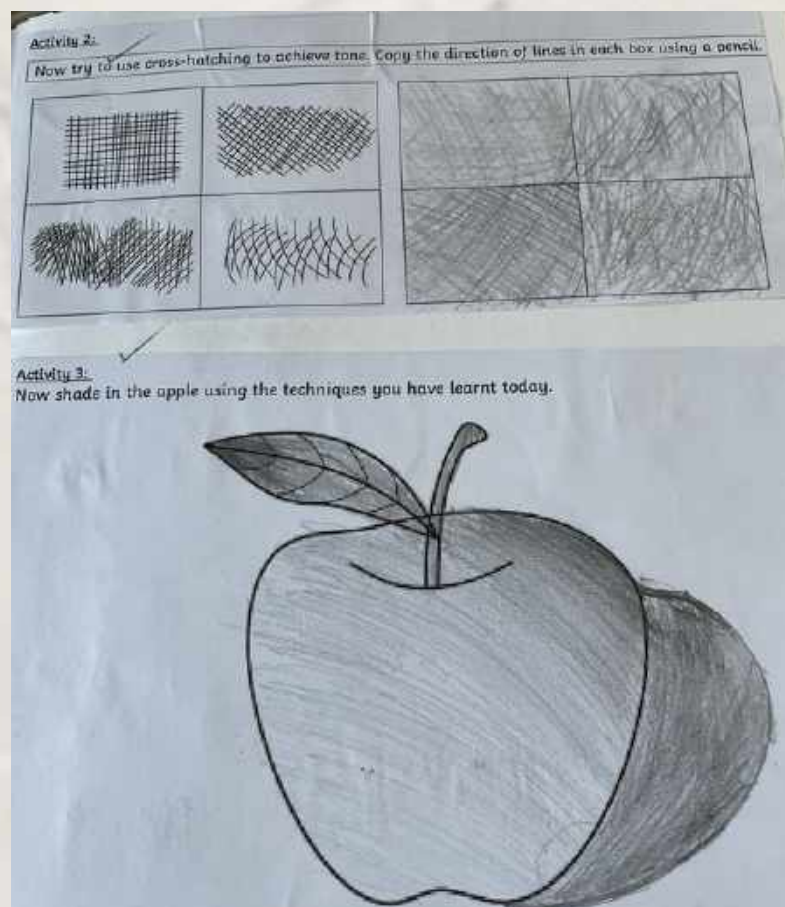
### KS1

- Work on different scales



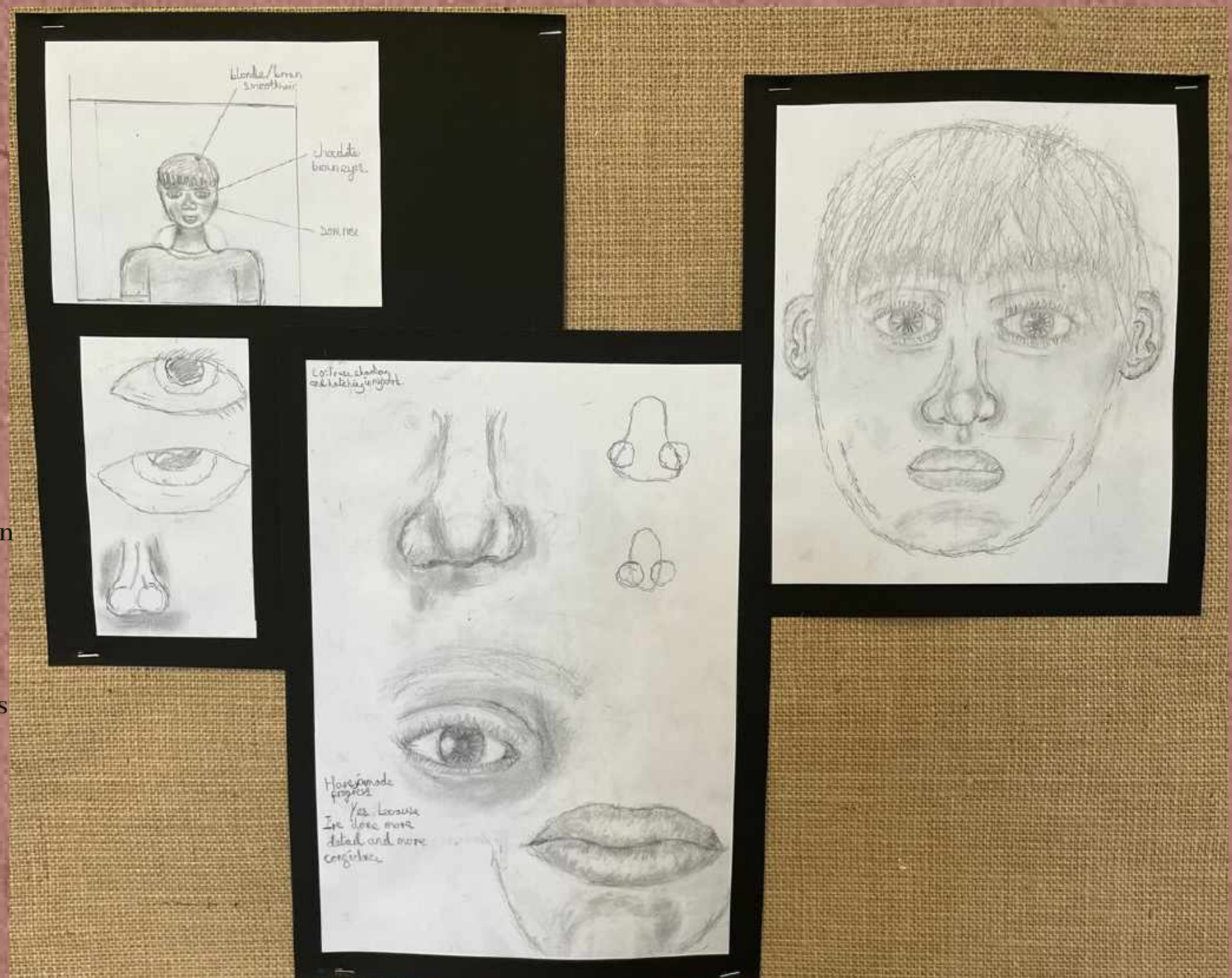
### Lower KS2

- Use sketchbooks to collect and record visual information from different sources.



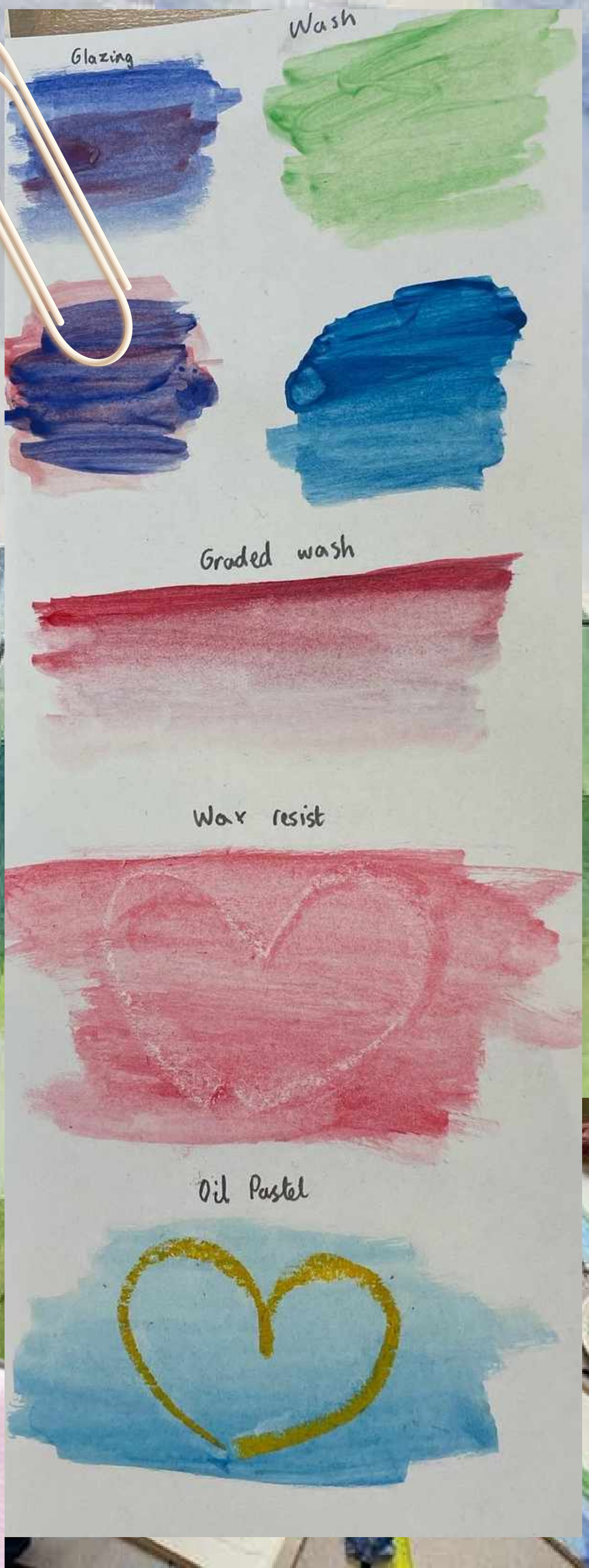
### Upper KS2

- Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.
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- Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.
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- Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.
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- Identify artists who have worked in a similar way to their own work.
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- Painting: Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours
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- Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music
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# Art in the community



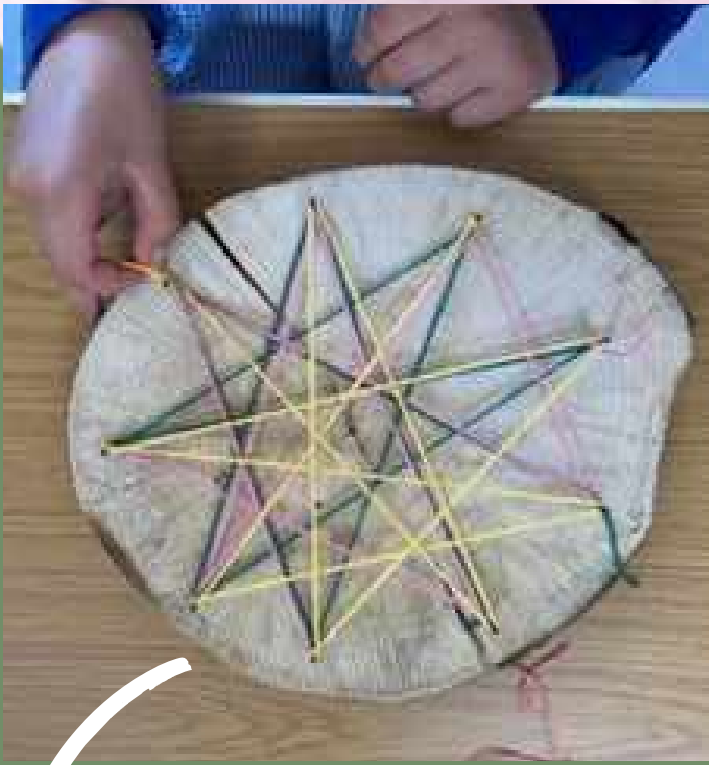
**Local Artist Jenny McKenzie came to show us different watercolour techniques and show the children her beautiful art.**



We had a visit from local artist Jenny Mckenzie who is based at Caudwell's Mill in Rowsley. Jenny is a water colour artists who paints local landscapes including our own 'Hedgehog Hill'. Jenny not only inspired the children with her local knowledge and talent but taught our pupils the basics of water colour techniques including: glazing, wash, graded wash, wax resist and combining water colours and oil pastels.



# Art in the community



Each year our pupils design, create and submit a well dressing piece of artwork for the local village with help from the PTFA.



**Children visited Chatsworth Estate and created art for the Burning Man Festival.**



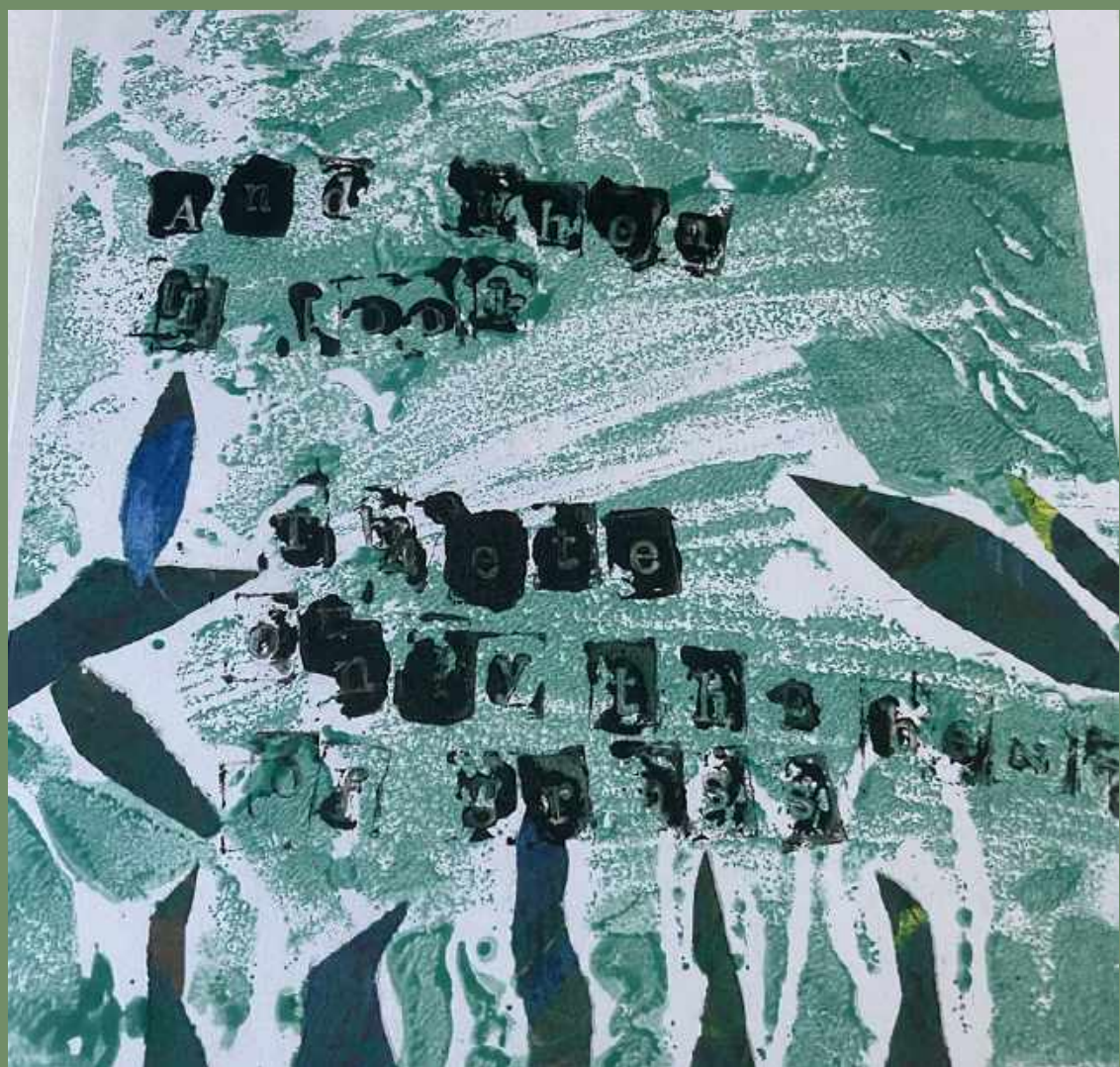
**Local artist Jo Spencer visits as part of the Yr 5/6 collage module and taught the children about mosaics using mosaic tiles and other collected materials such as old plates and beads.**



Our pupils visited Chatsworth Estate to visit the sculpture exhibition and created some string art for the 'Nine Ladies' showpiece at the burning man festival. Their creations were put together collaboratively and burned in a burning ceremony.

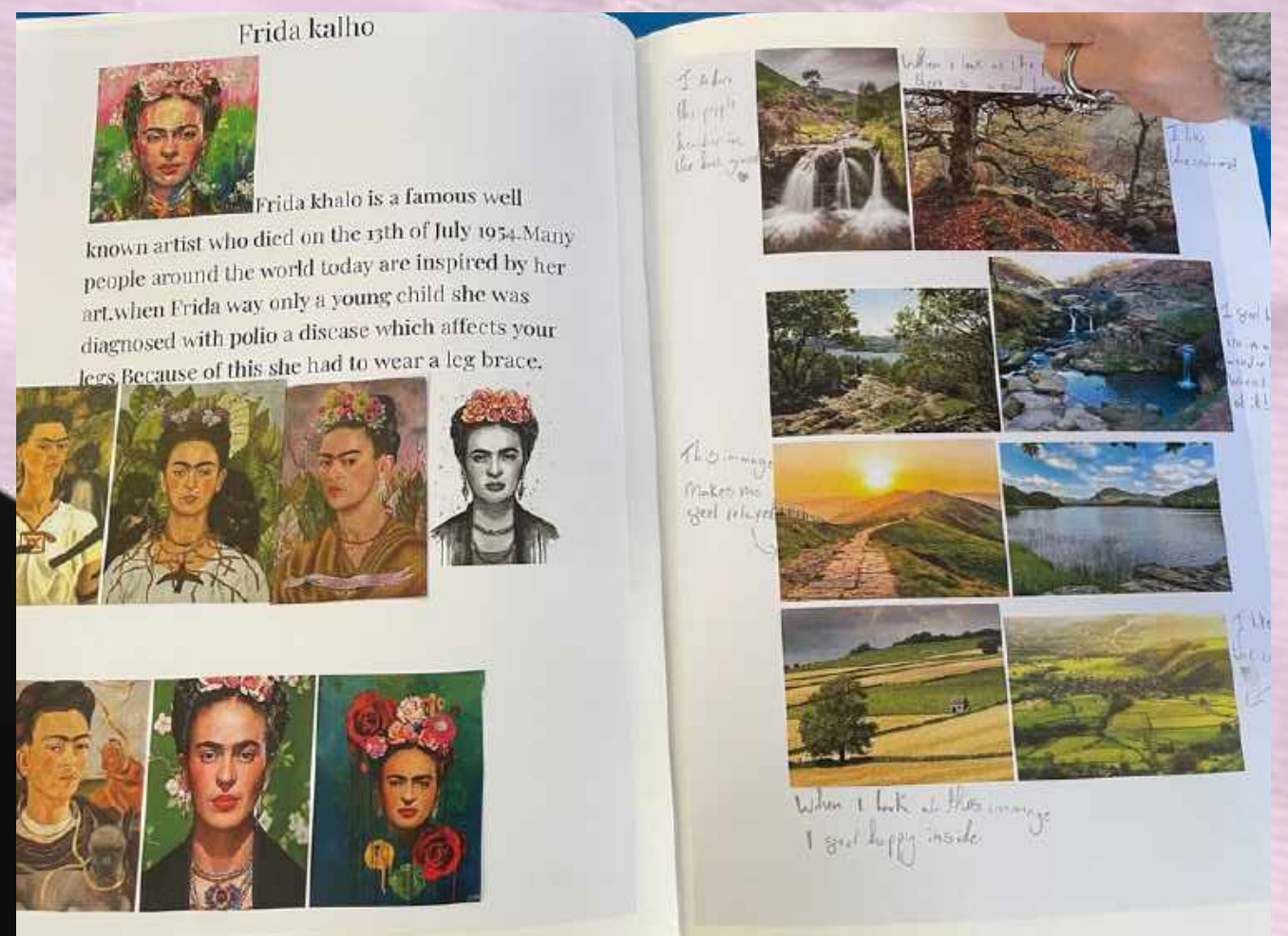


# Collaborative Art





# Artists





I can record, collect and store visual information using digital cameras, use a graphics package to create and manipulate new images and I am able to import an image into a graphics package.

*Digital Art*



# Cultural Art





