



Art Overview
The Grove Primary School
2022

Vision for Art

Here at The Grove Primary School we think beyond the core skills the children need and look closely at the foundation skills they need to help express themselves. Every child is different and we like to encourage the creativity and exploration in all children.

Our Intent

Our intent is to enable all pupils to feel able to think and work creatively. That means exploring all aspects of creativity: personal and social, exploring art for a variety of reasons, in a variety of contexts. Most importantly, it means enjoying the journey, so that pupils want to engage in creative activities, and so that they can grow to appreciate and value the importance of art as a highly subjective and individual experience, but one which can bring people together.

Our Implementation

Through staff training, planning and sharing experiences we can give the children a vast knowledge of different forms of art along with different artists. We look at some very famous artists that most people have heard of such as Piet Mondrian and Vincent Van Gogh but also modern artists such as Victor Nunes and Andy Goldsworthy. Looking at a wide range of artists across a throughout history allows us to see how art has developed and changed over time. Is the work Van Gogh produced any different to the work Bansky produced? We want the children to have a vast experience of all types of art to help show them art can come in many forms and from many different people.

We want children to learn to love art. A lot of children will say "I am not very good at drawing". At The Grove Primary School, we encourage children to love their artwork and appreciate what they can do and the work they have produced. We want them to think "I AM AN ARTIST". We encourage the children to try and try again and never say "that they can't".

Giving children a wide experience to all forms of art and artists from all over the world allows them to understand art can come from anywhere and anyone.



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The impact

Children will gain a love of art. We want the children to leave The Grove Primary School with a developed love of all things artistic and creativity and a deeper appreciation for their own talents and other people's talents around them. They should feel confident that they can express their skills creatively through lots of different means such as pottery, painting, drawing, collaging and to know most importantly know that art is subjective.

Rationale for planning

To ensure there is an even range of artist knowledge, skills and progression throughout the year groups. Skills can be developed and grown upon each year by looking at a range of artists, craftspeople and designers. They will have a range of materials and resources to use to help develop their skills in drawing, painting, sculpting, designers, planning and evaluating. The new progression and skills document demonstrates what skills the children will develop at The Grove Primary School. It ensures an even coverage across the whole school to meet the skills set out in the national curriculum.

Golden threads

Making skills, generating ideas, formal elements, artists, and evaluating. These are the 5 key skills that all children develop throughout their time at The Grove Primary School. Every year, the children will be able to build on their knowledge of the formal elements of art such as colour, shape, tone, line, pattern, texture and form. They will be able to experiment with making skills and develop their drawing, painting and craft abilities. They will generate their own unique ideas through class discussions and the use of sketch books. They will look at a various of artists, designers and craftspeople and learn to reflect and evaluate their own work and others.

Using the progression and skills document, we can see how each year builds on these skills and helps fulfil the guidelines for the National Curriculum in Key stage 1 and 2.



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R E C E P T I O N	Expressive Arts and Design ELG: Creating with Materials	Expressive Arts and Design ELG: Being Imaginative and Expressive
	Children at the expected level of development will: <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	Children at the expected level of development will: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
	Please see Long term overview document for Art in EYFS for further information.	

Artist week in Nursery											
Autumn	Spring	Summer									
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Jackson Pollock											
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Bridget Riley											

Artist week in Reception								
Autumn	Spring	Summer						
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Oscar Claude Monet		Alma Thomas		Giuseppe Arcimboldo	
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Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.



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Whole School Overview

Year	Autumn	Spring	Summer																		
1	<p style="text-align: center;">Topic:</p> <p>Self-portraits: looking at basic details from a persons face. Focusing on details they may not know such as eyebrows, nostrils, freckles, shape and colour of certain features such as eyes and lips</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Architecture</th> </tr> </thead> <tbody> <tr> <td>Vincent Van Gogh – sunflowers</td> <td>Eiffel Tower</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: Drawing, Painting Generating ideas: Sketch books, Creating original artwork Formal Elements: colour, shape, tone, line Artists: Artists, Architect Evaluating: reflecting</p>	Artist week		Artist:	Architecture	Vincent Van Gogh – sunflowers	Eiffel Tower	<p style="text-align: center;">Topic:</p> <p>Sponge printing, printing symmetry and seamless designs: Creating patterns using sponge printing. Can they create a repeated pattern using different colour and shapes? Looking at Seamless designs and how to create one.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Designer:</th> </tr> </thead> <tbody> <tr> <td>Georges Seurat – a walk in the le grand...</td> <td>Yayoi Kusama (Ya-Yooee Koo-sarma) – The princess of polka dots.</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: painting, craft design materials and techniques Generating ideas: Creating original artwork, Sketch books Formal Elements: colour, pattern, shape, tone Artists: Artists, Designer Evaluating: identifying similarities and difference to others work</p>	Artist week		Artist:	Designer:	Georges Seurat – a walk in the le grand...	Yayoi Kusama (Ya-Yooee Koo-sarma) – The princess of polka dots.	<p style="text-align: center;">Topic:</p> <p>Mixing colour: Look at primary and secondary colours. Mixing lessons using the primary colours to make the secondary colours. Exploratory lessons- what happens when we mix the primary colours together?</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Crafts Person</th> </tr> </thead> <tbody> <tr> <td>Louis Wain – cat art movement</td> <td>Carolyn Clayton – flower people sculptures using clay</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: painting, craft design materials and techniques Generating ideas: Sketch books, creating original art work Formal Elements: colour, tone, texture Artists: Artist, craftsperson</p>	Artist week		Artist:	Crafts Person	Louis Wain – cat art movement	Carolyn Clayton – flower people sculptures using clay
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<p>2</p>	<p>Topic : Texture and sculpture: Looking at different textures such as different fabric materials (mesh, felt, cotton, polyester, textures paper). Create a collage of different textures.</p> <table border="1" data-bbox="331 663 878 810"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Architecture</th> </tr> </thead> <tbody> <tr> <td>Piet Mondrian – straight lines</td> <td>Disney Castle</td> </tr> </tbody> </table> <p>Artist: Romare Bearden - collages</p> <p>Key knowledge and skills: Making Skills: painting, craft, design materials and techniques Generating ideas: Sketch books, Creating original artwork Formal Elements: colour, shape, line, Texture, form Artists: Artists, Architect Evaluating: reflecting</p>	Artist week		Artist:	Architecture	Piet Mondrian – straight lines	Disney Castle	<p>Topic: Still life drawing: Taking objects to draw. Using sketch books to improve their drawing skills. Looking at perspective (what angle you are looking at the object from, what shadow it casts) Look at Austin's butterfly to talk about practising to perfect a drawing.</p> <table border="1" data-bbox="909 695 1456 906"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Designer:</th> </tr> </thead> <tbody> <tr> <td>Kandinsky – Coloured circles</td> <td>Elaine Monnin – clay sculptures</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: Drawing Generating ideas: sketch books, Creating original artwork Formal Elements: colour, form pattern, shape, tone Artists: Artists, Designer Evaluating: identifying similarities and difference to others work, reflecting</p>	Artist week		Artist:	Designer:	Kandinsky – Coloured circles	Elaine Monnin – clay sculptures	<p>Topic: Natural collage: Using natural materials outside to create a nature collage. Look at Andy Goldsworthy for inspiration. Can they make a bird using only natural resources e.g. leaves for wings, sticks for legs, berries for eyes</p> <table border="1" data-bbox="1487 663 2033 874"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Crafts Person</th> </tr> </thead> <tbody> <tr> <td>Damien Hirst – bright colours</td> <td>Andy Goldsworthy – natural collages</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: craft design materials and techniques Generating ideas: Creating original artwork Formal Elements: Form, Shape, Pattern, texture Artists: Artists, Craftsperson Evaluating: reflecting</p>	Artist week		Artist:	Crafts Person	Damien Hirst – bright colours	Andy Goldsworthy – natural collages
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3	<p style="text-align: center;">Topic</p> <p>Self-portraits: looking at shading on peoples face. Using different pressure of pencil to create shading and different pencils (HB1, HB2) Using sketch books to practise key features of a face. Practise drawing eyes, nose, mouth. Look at shading to create contrast</p> <table border="1" data-bbox="331 695 878 877"> <thead> <tr> <th colspan="2" style="text-align: center;">Artist week</th> </tr> <tr> <th style="text-align: center;">Artist:</th> <th style="text-align: center;">Architect</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Prehistoric art and artists</td> <td style="text-align: center;">Antonia Gaudi – Park Guell in Barcelona</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: Drawing, Generating ideas: Sketch books, Creating original artwork Formal Elements: colour, form, line, pattern shape, tone, Artists: Artists, Architect Evaluating: reflecting, identifying similarities and differences to others work</p>	Artist week		Artist:	Architect	Prehistoric art and artists	Antonia Gaudi – Park Guell in Barcelona	<p style="text-align: center;">Topic</p> <p>Modroc sculpture: Using the Modroc create a sculpture (can be linked with overall topic) Use newspaper and masking tape to form the skeleton shape then applying Modroc to cover.</p> <table border="1" data-bbox="909 663 1456 944"> <thead> <tr> <th colspan="2" style="text-align: center;">Artist week</th> </tr> <tr> <th style="text-align: center;">Artist:</th> <th style="text-align: center;">Designer:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Henry Ossawa Tanner – use of colour</td> <td style="text-align: center;">Aimee Wilde – wallpaper designer who used bright colours</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: painting, craft, design materials and techniques Generating ideas: Sketch books, Creating original artwork Formal Elements: colour, form, line, pattern shape, Texture Artists: Artists, Designer Evaluating: reflecting</p>	Artist week		Artist:	Designer:	Henry Ossawa Tanner – use of colour	Aimee Wilde – wallpaper designer who used bright colours	<p style="text-align: center;">Topic</p> <p>Colour and shade: Take a specific colour. How many shades can they make from that one colour. Use deluxe colour charts to look at the variety of colours. Children can pick a certain colour and experiment with the different shades. How can they make them? What do they have to do to get it lighter and darker?</p> <table border="1" data-bbox="1487 727 2033 941"> <thead> <tr> <th colspan="2" style="text-align: center;">Artist week</th> </tr> <tr> <th style="text-align: center;">Artist:</th> <th style="text-align: center;">Crafts Person</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Andy Warhol</td> <td style="text-align: center;">George Segal – Modroc sculptures</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: Drawing, painting, Generating ideas: Sketch books, Formal Elements: colour, pattern, tone Artists: Artist, craftsperson Evaluating: identifying similarities and differences to others work</p>	Artist week		Artist:	Crafts Person	Andy Warhol	George Segal – Modroc sculptures
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	<p>Clay: Using clay to make pots using scratch and slip technique. Plan their design and look at the scratch and slip technique.</p> <table border="1" data-bbox="331 472 878 719"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Architect</th> </tr> </thead> <tbody> <tr> <td>Catherine Bath – nature and pointillism</td> <td>Roman architect – vespasian and Titus – builders of the Colosseum Antonia</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: craft, design materials and techniques Generating ideas: Sketch books, Creating original artwork Formal Elements: form, pattern, shape, Texture Artists: Artists, Architect Evaluating: reflecting, identifying similarities and differences to others work</p>	Artist week		Artist:	Architect	Catherine Bath – nature and pointillism	Roman architect – vespasian and Titus – builders of the Colosseum Antonia	<p>Self-portraits: Enhancing key features of people’s face. Look at eyes and mouth. Practising drawing eyes (adding detail) Practising different shapes of mouths and how that reflects emotion.</p> <table border="1" data-bbox="909 504 1456 751"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Designer:</th> </tr> </thead> <tbody> <tr> <td>Victor Nunes – turning everyday objects in to art</td> <td>Cristóbal Balenciaga</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills:Drawing, Generating ideas: Sketch books, Creating original artwork Formal Elements: form, line, shape, tone, Artists: Artists, Designer Evaluating: reflecting,</p>	Artist week		Artist:	Designer:	Victor Nunes – turning everyday objects in to art	Cristóbal Balenciaga	<p>Still life drawing: Taking objects to draw. Using sketch books to improve their drawing skills. For example – Vegetables. Look at the perspective. Theirs will all be different based on where they sit. What colours can they see, do the colours differ in shade based on light? How can they use shading to help with perspective. Look at Austins butterfly to talk about practising to perfect a drawing.</p> <table border="1" data-bbox="1487 655 2029 935"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Crafts Person</th> </tr> </thead> <tbody> <tr> <td>Leonard Afromov – colour and the technique he uses to paint – using a knife/sharp edge</td> <td>Sandra Jane Suleski</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills:Drawing, painting Generating ideas: Sketch books, Creating original artwork Formal Elements: colour, line, pattern shape, tone, Artists: Artist, craftsperson Evaluating: identifying similarities and differences to others work</p>	Artist week		Artist:	Crafts Person	Leonard Afromov – colour and the technique he uses to paint – using a knife/sharp edge	Sandra Jane Suleski
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<p>6</p>	<p>Topic: Self portraits: Using knowledge from year 3 and 4. Using shading to create perspective and adding details to mouths and eyes to express emotions. Practising drawing eyes and mouths. Use different materials to draw such as charcoal, pencil, crayon. Talk about the different effect they have on drawings. Which one will be better for shading? Which will be better for adding defining detail?</p> <table border="1" data-bbox="331 627 878 874"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Architect</th> </tr> </thead> <tbody> <tr> <td>Annie Leibovitz – photography portraits</td> <td>Zaha Hadid – Most famous woman British architect. Nicknamed the “Queen of Curve”</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: Drawing Generating ideas: Sketch books Formal Elements: colour, form, line, pattern shape, tone Artists: Artists, Architect Evaluating: reflecting</p>	Artist week		Artist:	Architect	Annie Leibovitz – photography portraits	Zaha Hadid – Most famous woman British architect. Nicknamed the “Queen of Curve”	<p>Topic Natural Art sculptures: What natural materials can they use from outside to create mobile artwork.</p> <table border="1" data-bbox="909 411 1456 659"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Designer:</th> </tr> </thead> <tbody> <tr> <td>Henri Matisse</td> <td>Phoebe Cummings – use of clay to create natural art.</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: craft, design materials and techniques Generating ideas: Creating original artwork Formal Elements: shape, Texture Artists: Artist, Designer Evaluating: identifying similarities and differences to others work</p>	Artist week		Artist:	Designer:	Henri Matisse	Phoebe Cummings – use of clay to create natural art.	<p>Topic: Clay: Clay modelling using coil method to make structure and scratch and slip technique to add any key details. Such as making cups, vases or bowls. Use the coil technique to make the basic structure then us the scratch and slip method to add details such as handles or patterns. Once the pots have dried they can paint them.</p> <table border="1" data-bbox="1487 595 2033 938"> <thead> <tr> <th colspan="2">Artist week</th> </tr> <tr> <th>Artist:</th> <th>Crafts Person</th> </tr> </thead> <tbody> <tr> <td>Roy Lichtenstein</td> <td>Alexander Calder – mobiles Nature mobiles to hang from trees outside- using cd’s, plastic and wood.</td> </tr> </tbody> </table> <p>Key knowledge and skills: Making Skills: painting, craft, design materials and techniques Generating ideas: Sketch books, Creating original artwork Formal Elements: colour, form, line, pattern shape, Texture Artists: Artist, craftsperson Evaluating: reflecting, identifying similarities and differences to others work</p>	Artist week		Artist:	Crafts Person	Roy Lichtenstein	Alexander Calder – mobiles Nature mobiles to hang from trees outside- using cd’s, plastic and wood.
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