

**EVERY
CHILD**

Belonging
Nurture
Safety



**EVERY
CHANCE**

Opportunities
Inclusive
Adapt



**EVERY
DAY**

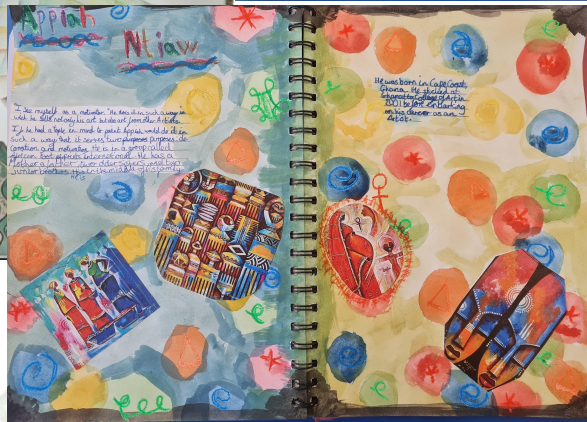
Understanding
Consistent
Ambitious



Art at Shirley Junior School



KINDNESS.
RESPECT.
INTEGRITY.



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VISION

A **Shirley Schools Artist** has the opportunity to immerse themselves in a wide range of art . Experimenting and learning techniques related to drawing, painting, collage, weaving and sculpture.

They learn and are inspired by different artists and children are encouraged to spot links between them and their own work.

We strive to ensure every child feels confident to be creative and are excited to talk about their own masterpieces, celebrating their uniqueness and talking about their thoughts behind their creations.

RESPECT

INTEGRITY

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19

How to be a Shirley Junior Artist



SJS Artist

KINDNESS

Y

Art knowledge progression

	R	1	2	3	4	5	6
Drawing (pencil, crayon, pen, charcoal)	<p>To hold a pencil correctly.</p> <p>To control a pencil to draw around an object to make a <u>outline</u>.</p> <p>To <u>use line</u> to enclose a space to do an observational drawing.</p> <p>To start holding a pencil using a tripod grip.</p>	<p>To use a ball point, pencil and charcoal to make an observational drawing.</p> <p>To begin to make different effects with different media.</p> <p>To be able to hold a piece of charcoal accurately.</p> <p>To be able to make a variety of marks using different media.</p>	<p>To be able to identify the difference between pencils.</p> <p>To make different effects with a range of pencils.</p> <p>To draw from different viewpoints and scales.</p> <p>To begin to explore contour using a range of different lines and beginning to understand how light can create shadows.</p> <p>To begin to be able to make a representation of a 3D object.</p>	<p>To be able to reflect on different pencils grips in order to achieve desired effect.</p> <p>To use different lines to create shadows and depth.</p> <p>To be able to create a 3D representation using a shadow.</p>	<p>To explore the texture of other media and the effects it can create.</p> <p>To be able to control other media to create shadow.</p> <p>To be able to control charcoal to create a shape.</p>	<p>To be able to create the illusion of a 3D shape using the direction of lighting.</p> <p>To blend light and dark shades to create mood within a sketch..</p> <p>To be able to blend light and dark shades to create effect.</p>	<p>To apply their knowledge of contouring, creating depth and shadow to create a portrait.</p> <p>To use texture to create a portrait.</p> <p>To be able to create a realistic image using appropriate shadow.</p>
Drawing Vocab	Pencil, outline, marks, observation	Observation, sketch, detail, feature, smudge.	H and B, detail, shade, view point, observe, sketch, effect, shadow	Gradient, shade, contour, depth	Line, solid shape, smudging	Effect, light, gradient, shade	Texture, lighting, proportion, likeness, features

Art knowledge progression

	R	1	2	3	4	5	6
Colour (painting, pastels, crayons, pencils, printing)	<p>To recognise and name colours.</p> <p>To explore what happens when I mix two colours together.</p> <p>To explore printing with a range of natural objects.</p> <p>To begin to control a paintbrush.</p>	<p>To use a paintbrush to make a range of different marks. eg. dots and thick strokes.</p> <p>To use primary colours to make secondary colours.</p> <p>To identify and make warm and cool colours.</p> <p>To hold the paintbrush near the ferrule.</p>	<p>To recognise complimentary colours.</p> <p>To begin to use a colour wheel to help me explore tertiary colours.</p> <p>To mix dark and light tones of the same colour.</p> <p>To blend oil pastels to create new effects.</p> <p>To make a range of brushstroke marks using a paintbrush.</p>	<p>To be able to use different tones to create movement with paint.</p> <p>To be able to draw upon knowledge of primary and secondary colours to create a piece of art that reflects an artist's depiction.</p> <p>To be able to use strategies to create movement using acrylic paint.</p>	<p>To be able to blend tertiary water colours.</p> <p>To understand complementary and harmonious colours to create light and dark within a painting.</p> <p>To be able to use water colours effectively.</p>	<p>To be able to blend using different media to create depth.</p> <p>To be able to blend water colours.</p>	<p>To apply their knowledge of complementary and harmonious colours to blend and create depth using a range of media..</p> <p>To use appropriate colour to reflect upon their setting or character.</p> <p>To be able to reflect on complimentary colours for their character.</p>
Colour vocab	Colour, brush, mix, paint, palette, primary	Paint, mix, primary, secondary, warm, cool	Artist, tints, shades, complimentary, tertiary	Tones, primary, secondary, movement	Tertiary, blend, tones, colour	Depth, texture, blend, ink	Complimentary, costume, colour, design

KINDNESS

RESPECT

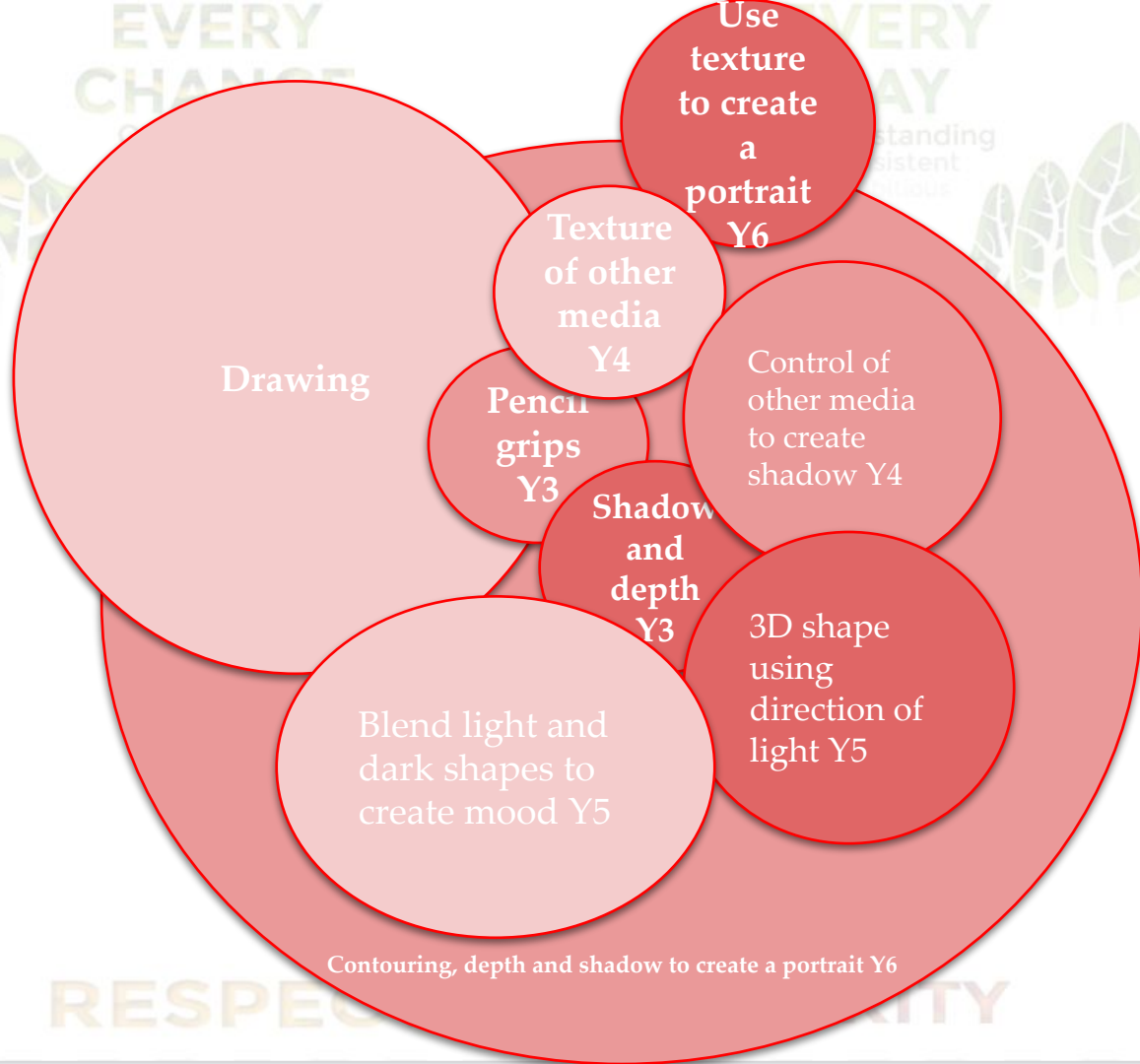
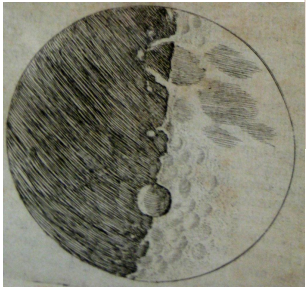
INTEGRITY

Art knowledge progression

	R	1	2	3	4	5	6
Sculpture (clay, tiles, wire, weaving)	<p>To explore different media. To manipulate materials to achieve a planned effect.</p> <p>I can use the pinch and pull technique to create a model.</p> <p>To be able to manipulate a single piece of clay.</p>	<p>To manipulate and make marks in clay using tools.</p> <p>To use a clay slip to join my clay.</p> <p>To weave in and out and over and under.</p> <p>To plan a simple designs.</p> <p>I can use the pinch and pull technique to create a model.</p>	<p>To use paper mache to build 3D features by overlaying.</p> <p>To overlay strips of paper mache to create a 3D shape.</p>	<p>To plan and reflect a clay cartouche.</p> <p>To be able to carve intricate markings from a plan into clay using appropriate tools.</p> <p>To use their knowledge of a slip to add a 3D element.</p> <p>To be able to carve markings into clay using a range of tools.</p>	<p>To be able to cut different media into shapes effectively to create patterns.</p> <p>To be able to manipulate paper mache to create a 3D sculpture.</p> <p>To be able to create patterns using different media.</p>	<p>To be able to join clay effectively to build a 3D structure.</p> <p>To be able to discuss and evaluate your own and others 3D clay structures.</p> <p>To be able to use a score and slip process to join clay.</p>	<p>To be able to weave and wrap in order to create a 3D shape.</p> <p>To be able to weave and wrap a 2D shape.</p>
Sculpture Vocab	Clay, observation, features, pinch and pull	Clay, relief, mould, join, tools, slip, warp, weft, loom, weave	3D, feature, paper mache, layers, contours	Clay, mould, cartouches, mark making, plan, reflect	Cut, pattern, shape, mosaics	Join, mould, evaluate, design, 3D structure.	Weave, wrap, wire, sculpture

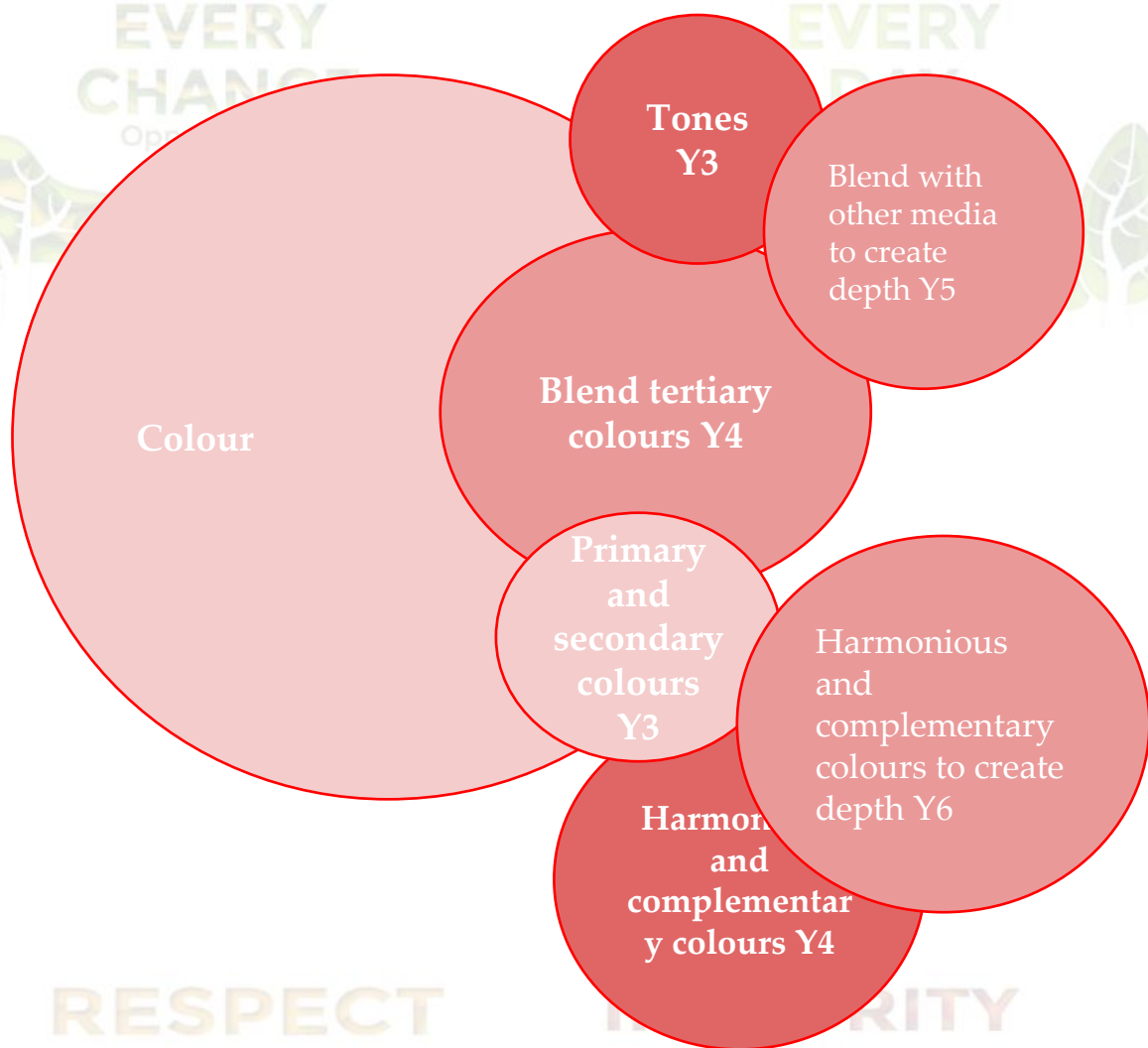
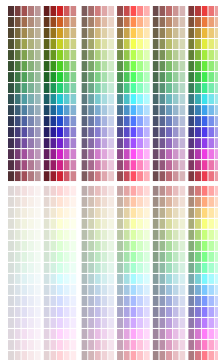
Key Concept

Knowledge build - Drawing



Key Concept

Knowledge build - Colour



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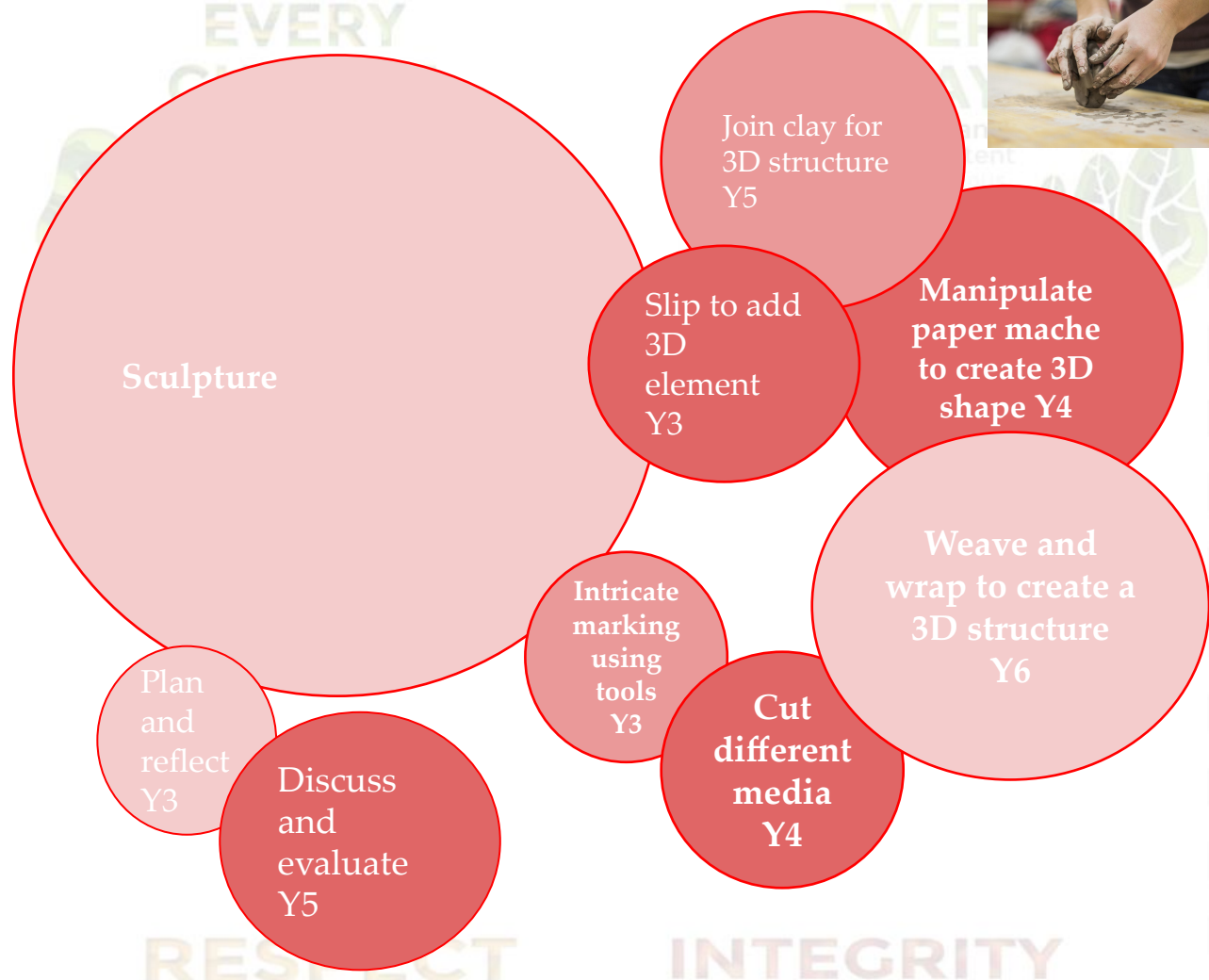


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Big Ideas

Knowledge build - Sculpture



KINDNESS

RESPECT

INTEGRITY

Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y 3		Southampton through time - <i>Positive and negatives of shapes, shadow and depth to create image of the Bargate.</i>	Walk Like an Egyptian - <i>Marking clay with tools to create an Egyptian Cartouche.</i>		The Firework Maker's Daughter - <i>Using tones and colours to recreate a part of Van Gogh's Starry Night painting.</i>	
Y 4	Better than Stone - <i>Using charcoal to draw artefacts</i>		Roman Invasion - <i>Creating mosaic patterns with accurate shape cutting.</i>			
Y 5		A Kingdom United? - <i>Joining clay to create 3d clay pots.</i>	There is no planet B - <i>Using light and shade to create a moon sketch.</i>	Boy at the back of the class - <i>Create a piece of refugee art inspired by Razieh Gholami, using ink.</i>		
Y 6	Secret Spitfires - <i>Sketching a self portrait using contour, texture and shadow.</i>		Wolves - <i>Creating a wire sculpture of the wolf character they have written.</i>			It's a wrap! - <i>Creating a painting linked to the Y6 production - exploring colour.</i>

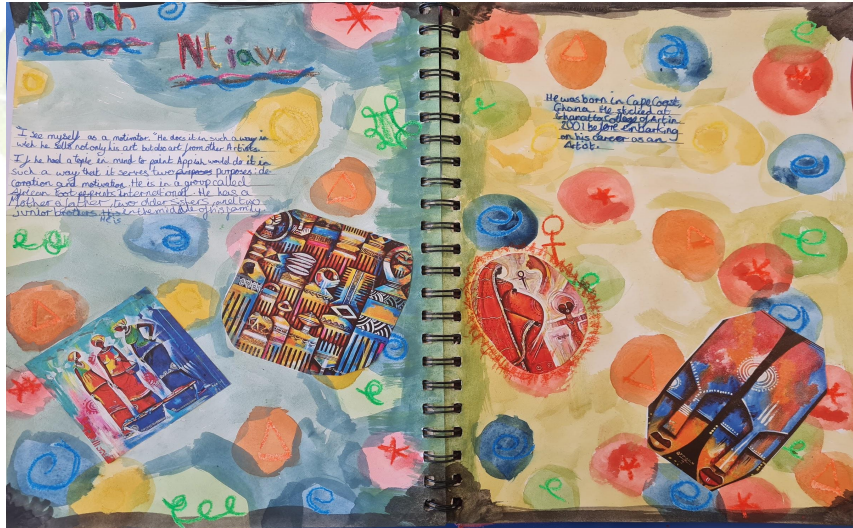
KINDNESS

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Year 6 African art exploration in sketchbooks to complement Lion King production.



Celebration of SJS art



Year 5 'Boy at the Back of the Class' art exhibit