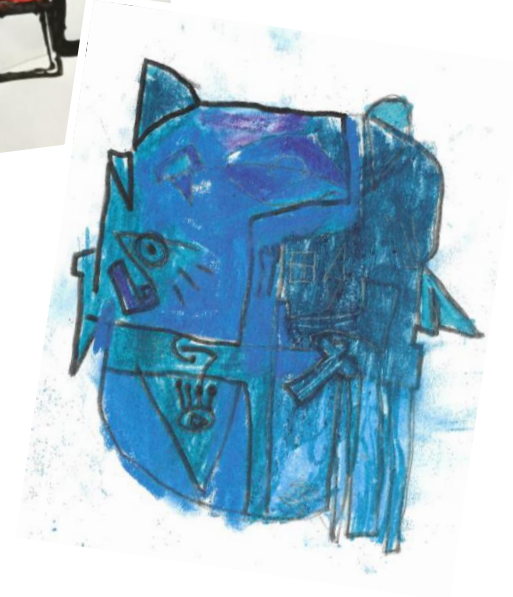


Art at Watchfield



At Watchfield, all children have access to an art curriculum which promotes a love and appreciation for both art and creativity.

Every
child
is an
artist

Art is unique - it has no boundaries and can therefore be accessed by all abilities. We believe that 'Every child is an artist' (Picasso). Our art lessons are safe spaces for children to take risks with their learning; children are given the freedom to make their own creative choices and to be ambitious with their ideas.

All artistic efforts are celebrated at Watchfield, and our creative and colourful learning environments reflect this ethos.

In September, we do a whole school project on portraits, with each year group taking a different artist or movement as inspiration.

Y1/2

Y3/4

Y5/6

Cycle A:

Gauguin

Picasso (blue)

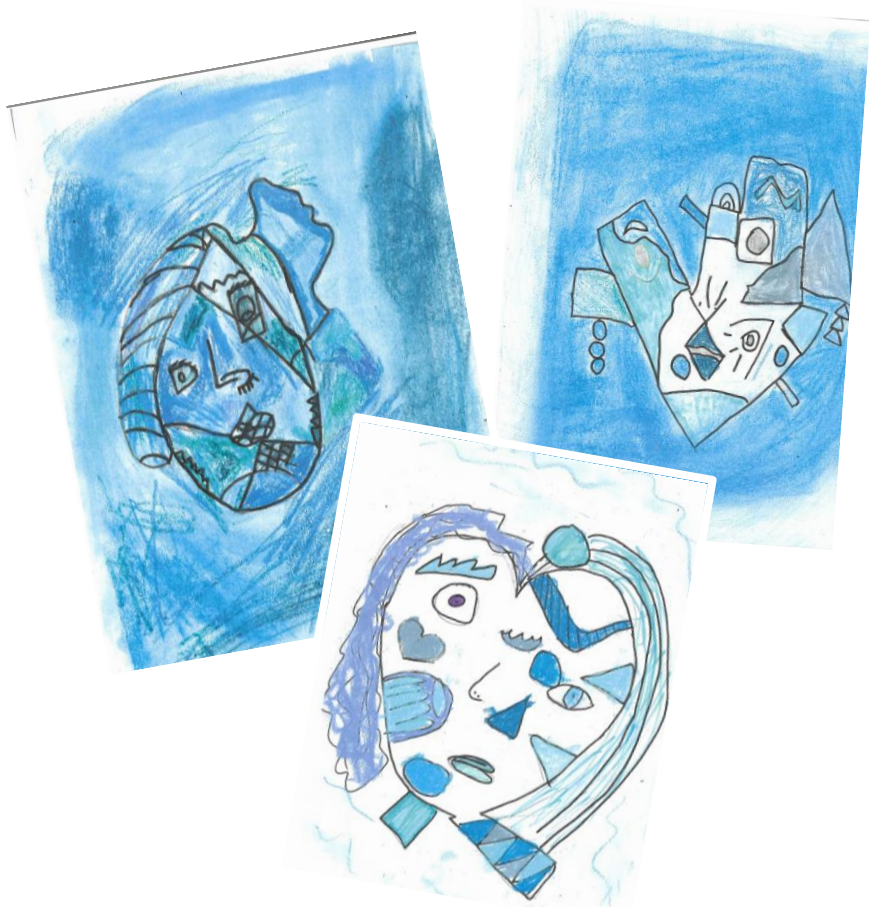
Modigliani

Cycle B:

Romero Britto

Andy Warhol

Fauvism



In our Early Years classes, the emphasis is very much on exploring different ways of mark making, creating art with different materials and on explaining the choices behind what they have made. Through art, the children develop their fine motor skills and learn how to use tools such as scissors and brushes.

Children have access to art every day in EYFS: there will be ideas on the art table relating to their topic as well as paint on the easel, junk modelling and an art filled trolley for the children to access during continuous provision.



Each child in school from Y1-Y6 has a sketchbook. These are very personal books – not like our other exercise books.

Whenever the children start a new unit of work, they stick in a ‘knowledge organiser’, a document which outlines the main information and vocabulary we want them to learn, as well as pictures of some of the art and artists we’ll look at.

Watchfield Primary School Knowledge Organiser
Y5/6 Spring (A)

Tree sculpture




Rainforests

I know that:
Sculpture is the art of forming solid, 3D objects that represent a thing, person or place.

Vocabulary:

- Malleable** A substance that is malleable is soft and can easily be made into different shapes either by hand or by using, for example, a hammer or roller.
- Abstract** Abstract art has no recognisable subject; it doesn't represent images of everyday lives.
- Figurative** Figurative art is the opposite of abstract art because it shows clear and identifiable shapes that people can link to real-life things e.g. apples, animals, human figures.

Works we will study:

- Roman 
- Antony Gormley 
- Angel of the North, Gateshead 1998 

Watchfield Primary School Knowledge Organiser
Y3/4 Autumn (A)






Mosaics and the Romans

We are learning about **Printing**

I know that:

- Romans used mosaics to decorate their important buildings
- Lots of artists have used mosaic as a technique – not just the Romans!
- There are different ways to create a mosaic
- When I evaluate a project, I can make links to the original stimulus as well as think about what went really well and what I might do differently next time

Vocabulary:

- grout**  A paste for filling the gaps between the pieces in a mosaic
- mosaic**  A picture or pattern produced by arranging small pieces of stone, tile or glass
- collagraph** 
- negative print** 
- positive print** 

Watchfield Primary School Knowledge Organiser
Y3/4 Spring (A)

Extreme Earth/Weather


We are learning about **Painting /Chalk pastels/ Drawing**

I know that:

- I can use different techniques to create effects with chalk pastels
- I can prepare paint by mixing things into it to create different textures
- When I evaluate a project, I can make links to the original stimulus as well as think about what went really well and what I might do differently next time



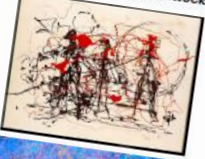
Vocabulary:

Primary, secondary and tertiary colours



- hue** e.g. sky blue, grass green, lime green
- shade** A dark version of a colour (black is added)
- tint** A light version of a colour (white is added)
- foreground** light
- middle ground** dark
- background** tone
- develop** texture

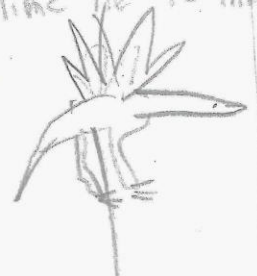
Artists we will study:

- Katsushika Hokusai 
- Stephanie Peters 
- Jackson Pollock 

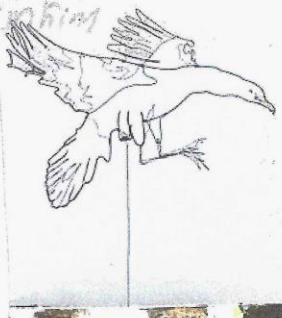
When I look at this picture closely it looks like he is thinking



Very cool



Like the people and

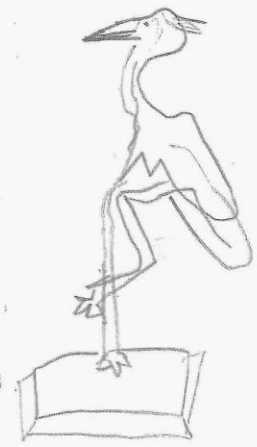


colored hair and 3d at the same time
This looks 2d and 3d at the same time
tight rope!



Sculptures

I really like animals and this bird



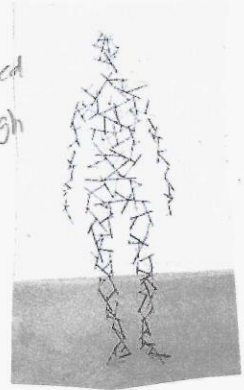
Flying Bird!



out of wire.

I really like this one because it is very detailed even though it is made

This looks like it is floating



mother and children



this one looks funny and it looks like a chicken



mini tree!





Love this!



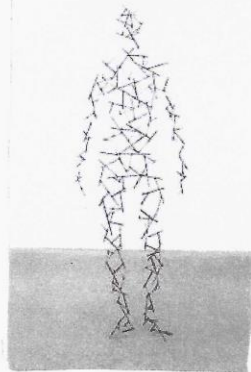
It looks so big!



So cool
I love the way it is on a garden fork.

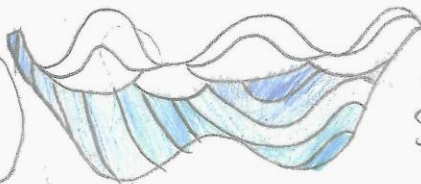


Very Very, Very Cool!



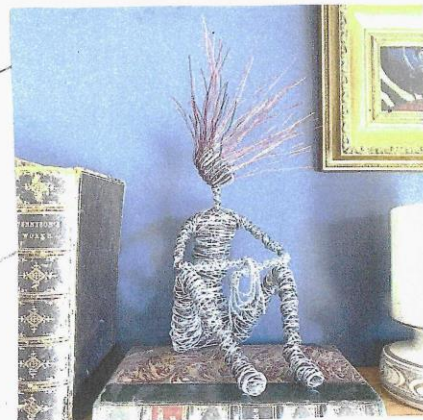
It looks like just lines.

Sculptures



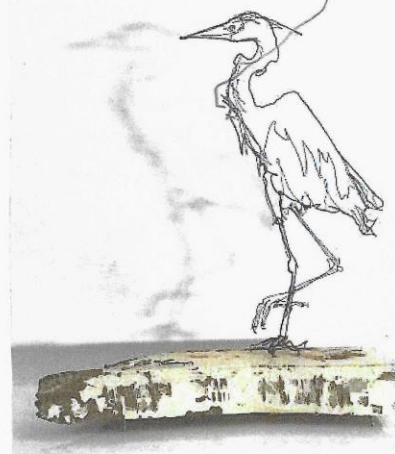
Just casually sitting.

I love the hair.

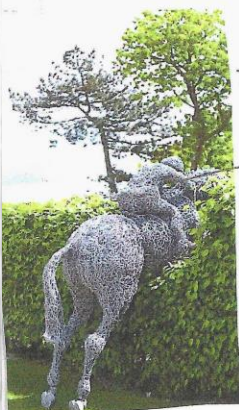


Great wrapper!

I don't like this bit because the line is very craggy.



- Can't really see the reclining figure.
- Very cool sculpture though.



My favourite

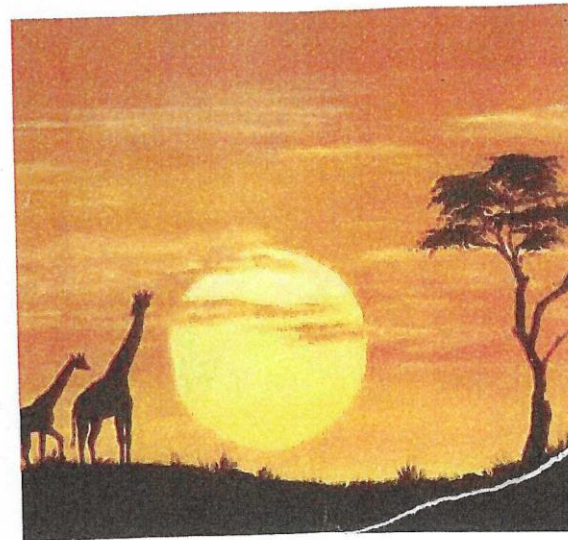
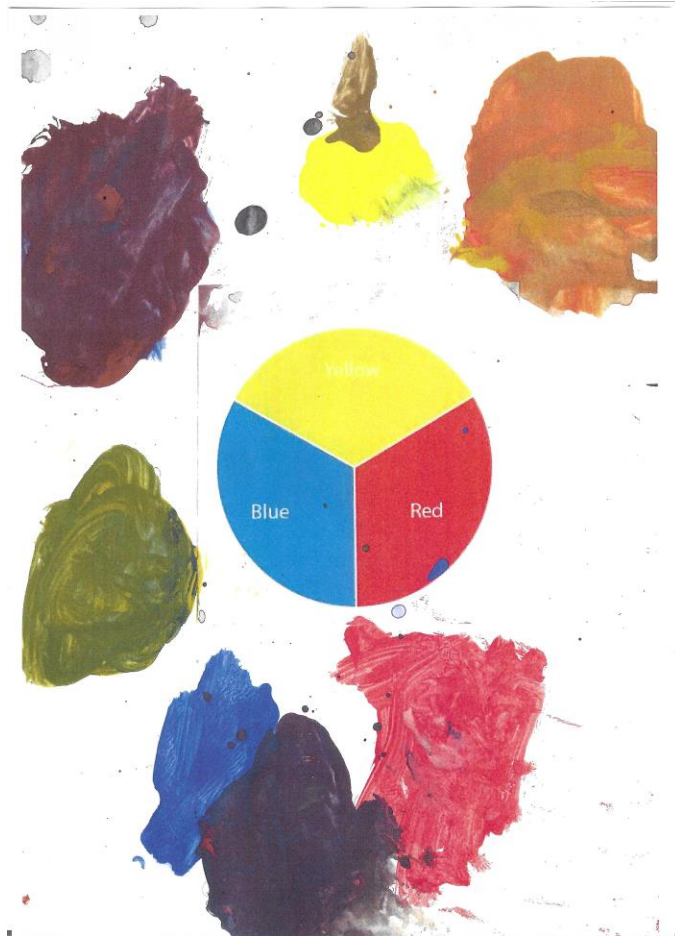


With our constantly changing pupil numbers at Watchfield, in art – as well in several other foundation subjects – we have moved to a two year rolling programme. Across the six years, the children have the opportunity to experience

collage **digital art**
painting **drawing** **printing**
sculpture **textiles**

... as well as using watercolours, acrylics, charcoal, clay, printing inks, papier mâché, drawing pencils, oil and chalk pastels ... The list goes on!

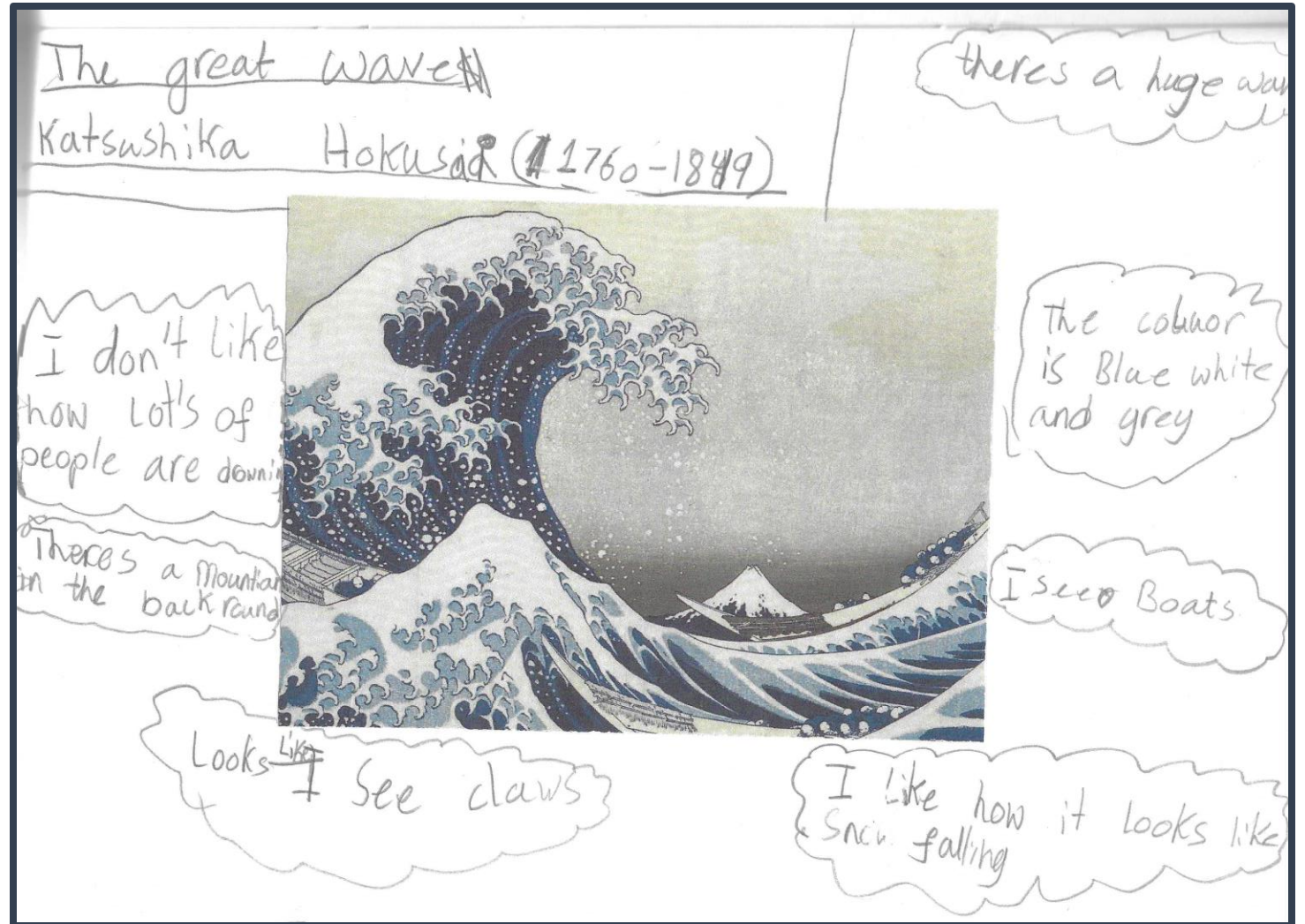
The children learn to mix their own colours; once they move to Year 1, pupils don't generally have access to secondary colour paints – no green, brown or purple. The ability to mix their own is really important – they learn to create different greens, different purples etc.



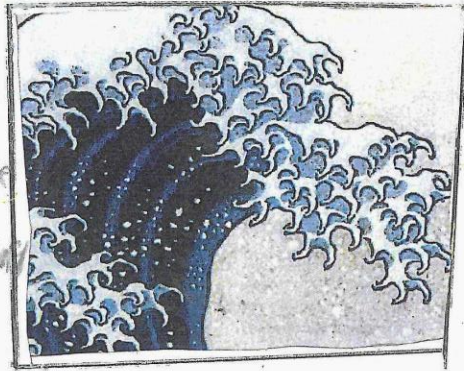
To show you a typical project ... this is the unit of work Year 3 and 4 are doing this term.

They started the project by looking at 'The Great Wave' by Katsushika Hokusai.

The children considered the artwork, coming up with their own response to it.



I like how it looks like its snarling



I think it is an important part of the picture



I like the color



I don't like the top of the wave because it looks like claws

I like how it looks like going through the waves

I like how it looks like there are dark and light stripes on the wave

I like how the mountain is in the back round



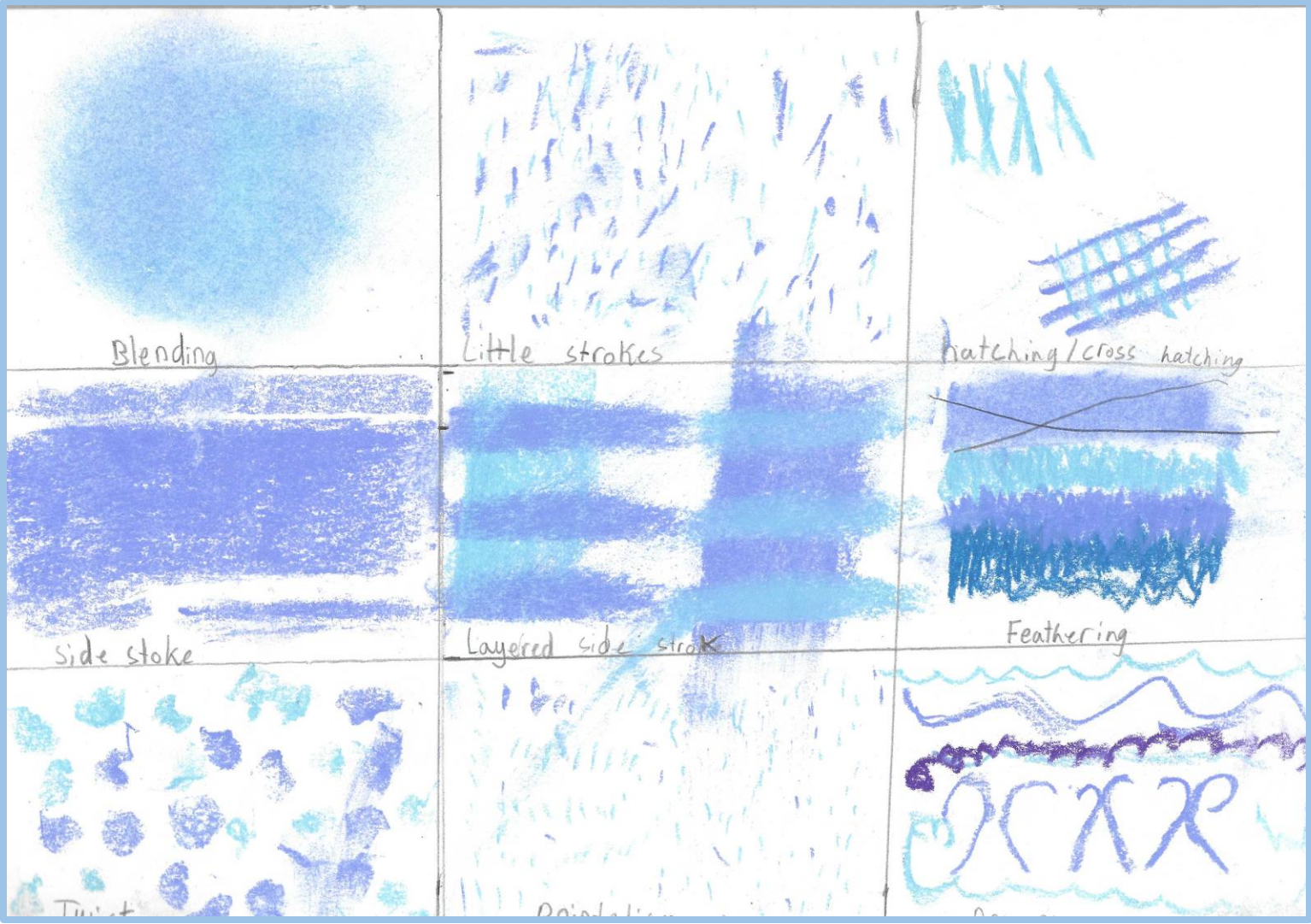
series 36 The Great Wave Views of Mount Fuji

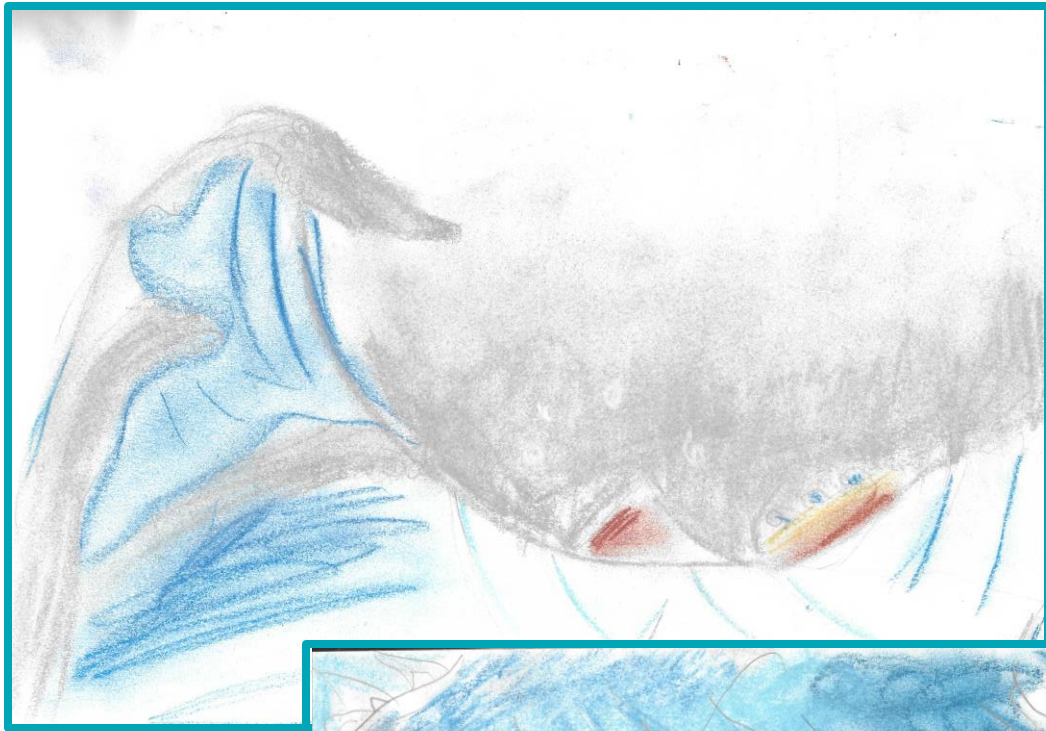
born 1760 died 1849

After Katsushika Hokusai

made between 1830-1832

They then experimented with different chalk pastel techniques, creating their own directories of different strokes and marks.





Here are
some of
the
finished
pieces.

This is the art we do
throughout the year ...

but this week is special!

Arts Week!

For the last few years, we have participated in the National Gallery's 'Take One Picture' programme. From EYFS to Year 6, children experiment with different media and the resulting work is always fantastic.

We have been inspired by several different artworks, including 'Surprised' by Henri Rousseau ...



and 'Courtyard of a House in Delft', by Pieter de Hooch.

