Stalyhill Junior School

Curriculum Intent Statement

Subject: Art and Design

Art and Design Statement of Intent

At Stalyhill Junior School, our art and design curriculum stimulates creativity, sets challenges, engages, and inspires children to enable them to reach and exceed their artistic potential. They are equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our curriculum provides visual and tactile sensory experiences to understand and respond to the world. Children of all abilities can communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

We encourage the children to explore ideas and meanings through the work of a range of artists, designers and architects. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives at Stalyhill Junior School.

Year 3		
Unit 1 – Pencil and Drawing Skills In this exciting unit, the children will gain the foundation skills for drawing. They will learn to explore using a range of graded pencils and black pens in their sketchbooks, the following techniques: pencil control, hatching, cross-hatching and tones. They experiment drawing a	**Unit 2 – Cave Painting using chalks (linked to the 'Stone Age to the Iron Age' History unit)** Our in-depth study of the Stone Age in history is further enhanced with our artistic interpretation of Stone Age cave paintings. They explore the question 'what do cave paintings tell us about Stone Age life?' We study primary sources of cave paintings,	**Unit 3 – Colour mixing** Their sketch books explode with colour in this unit as they study the paintings of Wassily Kandinsky and Beatriz Milhazes. First, the class will practise paint brush control and making marks using water colour paints, then they discover what tints and tones are and progress

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range of 'doodle' marks, shading and drawing natural forms such as shells, leaves and dried flower heads. They will investigate the style of textile designer Althea McNish. **Endpoint – Children sketch still life using the style of Althea McNish, e.g. a shell/ flower/ leaves.**	exploring them as stories and as a source of communication. Pupils record evidence and ideas in sketchbooks and practise recreating some of the animal and human symbolic images with chalk and charcoal. **Endpoint – Use chalk/charcoal to draw lines and images on sugar paper to create their own stone age inspired art.**	into colour mixing to create a colour wheel of primary, secondary and tertiary colours. The children's creativity is then unleashed as they experiment with 2D shapes and marks in their sketchbooks, and digitally with drawing software. **Endpoint – Create a Kandinsky/Beatriz inspired piece of art using the painting skills taught.**
Unit 4 – Architecture and Sculpture Our in-depth study of France is enhanced by making a 3D sculptural representation of the Eiffel Tower. First we study Stephen Sauvestre who was the architect employed by Gustave Eiffel. The children use their sketchbooks to explore the monument's shape and form and interpret Sauvestre's iconic features of the Eiffel Tower. The class practise using different mediums/materials to explore the patterns and shapes found in his buildings using their sketchbook. This links to vocabulary learnt in Maths shape lessons. **Endpoint – Simple frame construction/ installation.** **Use card / straws to build a 3D construction inspired by the Eiffel Tower.**		**Unit 5 – Paul Smyth Art Competition** For over 35 years Stalyhill Junior School have held a school art competition in memory of Paul Smyth who was a year three pupil at Stalyhill. The winner's name is engraved onto a shield. The children create a picture along a theme which changes each year. The children will study a French artist such as Cezanne, Surat, Monet and Duffy. Then they will recreate the artist's style and incorporate their own ideas, using a medium such as oil pastels, pencil crayons or collage. This links to our French lessons in Geography. **Endpoint – Children draw / create a picture inspired by a French artist using the skills practised.**
Year 4		
Unit 1 - Historical art – Anglo-Saxon Illuminated Letters (linked to Anglo-Saxons and Scots history unit) Our study of the Anglo-Saxons takes a fascinating look at different styles of illuminated letters from monk's manuscripts. Pupils use their sketchbooks	**Unit 2 – Local artist and architecture study – L.S. Lowry/ The Lowry Art Gallery (designed by Michael Wilford)/ John Ryland's Library (designed by Basil Champneys) (linked to Our Diverse Northwest History unit)** This unit starts with an exciting visit to Manchester city centre and the Lowry Art Gallery. The class examine	**Unit 3 – Oenone Hammersley (Art linked to Brilliant Brazil geography unit)** The children immerse themselves into the atmosphere of a rainforest. First, they study the artists Oenone Hammersley and Henri Rousseau's jungle themed paintings. Pupils use

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to develop their colour mixing skills taught in Year 3, paying particular attention to paintbrush control. They practise painting intricate designs of a chosen letter in their sketchbooks. They experiment with card, foil and string mediums and felt tip pens to create a 3D letter. **Endpoint – Create an illuminated letter on paper using watercolours.**	the architectural style of some of Manchester's historic and modern buildings. At the Lowry, they sketch drawings of Lowry's famous town scenes. In class, they learn about his 'matchstick naive' type paintings and powerful portraits and use their sketchbooks to interpret Lowry's style. The children learn to draw proportional self-portraits using charcoal and paint. **Endpoint – Whole class collaboration. Lowry inspired industrial street scene collage using paper and card with wire sculptures of figures.**	their sketchbooks to explore the artists' style. Then they etch leaf shapes into polystyrene and print onto different types of paper to create collaged jungle scene backgrounds. Finally, the children learn the skill of drawing jungle animals using oil pastels. **Endpoint – Put printed patterns and animals together to create a rainforest mural.**
Unit 4 – Mayan Masks (linked to Mayans history unit) The Mayans in-depth study in our history lessons offers the exciting opportunity to research Mayan masks and explore their meaning, themes, styles and colours. The class will then design and create a sculptural mask inspired by the work of Mayan artists, using their sketchbook to explore and develop their designs. They will work with the medium mod roc to create a three dimensional interpretation of their two dimensional drawing. The final touch is to carefully add paint to the mask to bring it to life. **Endpoint – Children create their own Mayan masks using mod rock and paint.**		
Year 5		
Unit 1 – Use of nature in art and as art For this unit, the class study the Victorian craftsman William Morris who was passionate about creating hand-crafted products and nature inspired designs which contrasted with the popular use of machines in the 1800s. The children will use their	**Unit 2 – Amy Eisenfield (artist) and Rae Woolnough (felt craft artist)** **(linked to Earth and Space science unit)** A cross-curricular link to the study of space is the inspiration behind this unit of work. In sketchbooks, the children record their ideas about the art of Amy Eisenfield (artist) and Rae Woolnough (felt craft) who	**Unit 3 - Architecture of New York** **(linked to North America geography unit)** Year 5 are transported into the heart of New York City for their study of iconic skyscrapers and the architects responsible for their design. They learn in particular about William Van Alen's

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sketchbooks to explore his textile print designs and interpret his style. They scale up a small section of a drawing and add colour and tone using pencil crayons. This is developed into a clay tile which is an iconic product produced by William Morris. **Endpoint** **The children compare William Morris' art with Andy Goldsworthy (a modern artist who also uses nature to create his art). They make a natural installation outside and photograph their sculptures.**	have also been inspired by space. The class have great fun experimenting with a range of materials and techniques (coloured sand, paper curling, Brusho and straw blowing contrasting coloured paint) to create a space themed collaged painting. **Endpoint - Develop space pictures into a felt interpretation inspired by the craft maker Rae Woolnough.**	Chrysler Building. They will use their sketchbook to experiment, adapt and improve sketches of skyscrapers and design an architectural form inspired by New York skyscrapers. The children will choose from, and experiment with, a range of construction materials to develop their sketches into three dimensional sculptural forms. During the creative process, the children will have the opportunity to explain their likes and dislikes in regards to their own work and the architects' work. **Endpoint – Create a 3D New York inspired skyscraper using a range of construction material.**
Year 6		
Unit 1 – Environmental Sculpture (linked to Water geography unit) In this unit, the children investigate what environmental junk art is and why it is created. They use their sketchbook to research artists who use recycled plastic in their art and what materials they have used. Next, they design their own recycled artwork inspired by the sea. This could take the form of an octopus to a clown fish. Their work is celebrated with a class display of their imaginative creations and the children explaining	**Unit 2a – Early 20th century art (linked to 'How did the events of WW2 change the lives of people in Britain?' history unit)** Pupils will learn about the artistic style of early 20th century ceramic artist Clarice Cliff, and use their sketchbooks to interpret her art work using paint. They will be influenced by her colours and patterns. The children design their own Clarice Cliff inspired pottery piece of art and recreate their design on card.	**Unit 2b – Early 20th century art (linked to 'How did the events of WW2 change the lives of people in Britain?' history unit)** The second part of this unit links to the in-depth study of WW2. They will begin by studying the artist John Hamilton and look in detail at his painting of Liverpool Docks in The Blitz. The children will create a blitz inspired painting using the medium of Brusho They will create a city skyline silhouette using card, adding chalk to show reflecting light.

the environmental message behind their sculpture. **Endpoint – Children create their own upcycled sculptures.**	**Endpoint -This work is developed further by digitally scanning a section of their Clarice Cliff drawing and making a digital repeating pattern from it. They will also develop this into a print on fabric using block printing techniques.**	To complete our WW2 study, the children will look at drawings by the artist/sculptor Henry Moore of people taking shelter in London Underground stations during air raids. They will use their sketchbooks to interpret Henry Moore's artistic style using a range of medium including chalk, pen and ink and water colour. The children will take the opportunity to explore the likely emotions felt by those in the drawings. **Endpoint – Sculptural 3D human form inspired by Henry Moore's London Underground drawings. The children will use rolled up newspaper to create their pose and cover in white tissue paper and paint.**
Unit 3 - Digital/ painted art – Who am I? The children will begin this unit by exploring art by Jason Naylor, whose work embraces positivity, and the artist Aislinn Finnegan who explores her own self within her portraits. They discuss the messages the artists are sending out and whom they aim to inspire. Pupils will then look within themselves and consider who they are and the positive messages they could say to others. The children create and adapt a self-image using photography, digital software, paint and print. **Endpoint – A self-portrait using digital, collage and painted techniques combined.**		