



Ashley Junior School

Ready • Respectful • Responsible



AJS Art Learning Journeys Whole School



Art



Definition



An **artist** is someone who paints, draws, sculpts and creates using skill and imagination.

As **artists** we are learning to...

- be **independently** creative
- express our imagination and individual ideas
- be **resilient** and confident with creating works of art
- acquire good visual communication skills
- **reflect** on our skills in using various tools and techniques



Intent:

We want all our pupils to acquire and develop the skills and knowledge that will foster a life- long passion and enthusiasm for the Visual Arts.

By layering, revisiting and expanding upon these skills, our pupils will be able to demonstrate a clear progression in their learning journey that will be evident in their Sketch Books that travel with them as they progress through the school.

We want our pupils to become reflective and critical thinkers and to be able to engage in increasingly rigorous discussions about their understanding of art, sharing their own opinions and ideas.

At the end of their time at AJS, our pupils will have progressively explored a wide range of art learning opportunities. We would like our pupils to have knowledge about a wide range of artists and cultures, and how these have helped to create the world they live in today.

Implementation

At Ashley Junior School, we will achieve this by:

- Teaching art regularly. The children will cover an art topic at least once a term and will also have additional opportunities to engage with art and design activities throughout the school year.
- Linking art as closely as possible to other subjects for the term, to ensure relevance and context.
- Teaching a predominantly skills-based curriculum, which covers drawing, painting, sculpture, textiles and printing.
- Ensuring that each child develops their skills and techniques in a way appropriate to them, using a variety of art materials and teaching strategies.
- Fostering an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers; using our focused “Arts Week” to introduce pupils to a wide range of contemporary and historical artists and craftspeople.
- Utilising a sketchbook approach, so that children feel safe to experiment and take risks, without the fear of doing something “wrong”.
- Openly promoting art and design as a possible further study or career choice.
- Encouraging each child to evaluate their art and design work and that of others, both with peers and adults.
- Celebrating effort, progress and achievement in art through display and exhibitions.

Impact

Enthusiasm for and a love of art is fostered and encouraged across the school. Teachers have high expectations and it is anticipated that pupils will use the correct technical vocabulary with increasing accuracy. Pupils are expected to know, apply and understand the skills referred to in the learning journeys. Children will increase their curiosity of the world and learn how the world has influenced and affected art movements through the decades. Pupils will become more effective at critiquing their own work and that of other artists. The pupils at Ashley Junior School will improve their resilience and perseverance in Art by consistently reviewing, evaluating and improving their work. By nurturing a passion for the Visual Arts, the pupils will be able to speak confidently about their artwork and skills.

AJS Art
Learning Journeys
Year 3/4-Cycle A



Cycle A Year 3/4

Artist: Kandinsky

Improve mastery: painting

Technique: colour, pattern, shape, line, space

Sketch Books: Review and revisit.

WALT: Reflect and Evaluate

WALT: create a 2D shape painting
in the style of Kandinsky

WALT: recreate circle paintings in the style of Kandinsky using
contrasting colours

WALT: mix and blend contrasting colours.

WALT: explore the life, work and
influences of a great artist.



Wassily Kandinsky
1866 - 1944



Retrieval:

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Key Questions:

1) What did you learn about Kandinsky?

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2) Name two contrasting colours.

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3) Name three different shapes Kandinsky used in his paintings.

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Cycle A Year 3/4

Artist: Kandinsky
Improve mastery: painting
Technique: colour, pattern, shape, line, space
Sketch Books: Review and revisit.

WALT: Reflect and Evaluate

WALT: create a 2D shape painting in the style of Kandinsky

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Wassily Kandinsky
1866 - 1944



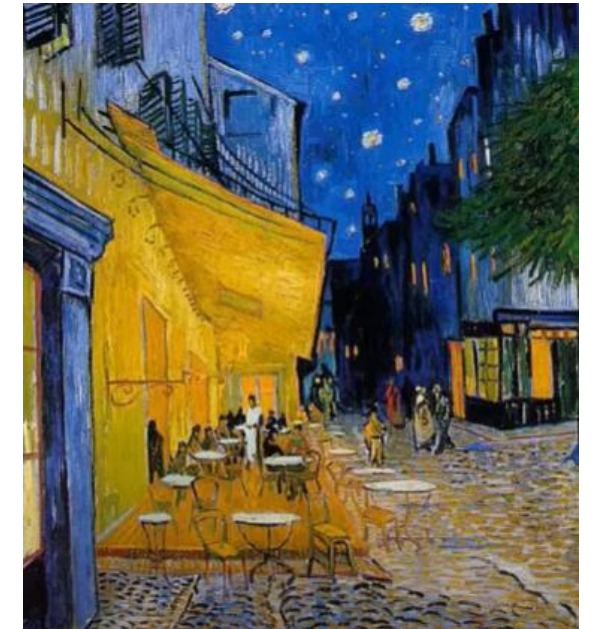


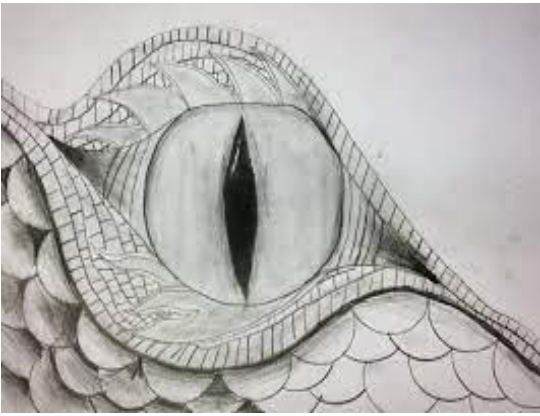
Complementary colours in paintings.

Complementary colours

Complementary colours sit across from each other on the colour wheel.

These are often referred to as **opposite colours** and even **contrasting colours**. Don't be confused by the three different names, they all mean the same thing.





Cycle B Year 4

Artist: Cressida Cowell.

Improving mastery: clay sculpture, digital

Technique: colour, texture, pattern, line, shape, form

Sketch books: review and revisit

WALT: Reflect and evaluate

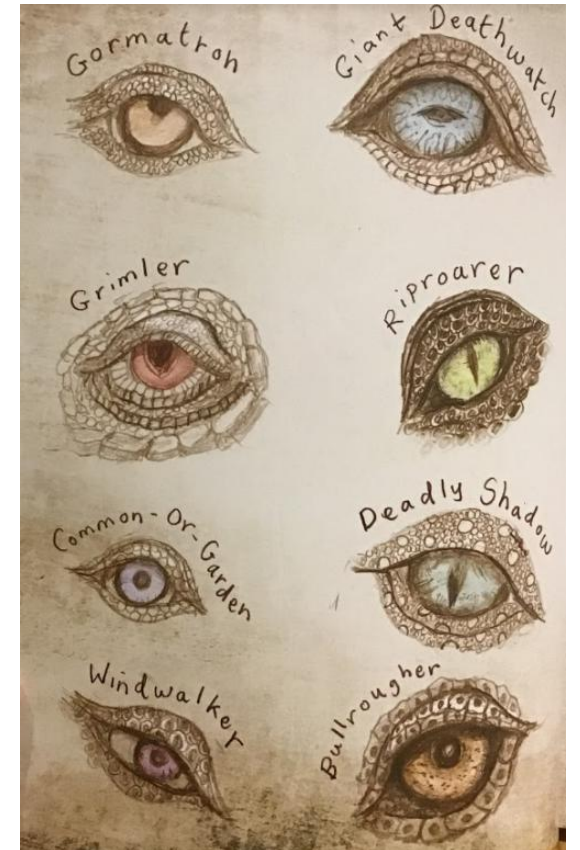
WALT: paint detail on sculpture
Using acrylic paint.

WALT: create a sculpture of a
dragon's eye.

WALT: plan a design for a clay
sculpture of a dragon's eye – consider
other animal's eyes

WALT: photograph and draw a human
eye.

WALT: explore and discuss the
illustrations of dragons.



Retrieval:

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Key Questions:

1) What did you learn about Cressida Cowell?

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2) How did you create the texture on your dragon eye?

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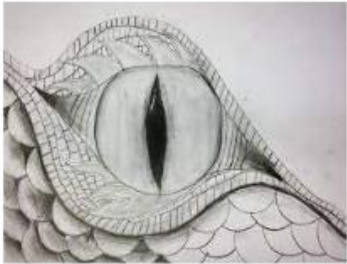
3) What tip(s) would you give someone creating a dragon eye for the first time?

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Cycle B Year 4

Artist: Cressida Cowell.
Improving mastery: clay sculpture, digital
Technique: colour, texture, pattern, line, shape, form
Sketch books: review and revisit

WALT: Reflect and evaluate

WALT: paint detail on sculpture
Using acrylic paint.

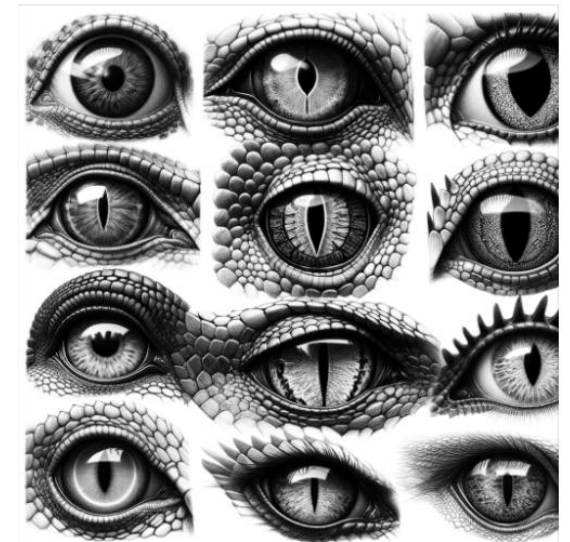
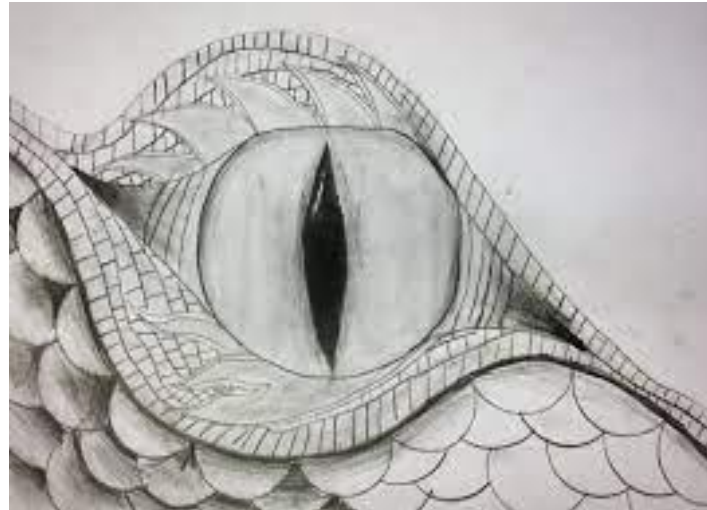
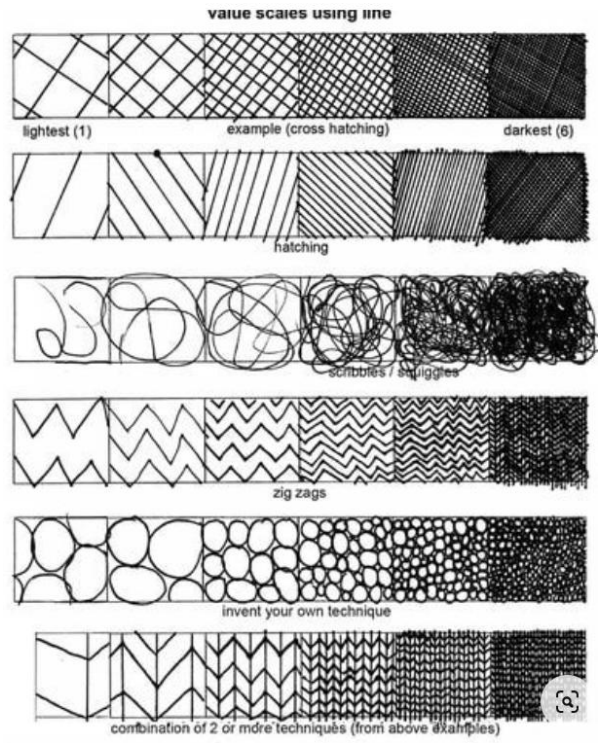
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illustrations of dragons.





AJS Art
Learning Journeys
Year 3/4-Cycle B

Cycle B Year 3/4- Autumn



WALT reflect and evaluate.

WALT: create a piece of art inspired by Yayoi Kusama.

WALT: Create patterns and simple textures in drawings using secondary colours.

- Artist: Yayoi Kusama
- Improve mastery: drawing
- Technique: Colour, shape, pattern, form
- Sketch books: review and revisit

WALT discuss and draw a piece of 'pumpkin art' by the artist Yayoi Kusama.

WALT: create an observational drawing of a pumpkin using crayon.

WALT: draw simple objects from observation- draw a variety of squashes.



Retrieval:

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Key Questions:

1) What have you learned about Yayoi Kusama?

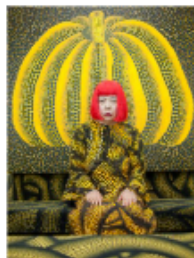
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Cycle B Year 3/4- Autumn



- Artist: Yayoi Kusama
- Improve mastery: drawing
- Technique: Colour, shape, pattern, form
- Sketch books: review and revisit

WALT: Create patterns and simple textures in drawings using secondary colours.

WALT discuss and draw a piece of 'pumpkin art' by the artist Yayoi Kusama.

WALT: create an observational drawing of a pumpkin using crayon.

WALT: draw simple objects from observation- draw a variety of squashes.

WALT reflect and evaluate.

WALT: create a piece of art inspired by Yayoi Kusama.



2) Name and demonstrate three secondary colours.

3) Demonstrate, with a pencil, shading techniques.





Cycle B Year 3/4



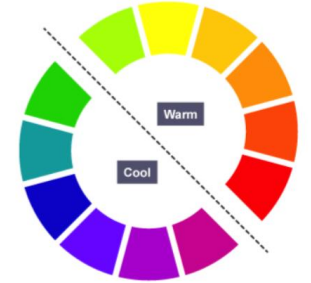
Artist: Andy Warhol & Christina Balit
Improving mastery: painting, collage
Technique: colour, texture
Sketch books: record, review, revisit.

WALT: reflect and evaluate.

Temperature

Warm and cool colours

The twelve part colour wheel can be split in half into a section of six **warm** colours and a section of six **cool** colours.

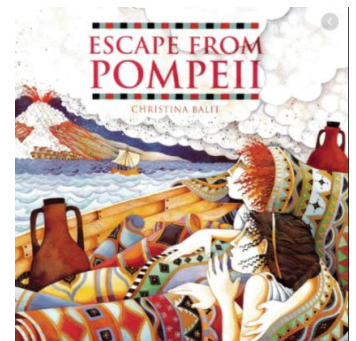


WALT: create your own volcano using the skills learned e.g. collage, painting and ink.

WALT: experiment with a range of collage techniques such as tearing, overlapping and layering.

WALT: recreate a volcano Andy Warhol's volcano using watercolours and ink.

WALT: use warm and cool colours to recreate half of the volcano illustration by C Balit.



Retrieval:

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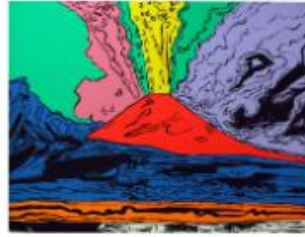
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Artist: Andy Warhol & Christina Balit
Improving mastery: painting, collage
Technique: colour, texture
Sketch books: record, review, revisit.

Cycle B Year 3/4



WALT: reflect and evaluate.

Temperature
Warm and cool colours

The twelve part colour wheel can be split in half into a section of six warm colours and a section of six cool colours.

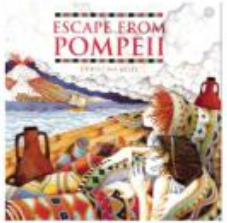


WALT: create your own volcano using the skills learned e.g. collage, painting and ink.

WALT: experiment with a range of collage techniques such as tearing, overlapping and layering.

WALT: recreate a volcano Andy Warhol's volcano using watercolours and ink.

WALT: use warm and cool colours to recreate half of the volcano illustration by C Balit.



Key Questions:

1) Which art movement was Andy Warhol connected to?

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2) Name a warm and a cool colour.

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3) Choose three words to describe your artwork.

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**AJS Art
Learning Journeys
Year 5**

Year 5-Autumn



Artist: Ancient Egyptian art/ great artists
Improve mastery: drawing, collage, digital
Technique: colour, pattern, line, form, space
Sketch books: Review & Revisit ideas

WALT: identify and use primary secondary, complementary and contrasting colours and comment on what works well in your own artwork.

WALT: combine and create an Egyptian style headdress considering pattern and colour alongside a self portrait



Picasso 1907



Van Gogh
1889



Frida Kahlo



Paul Klee
1922



Mary Cassatt
1878

WALT: explore different artists styles by imitating at least one portrait masterpiece.

WALT: create a self portrait in pencil considering proportion.



WALT: develop close observation skills of facial features.



Retrieval:

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Key Questions:

1) Which artist did you select to imitate and why?

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Year 5-Autumn



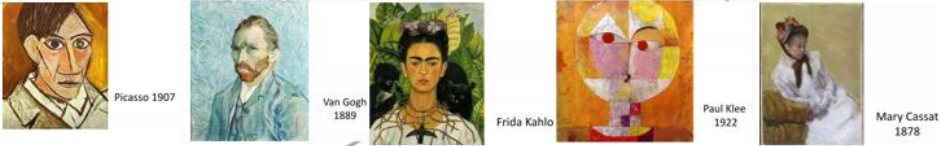
Artist: Ancient Egyptian art/ great artists
Improve mastery: drawing, collage, digital
Technique: colour, pattern, line, form, space
Sketch books: Review & Revisit ideas



WALT: develop close observation skills of facial features.

WALT: identify and use primary secondary, complementary and contrasting colours and comment on what works well in your own artwork.

WALT: combine and create an Egyptian style headdress considering pattern and colour alongside a self portrait



WALT: explore different artists styles by imitating at least one portrait masterpiece.

WALT: create a self portrait in pencil considering proportion.





Year 5 -Spring



Artist: Andy Goldsworthy
Improving mastery: sculpture, digital
Technique: form, space, pattern, colour, texture, line, shape
Sketch Books: Record observations; review and revisit.

WALT: Review and evaluate.

WALT: use a printing technique to create a repeating pattern

WALT: produce a collaborative digital pattern

WALT: create and photograph a sculpture inspired by nature.

WALT: collect and draw natural objects from observation.

WALT: explore the natural sculptures of Andy Goldsworthy and other artists



Retrieval:

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Key Questions:

1) What interesting facts have you learnt about the artist?

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Year 5 -Spring



Artist: Andy Goldsworthy
Improving mastery: sculpture, digital
Technique: form, space, pattern, colour, texture, line, shape
Sketch Books: Record observations; review and revisit.



WALT: Review and evaluate.

WALT: use a printing technique to create a repeating pattern

WALT: produce a collaborative digital pattern

WALT: create and photograph a sculpture inspired by nature.

WALT: collect and draw natural objects from observation.

WALT: explore the natural sculptures of Andy Goldsworthy and other artists

2) Which materials did you used to create your nature sculpture?

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3) Choose three words to describe your artwork.

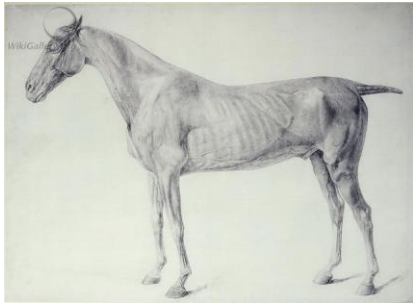
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**AJS Art
Learning Journeys
Year 6**



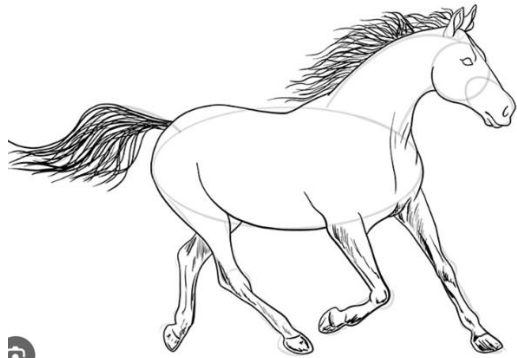
Year 6- Autumn

Artist: Stubbs and other artists
 Improve mastery: drawing, mixed media
 Technique: form, line, texture, space
 Sketch books : review and revisit



WALT: Evaluate and review.

WALT: use colour to enhance the movement and texture.



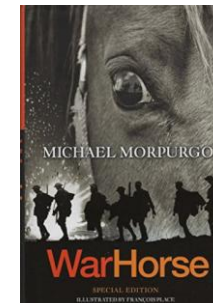
WALT: create images of a horse/animal of your choice using a selection of techniques and materials.

WALT: depict movement and perspective in drawings.



WALT: draw a horse in pencil considering proportion, form, tone and shading.

WALT: discuss and evaluate sketches of horses by Stubbs.



Retrieval:

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Key Questions:

1) What did you learn about Stubbs or your selected artist?

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2) Demonstrate the use of line to show movement.

3) Which colours did you select to create your own artwork and why?

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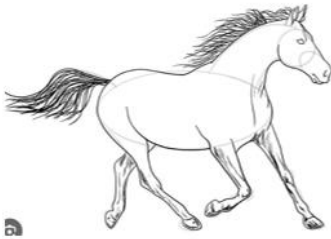
Year 6- Autumn

Artist: Stubbs and other artists
Improve mastery: drawing, mixed media
Technique: form, line, texture, space
Sketch books : review and revisit



WALT: use colour to enhance the movement and texture.

WALT: Evaluate and review.



WALT: create images of a horse/animal of your choice using a selection of techniques and materials.

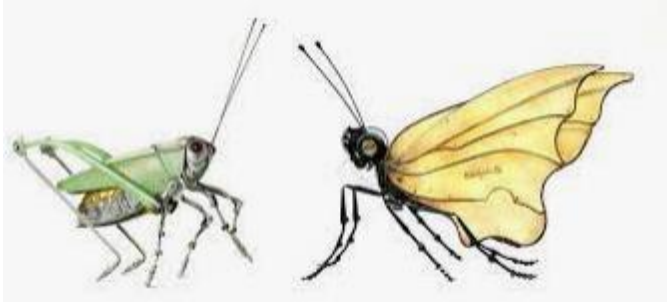
WALT: depict movement and perspective in drawings.

WALT: draw a horse in pencil considering proportion, form, tone and shading.

WALT: discuss and evaluate sketches of horses by Stubbs.



Year 6- Spring



Artists: Edouard Martinet, Lorenzo Possenti and Jennifer Angus.

Improving mastery: sculpture, painting, drawing

Technique: colour, pattern, texture, form, line and shape

Sketch books: review and revisit.



WALT: using different parts from a variety of insects, create your own creature and use tertiary colours.

WALT: develop close observation skills focusing on form and proportion-sketch an insect

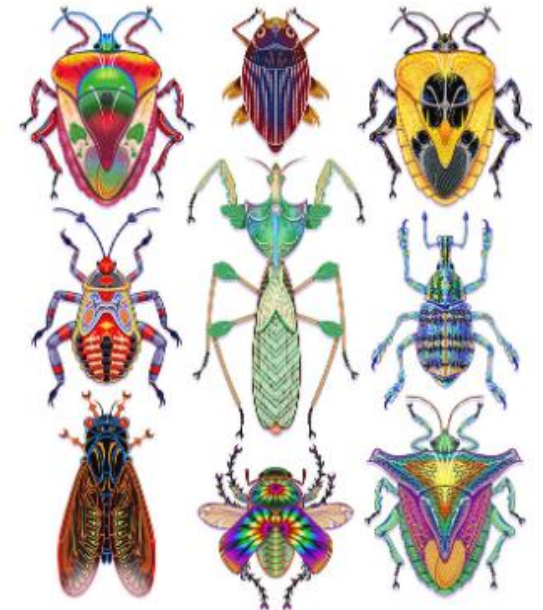
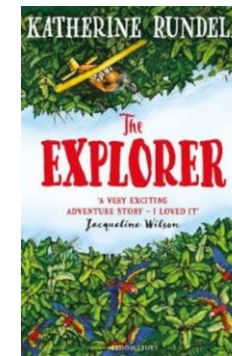
WALT: Create your own pattern using images of insects (provided) in a Jennifer Angus style.



WALT evaluate and reflect.

WALT: create a mini beast sculpture using a variety of materials and wire.

WALT: plan and design a sculpture; add shape, texture and pattern.



Retrieval:

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Key Questions:

1) What is a tertiary colour?

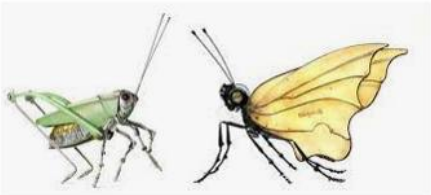
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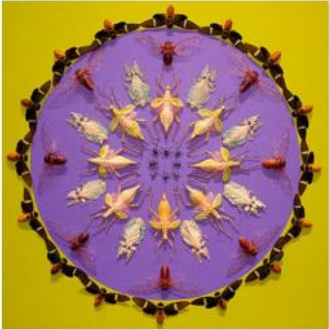
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Year 6- Spring



Artists: Edouard Martinet, Lorenzo Possenti and Jennifer Angus.
Improving mastery: sculpture, painting, drawing
Technique: colour, pattern, texture, form, line and shape
Sketch books: review and revisit.



WALT: evaluate and reflect.

WALT: create a mini beast sculpture using a variety of materials and wire.

WALT: plan and design a sculpture; add shape, texture and pattern.



WALT: using different parts from a variety of insects, create your own creature and use tertiary colours.

WALT: develop close observation skills focusing on form and proportion-sketch an insect

WALT: Create your own pattern using images of insects (provided) in a Jennifer Angus style.



2) Which artist inspired your artwork?

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3) Choose three words to describe your artwork.

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Ecofauna
by Lorenzo Possenti

Tertiary colours

A **tertiary** colour is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from.



Whole School Arts Week 'Take one Picture'

- 'Take One Picture' is our inspiration for our Arts Week. This is linked to The National Gallery for primary schools, which aims to inspire a lifelong love of art and learning
- Every year, we take one picture from The National Gallery collection to inspire cross-curricular work in our classrooms
- At the end of the week, an exhibition is held to celebrate all the learning that has taken place

