

A stylized tree logo with a brown trunk and a green canopy. The canopy is composed of several overlapping, curved shapes in various shades of green, creating a sense of movement and depth. The tree is centered in the background of the slide.

AJS Art Learning Journeys

Years 3 to 6

Ashley Junior School

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.

Year 3- Autumn



- Artist: Yayoi Kusama
- Improve mastery: drawing
- Sketch books: review and revisit



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.

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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Year 3- Autumn



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- Improve mastery: drawing
- Sketch books: review and revisit



WALT reflect and evaluate.

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

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



2) Name three secondary colours.

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3) Demonstrate, with a pencil, shading techniques.

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Year 3 -Summer



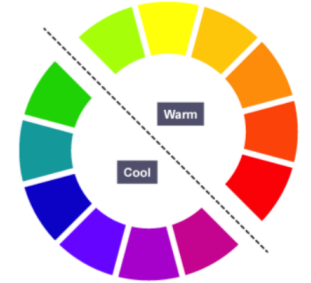
Artist: Andy Warhol & Christina Balit
Improving mastery: painting
Sketch books: record, review, revisit.

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.

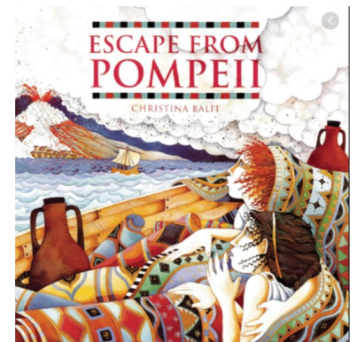


WALT create your own volcano using the skills learned e.g. collage, painting and ink.

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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Year 3 -Summer



Artist: Andy Warhol & Christina Balit
Improving mastery: painting
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.

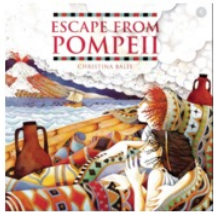


WALT create your own volcano using the skills learned e.g. collage, painting and ink.

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.



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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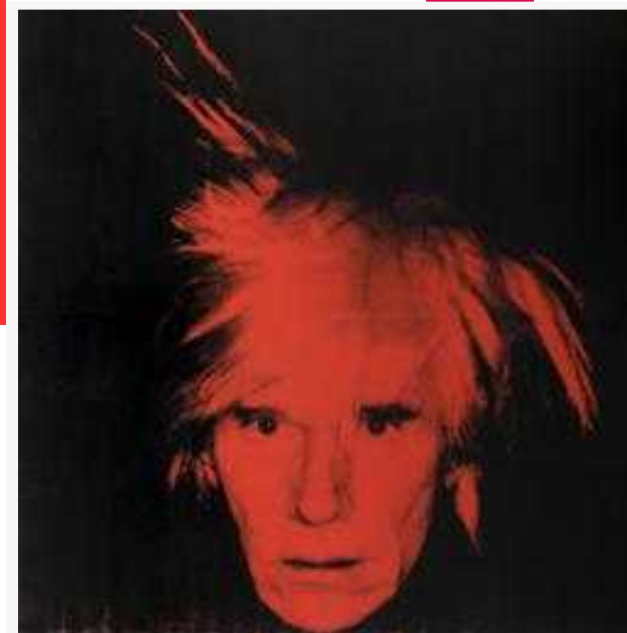
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WHO IS ANDY WARHOL?

Andy Warhol is one of the most famous artists, ever. From his soup to his hair, he is an art legend

<https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol>



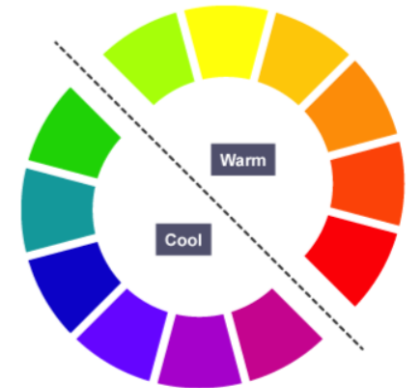
Andy Warhol
Self-Portrait (1986)

Resources

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.





Year 4: Autumn

Artist: Kandinsky
Improve mastery: painting
Sketch Books: Review and revisit.

WALT: Reflect and Evaluate

WALT: create a 2D shape painting in the style of Kandinsky using complementary colours.

WALT: recreate a section of Kandinsky's painting using paint.

WALT: mix and blend complementary 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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Year 4: Autumn

Artist: Kandinsky
Improve mastery: painting
Sketch Books: Review and revisit.

WALT: Reflect and Evaluate

WALT: create a 2D shape painting in the style of Kandinsky using complementary colours.

WALT: recreate a section of Kandinsky's painting using paint.

WALT: mix and blend complementary colours.

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



Wassily Kandinsky
1866 - 1944



2) Name two complimentary colours.

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3) The title of my artwork is...

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Resources

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.



Complementary colours in paintings.





Year 4: Spring

Artist: Charles Bell Birch.

Improving mastery: clay sculpture.

Sketch books: record observations ,review and revisit

WALT: Reflect and evaluate

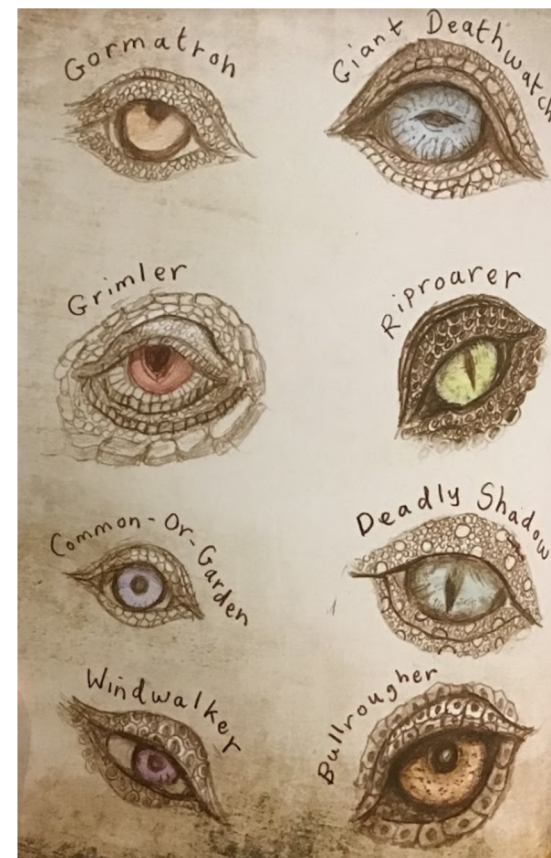
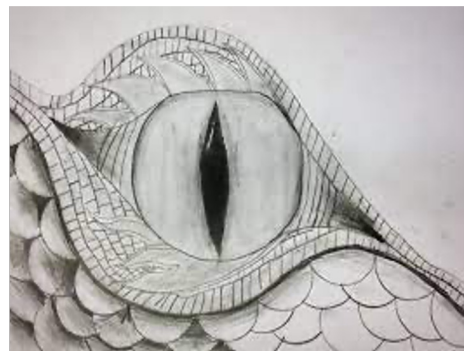
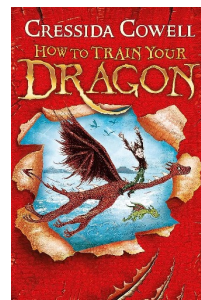
WALT: paint detail on sculpture
Using acrylic paint.

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

WALT: plan a design for a clay
sculpture of a dragon's eye

WALT: draw a dragon with attention to
form and proportion.

WALT explore and discuss the
City of London dragons.



Retrieval:

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Key Questions:

1) What is Charles Bell Birch famous for creating?

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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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Year 4: Spring

Artist: Charles Bell Birch.
Improving mastery: clay sculpture.
Sketch books: record observations ,review and revisit

WALT: Reflect and evaluate

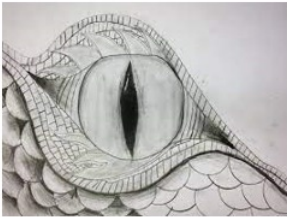
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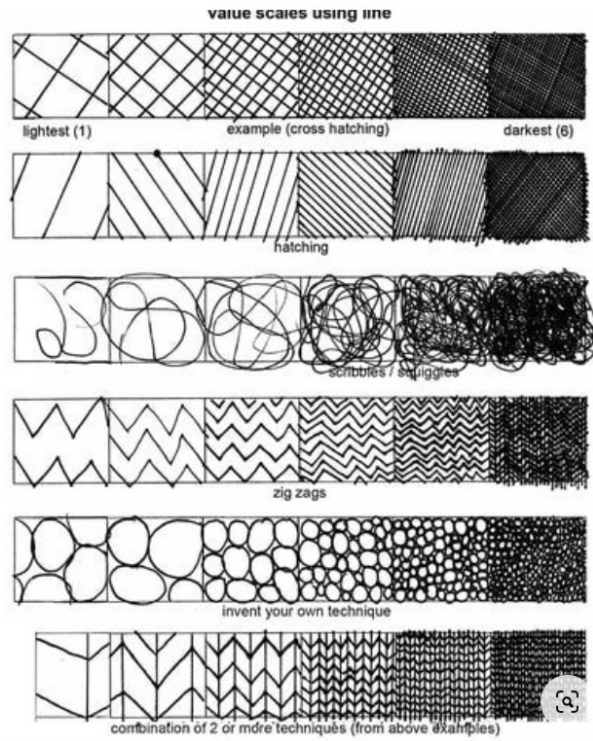
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WALT: draw a dragon with attention to form and proportion.

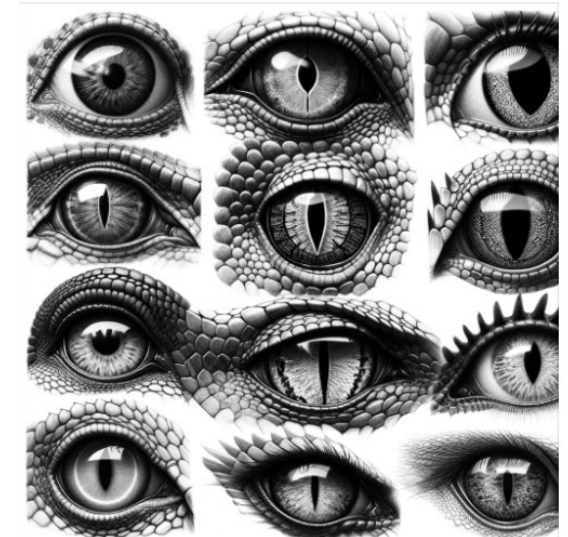
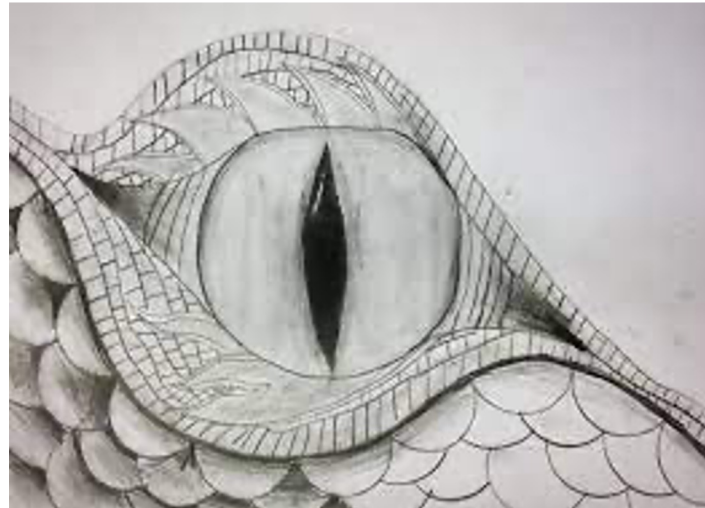
WALT explore and discuss the City of London dragons.



Resources



<https://www.fis.cityoflondon.gov.uk/about-us/our-dragons>



Year 5-Autumn



Artist: Ancient Egyptian art/ artefacts
Improve mastery: drawing/sculpture
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.

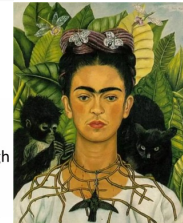
WALT: combine and create an Egyptian style headdress considering pattern and colour alongside a self portrait



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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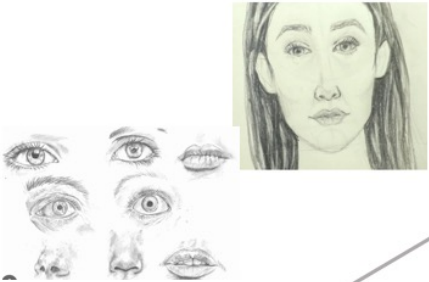
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Year 5-Autumn



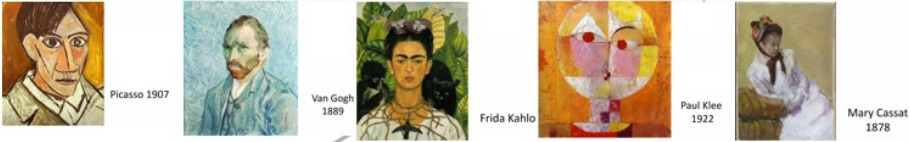
Artist: Ancient Egyptian art/ artefacts
Improve mastery: drawing/sculpture
Sketch books: Review & Revisit ideas



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.



2) I have selected these colours because...

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3) What does proportion mean?

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create a self portrait in pencil.

<https://www.youtube.com/watch?v=wfosxuah1uk>

Features in a self portrait.

<https://www.youtube.com/watch?v=RHtWxuikfos> <https://www.youtube.com/watch?v=HFDETJg3gIY>

<https://www.youtube.com/watch?v=mNRGwHehiLI> <https://www.youtube.com/watch?v=n8q3XMt9aw8>

Year 5 -Spring



WALT: Review and evaluate.

WALT create a natural sculpture inspired by nature.

Improving mastery: drawing with pencils and charcoal.
Sketch Books: Record observations; review and revisit.

WALT create a rocky landscape picture using shade and tone.
(drawing pencils and charcoal)

WALT: explore and discuss the drawings by a selection of well known artists e.g. Pierre Auguste Renoir, Paul Cezanne, Julian Schabel, Andy Goldsworthy

WALT: explore and create texture in drawings.

WALT create an observational drawing of rocks and/or stones.



Retrieval:

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Key Questions:

1) Which artist inspired your artwork?

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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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Year 5 -Spring



Improving mastery: drawing with pencils and charcoal.
Sketch Books: Record observations; review and revisit.



WALT: Review and evaluate.

WALT create a natural sculpture inspired by nature.

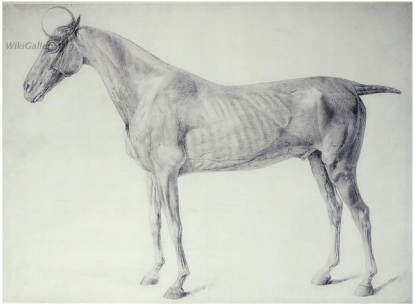
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Year 6- Autumn



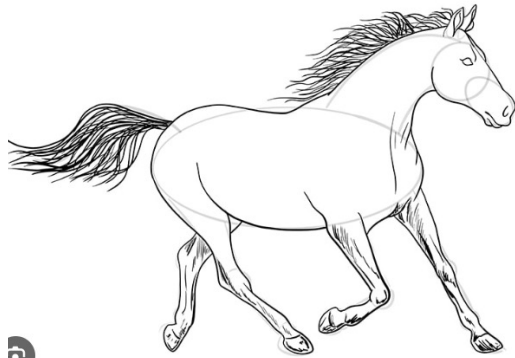
Artist: Stubbs
Improve mastery: drawing.
Sketch books : record, review revisit



WALT: Evaluate and review.

WALT: use colour to enhance the movement and texture.

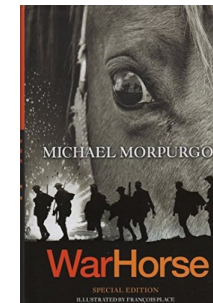
WALT: create fine line drawings of an animal of your choice using a selection of techniques and materials.



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?

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2) Demonstrate the use of line to show movement.

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

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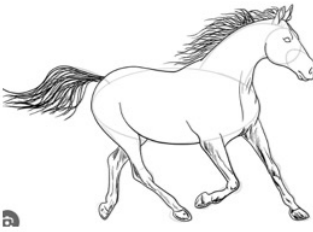


Year 6- Autumn

Artist: Stubbs
Improve mastery: drawing.
Sketch books : record, review revisit



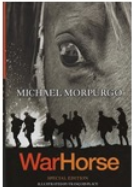
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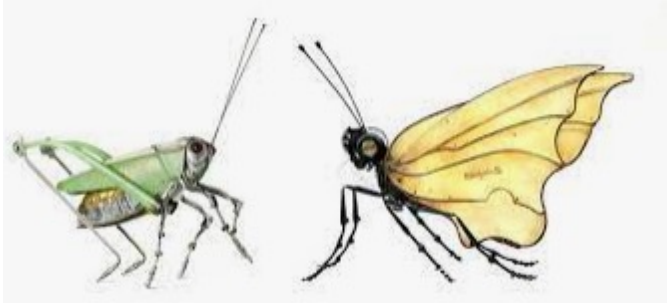
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Year 6- Spring



Artists: Edouard Martinet, Lorenzo Possenti and Jennifer Angus.

Improving mastery: sculpture.

Sketch books: review and revisit.



WALT evaluate and reflect.

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

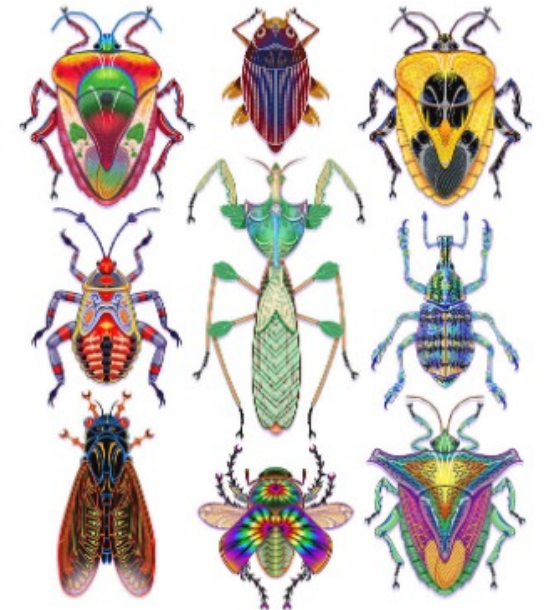
WALT: plan and design a sculpture; add shape, texture and pattern.

WALT: Create your own pattern using your insects in a Jennifer Angus style.



WALT: using your style create insects using different parts of a variety of insects and use tertiary colours to enhance their texture.

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



Retrieval:

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Key Questions:

1) What is a tertiary colour?

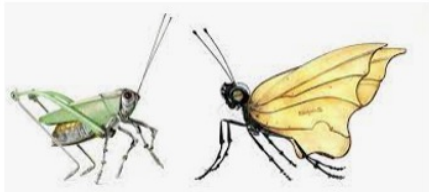
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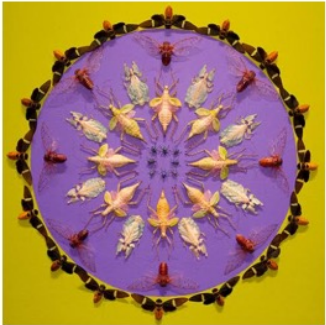
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Year 6- Spring



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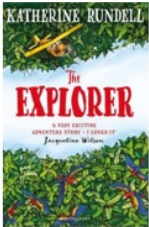
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WALT: develop close observation skills focusing on form and proportion-sketch an insect



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.

