

## Art at Perryfields KS2

NC Links	Key Vocabulary	BLP Links	Personal Development	Cultural Capital
<p><b>Use experiences, other subjects across the curriculum and ideas as inspiration for their art work.</b></p>	<p><b>Texture, line, form, pattern, shape, tone, colour, foreground, background, annotate,(KS1)</b></p> <p>Creative, adaptation sources, variation, complement</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Oracy:</b></p> <p>See Oracy progression document</p> </div>	<p>Noticing (patterns), making links, imagining, listening Distilling (drawing from experiences),</p>	<p>Making use of outdoors especially Forest School.</p> <p>Use of children and adults in Art Club</p> <p>Posh club</p> <p>Inviting Parents in who have an interest in Art</p> <p>Visiting High School at end of each academic year to view work.</p>	<p>Looking at artists for their year group and relating it to Time Line.</p> <p>Begin to investigate artists who interest them and research for home take home tasks/projects.</p> <p>Picture news Art/DT day</p>
<p><b>Develop and share ideas in a sketchbook and in finished products.</b></p>	<p><b>Review, identify, observations,(KS1)</b> Cartridge, tissue, media, Distance Symbolic Subtle Complex Atmosphere Representation engaging Delicate Flowing Vibrant</p>	<p>Perseverance, collaboration, listening, Imagining,</p>	<p>Making use of outdoors especially Forest School.</p> <p>Use of children and adults in Art Club</p> <p>Posh club</p>	<p>Looking at artists for their year group and relating it to Time Line. Picture news</p>
<p><b>Improve mastery of techniques.</b></p>	<p><b>Shading, primary colours, secondary colours, monoprint, relief printing, rubbings ,collages, construct, manipulate, malleable, recycled, collaboratively (KS1)</b> grades of pencil scale refine alter thick thin sketch texture colour scheme / blocking spectrum tint tone hue relief/impressed method. block printing warm colours cold colours atmosphere carving surface transparent opaque manipulate recycled surface transparent opaque weave embroider tapestry</p>	<p>Perseverance Absorption Planning</p>	<p>Inviting any known artists into school</p> <p>Ask staff with artistic talents to demonstrate to children.</p>	<p>Looking at artists for their year group and relating it to Time Line.</p> <p>Picture news Art/DT day</p>
<p><b>Learn about the great artists, architects and designers in history.</b></p>	<p><b>Compare, contrast, observe, evaluate, opinion, preference, review(KS1)</b></p>	<p>Noticing Listening Making links</p>	<p>Inviting any known artists into school</p> <p>Ask staff with artistic talents to demonstrate to children.</p>	<p>Looking at artists for their year group and relating it to Time Line.</p> <p>Picture news</p>

### Vocabulary:

Vocabulary to be displayed on or near art history timeline display and referred to regularly. Access to a full list of vocabulary through lists on staff share.

### BLP:

Many BLP skills link to learning, such as absorption, managing distractions and perseverance and therefore may appear in most thematic/Art lessons. Depending on objective, BLP skills will apply and teachers to choose relevant BLP skills and display/discuss for each lesson.

### Community:

Where possible, links are made to outside school that will enhance the children's learning of Art. It is important that we make use of Forest school to enhance their outside creative talents. Trips to art galleries/museums are to be encouraged.

### Cultural Capital

Children will be made aware of a wide range of artists/ craftsmen throughout both key stages and this is to be linked with Art History timeline.