

Beckley CE Primary School

Art – Key Concepts



'Let your light shine' Matthew 5:16

At Beckley CE Primary School, children learn Art and Design through a concept-based curriculum allowing them to learn beyond solely the topic facts. Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. Art and Design Key Concepts are returned to throughout the Year Groups to ensure children have a clear understanding of them, gain a mastery of skills and enabling them to be held within their long-term memory.

Please find below are a list of concepts that the children at Beckley CE Primary School focus upon in Art and Design and our reasoning behind their choice.

Concept	Why learn about this concept?	Year group where this is a <u>key</u> concept studied (though may be referred to within other year groups).
<p>Colour</p>	<p>Colour is the most complex artistic element of art and design because of the combinations and variations inherent in its use. Humans respond to colour combinations differently, and artists study and use colour in part to give desired direction to their work. Within our concept-based curriculum, the concept of 'colour' will be introduced in the EYFS and revisited throughout their time at Beckley up until Year 6. Pupils will learn that colour is fundamental to many forms of art. Its relevance, use and function in a given work depend on the medium of that work. Humans perceive colours from the light reflected off objects. A red object, for example, looks red because it reflects the red part of the spectrum. However, they will begin to understand that it would be a different colour under a different light. Our study of the concept of 'colour' within art and design will begin with colour theory in which the children will learning about the primary colours building up to the secondary colours as they begin to mix and explore the progression of colour as they begin to use it to produce their artworks.</p>	<p>EYFS/Y1 <i>Cycle A - Colour splash</i> <i>Cycle B – Colour splash</i></p> <p>Y2 <i>Cycle A - colour splash</i> <i>Cycle B – Life in colour</i></p> <p>Y3/Y4 <i>Cycle A – Prehistoric painting, light and dark</i></p> <p>Y5/Y6 <i>Cycle B – Egyptian portraits</i></p>
<p>Pattern</p>	<p>A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular The children will learn how to apply pattern to their own art work exploring different tools to create them. They will also have the chance to comment on the works of ceramists, artists and architects from around the world. We will teach the children to recognise, notice and discuss pattern which surrounds them.</p>	<p>EYFS/Y1 <i>Cycle B – Fruits and vegetables art of Giuseppe Arcimboldo.</i></p> <p>Y2 <i>Cycle B – African safari boxes – animal pattern, African art.</i></p> <p>Y3/Y4 <i>Cycle A –</i> <i>Cycle B – power prints</i></p> <p>Y5/Y6 <i>Cycle A – Photographic patterns</i></p>

<p>Texture</p>	<p>Within the concept of texture, at the most basic level, three-dimensional works of art such as; sculpture, pottery, textiles, metalwork and architecture have actual texture which is often determined by the material that was used to create it: wood, stone, bronze, clay etc. However, in terms of two-dimensional works of art like paintings, drawings, and prints artists try to show implied texture through the use of lines, colours, or other ways. To understand and implement this technique and skill at a greater depth, the children at Beckley will explore, comment upon as well as create texture within their own artwork.</p>	<p>EYFS/Y1 <i>Cycle B – boats</i> Y2 <i>Cycle B – African safari boxes – animal pattern, African art.</i> Y3/Y4 <i>Cycle A – constructing a castle</i> Y5/Y6 <i>Cycle B – anglo saxon village</i></p>
<p>Line</p>	<p>Line is defined as the path created when an object moves from one point to another. There are many different types of lines, all characterized by the length and width of lines. Lines can be static or dynamic depending on how the artist chooses to use them. At Beckley it is important to study ‘line’ as the concept because we would like our pupils to understand that lines help determine the motion, direction and energy within a piece of artwork; whether this is within pottery, an architecture style or a painted piece. We see line all around us in our daily lives; telephone wires, tree branches, jet contrails and layers of a countryside or cityscape landscape are just a few examples. Pupils at Beckley will be encouraged to observe and comment on line in it many different forms; natural lines, man-made lines, actual lines, implied lines, straight lines, curved lines, expressive lines, hatch lines and crosshatch lines. They will progress their use of line as a technique and skill whilst exploring our chosen great artists as inspiration.</p>	<p>EYFS/Y1 <i>Cycle A – Marvellous marks</i> <i>Cycle B – Make your mark</i> Y2 <i>Cycle A – Tell a story</i> Y3/Y4 <i>Cycle B – Ancient greek scrolls</i> Y5/Y6 <i>Cycle B – Egyptian portraits</i></p>
<p>Shape</p>	<p>A shape is defined as an enclosed area and always flat; however, the combination of shapes, colours and use of tones can make a shape appear as three dimension, this is then referred to as a form. Pupils at Beckley will be familiar with shapes in line with our Maths curriculum and they will have chance to apply their shape knowledge within art itself. They will understand that shapes can be created in many different ways, the simplest by enclosing an area with an outline or surrounding an area with other shapes. Our children will be able to observe, comment upon and create shaped artwork, experiment with shape as well as exploring the significance of the patterns from a range of cultures. Similar to line, shape is all around us, whether it is categorized as a geometric shape or an organic shape. Our pupils will be able to recognise a ‘geometric shape’ including squares, triangles, circles and hexagons etc as well as the importance of ‘organic’ shape within art such as from living things or of more free form for example, a tree, a face or a cloud in the sky.</p>	<p>EYFS/Y1 <i>Cycle A – Kadinsky – concentric circles</i> Y2 <i>Cycle A – Map it out</i> Y3/Y4 <i>Cycle B – Growing artists</i> Y5/Y6 <i>Cycle A – I need space</i></p>

<p>Form</p>	<p>Form is sometimes used to describe a shape that has been implied as a three-dimension subject within artwork.</p>	<p>EYFS/Y1 <i>Cycle A – constructing windmills</i> Y2 <i>Cycle A – making a Ferris wheel</i> Y3/Y4 <i>Cycle A -constructing a castle</i> Y5/Y6 <i>Cycle A - interactive installation/Bridges</i></p>
<p>Space</p>	<p>Space refers to the area within, around, above or below an object or objects. It is important to creating and understanding both two dimensional or three dimensional works of art. With three dimensional art the space things occupy is real as is the space around object. In two dimensional art this is definitely not the case. Two dimensional art exists on a flat surface, so if something looks three dimensional - it is an illusion. Even the most realistic paintings or photographs are illusions. Two dimensional artists use a number of "tricks" for creating the illusion of depth in their art.</p>	<p>EYFS/Y1 <i>Cycle B – Fruits and vegetables art of Giuseppe Arcimboldo.</i> Y2 <i>Cycle B – African safari boxes – animal pattern, African art.</i> Y3/Y4 <i>Cycle B – power prints</i> Y5/Y6 <i>Cycle A – Photographic patterns</i></p>
<p>Expression</p>	<p>Expression within Art and Design is surrounded within the purpose for making art. The children will learn to communicate their emotions and feelings in response to the Art that they see in front of them.</p>	<p>EYFS/Y1 <i>Cycle B – boats</i> Y2 <i>Cycle B – African safari boxes – animal pattern, African art.</i> Y3/Y4 <i>Cycle A – constructing a castle</i> Y5/Y6 <i>Cycle B– Anglo Saxon village</i></p>
<p>Communication</p>	<p>The children will learn to comment and ask questions within our Art and Design lessons when observing work produced by other artists. They will discuss and communicate using visual language and reasoning.</p>	<p><i>EYFS/Y1 & Y2 Kandinsky; Paul Klee; Andy Goldsworthy; Giuseppe Arcimboldo</i></p> <p><i>Y3 & Y4 Kandinsky; Andy Warhol;</i></p> <p><i>Y5 & Y6 Lowry; Escher; Monet, Seurat & Hokusai (water in Art study); William Morris</i></p>
<p>Interpretation</p>	<p>Interpretation in art refers to the attribution of meaning to a work.</p>	<p><i>All units</i></p>
<p>Similarities & Differences</p>	<p>Creativity and beauty of many things in the world can be expressed in an artistic manner. Each created artwork within Art and Design is a unique, beautiful output of a creative mind. However, there is a distinct difference between each artist, style and technique.</p>	<p><i>All units have the opportunity to reflect back and compare artists and works of art.</i></p>