

## Art at Meadows First School (Vision and Intent)

The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our **Art Curriculum** as follows:

**KEY KNOWLEDGE & SKILLS:** We equip children with the Art skills, vocabulary and knowledge necessary for the next stage of their learning journey.

**Practical, theoretical, disciplinary**

**Practical:** Knowledge and skills are built and ensure progress in Art across the school and to commit learning to long term memory. They will develop skills in media and materials and techniques: (knowing how to use pencils for shading, wire, paint etc) as well as the formal elements of line, tone, shape, space, colour, form pattern texture. They will study drawing painting and sculpture as well as printing, collage and other domains.

**Theoretical:** they will be taught about a range of artists; making connections with their art

**Disciplinary:** Vocabulary development is crucial and being able to express ideas about what is art? They will compare artists and genres across themes, and enjoy talking about their art work and about great artists they have studied.

**LOVE OF LEARNING:** Our theme-based, literature rich curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in Art. Our ambitious curriculum enables children to demonstrate:

**FLUENCY EXPERIMENTATION AUTHENTICITY**

**Fluency:** Children develop fluency in their use of techniques and media. They demonstrate automaticity in drawing, painting and sculpture.

**Experimentation:** They have fun exploring, trying out ideas and then making informed choices about methods to use.

**Authenticity:** We want children to develop a thirst for learning by using memorable and purposeful learning experiences. For example, local artists have worked with children to develop ideas and projects in the community such as producing lanterns for the Bromsgrove Light Festival. All children have the opportunity to have their work exhibited in the community (Voice and visions at Worcester Cathedral)

**GLOBAL CITIZENS:** We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate great achievements. We provide a strong SMSC curriculum, with British Values, Rights Respecting and our core values placed at the heart of everything we do. **eg.** A professional paper sculptor worked with children to produce art panels on the articles of children's Rights.

We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. **eg** children design posters for reminding us to switch off electricity and be environmentally aware and they have made a huge totem pole with a resident artist for the school's wellbeing garden. We recently worked with a printing artist to produce work for the Queen's jubilee, as well as a ceramicist producing a collaborative crown made from clay.

Love of Learning

key knowledge & skills



Global citizens

Unique child

Positive Relationships

**POSITIVE RELATIONSHIPS:** The Art curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in Art, supporting and encouraging each other, as well as reflecting on their work. We enable parents to support their children by involving them in their education and inviting them into school: **eg:** during **arts week** parents are invited to join in with the BIG DRAW alongside their children and this is then celebrated in our whole school assembly. Themed weeks such as the 'toy museum' in Year 1—where children do observational drawings of toys old and new to display in their class museum which is open to parents and carers.

Life in 21<sup>st</sup> Century Britain can be busy and stressful and by allowing children time to be immersed in art and explore the richness of the world around them can aid wellbeing and reduce stress—as well as spending time in the wellbeing garden

We know how to keep ourselves safe in Art, using equipment carefully and safely.

**UNIQUE CHILD:** At Meadows First School we can all become artists! We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the Art curriculum. **eg** we support all of our children by **scaffolding**, pre teaching vocabulary, using specific resources etc that caters for all needs. Our inclusivity ensures that all of our children will have their art work proudly displayed around the school and each year the whole school comes together to create a large-scale collaborative art work with an artist in residence.

Children use Meadows Mouse to develop lifelong learning habits to be;

**Enthusiastic:** to have a go and experience a range of materials and medium and to talk enthusiastically about their art.

**Determined:** We encourage a growth mindset, with high expectations, so children are proud to share and talk about their art work.

**Focused:** We want them to have no ceiling to their achievements and to grow up wanting to be illustrators, graphic designers, artists or printmakers!






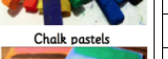

**Organised:** We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work.









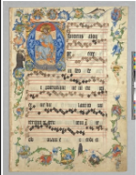
We are proud of what we can achieve!



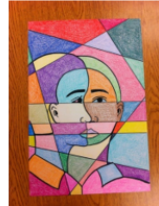


ART		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y N	To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to	Marvellous Me	Celebrations	Machines!	Wonderful World Nature	wonderful World People	Fantasy Fun
		<b>drawing -Line &amp; pattern</b> –owl babies / feathers/ faces – drawing from <u>observation</u> : Draw with increased complexity detail, <u>eg</u> a face with a circle Explore different materials freely, develop ideas to use them.	<b>paint (texture &amp; colour-printing)</b> Show different emotions in their drawings/paint, like happiness, sadness, fear etc. / Explore colour and colour-mixing. Explore paint and <u>techniques</u> , inspired by Pollack	<b>Other - weaving &amp; textiles</b> – collage Explore different materials freely, develop ideas to use them, what to make/ explore different textures.  <b>Drawing</b> - Create closed shapes with continuous lines, use these shapes to represent objects.	<b>Other – Form, pattern</b> – <u>inc</u> digital art – use of whiteboard. Develop their own ideas deciding which materials to use to express them. – transient art  <b>Sculpture – shape form</b> <u>space clay</u> /press printing into Natural transient sculptures in nature Respond to what they have heard, expressing their thoughts and feelings	<b>drawing line</b> - Use drawing to represent ideas Draw with increased complexity detail, <u>eg</u> a face with a circle  <b>Paint -Colour</b> – <u>printing Explore</u> colour and colour-mixing. Mono printing – object printing exploring <u>colour</u> , and DIVERSITY in art	<b>Other -printing collage -shape form space</b> Simple clay/ plasticine as <u>models</u>  <b>Drawing – observational</b> <u>observational</u> art from nature  <b>David Measures</b> – observational artists Lucy Arnold
		John Ruskin/ Picasso	Pollock/ Van Gogh	Michael Brennand Wood	Goldsworthy	Art from other cultures/ differences	
		Marvellous Me	Marvellous me 2	Around the world & beyond	Around the world	All creatures great & small	Once upon a tale
Y R		<b>Paint – <u>eg</u> sunflowers colour /drawing –self portraits</b>	<b>Other -Collage</b> <b>Collage <u>self portraits</u> &amp; line drawing</b> Share their creations, explaining the process they have used.	<b>Other - Line &amp; pattern –printing</b> Safely use and explore a variety of materials, <u>tools</u> and techniques, experimenting with colour, design, texture, form and function – exploring diversity and cultures in art	<b>paint -colour / collage -texture</b> – printing know names of primary colours Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore overpainting onto collage inspired by Eric Carle books	<b>Colour –Painting mixing – flowers from life</b>	
		<b>paint colour</b> Safely use/ explore a variety of materials, tools/techniques, experimenting with colour, design, texture, (primary colour mixing)				<b>Sculpture form shape space <u>e.g.</u> giant bugs</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
		Van Gogh	Mondrian /Miro	Chinese art/ Aboriginal	Art based on Eric Carle	Georgia O’Keeffe	
		Y 1	Making SENSE of our world	Memory box	Our Town, Bromsgrove	Animal <u>Subjects</u>	Let’s Explore Africa
<b>Painting – colour painting</b> to develop/share ideas, experiences & imagination (portraits)			<b>Painting – colour</b> (wheel) to use painting to develop and share their ideas, experiences & imagination	<b>drawing Line, pattern digital art</b> – architectural art based on buildings of Bromsgrove – focus on patterns	<b>Other Texture/ Collage/ <u>printing to</u></b> develop a wide range of art design techniques in using colour, pattern, texture, line, shape, form &space to use a range of materials creatively to design make products	<b>Sculpture =</b> making tribal masks <b>sculpture Shape Form space</b> to use sculpture to share their ideas, experiences &imagination	
<b>Drawing</b> to use <u>drawing to</u> develop and share their ideas, experiences and imagination (exploring different medium)			<b>Drawing – observational masks</b>				
PICASSO	KANDINSKY		LOWRY	Matisse		African tribal art & recap PICASSO	
Y 2	Beside the Seaside	Queens	Around the World (continents)	Castles	Hot & Cold countries	The great Fire of London	
	to use <u>drawing painting and sculpture</u> to develop &share their ideas, experiences & imagination & to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space						
	<b>Sculpture- SHAPE SPACE &amp; FORM</b>	<b>Drawing – portraits</b>	<b>drawing line</b> (observational)	<b>Drawing Shapes &amp; line –</b>	<b>Paint colour pattern</b>		
	<b>Other – collage – fish (wire)</b>	<b>Paint / colour</b> revisit colour wheel primary/ secondary and mixing	<b>Print – fruit (other) – explore techniques</b>	<b>Other abstract art/ Collage</b> (castles)	<b>Other (weaving / textiles)</b>		
Y 3	Calder	Andy Warhol (Queen)	Cezanne	Klee	<b>Kaffee Fassett</b>		
	Stone Age to Iron Age	Village settlers	<u>Egyptians</u>	Our local Area	Roman Britain	Our European neighbours	
	<b>Drawing &amp; line</b> (stone age)	<b>3D form /shape -sculpture</b> <u>models</u>	<b>painting – Colour wheel</b> / pattern/line	<b>Drawing Line:</b> observational art fossils / leaves	<b>sculpture – clay</b> (form & shape) Roman pots		
	<b>Painting portraits</b> (Kahlo)	to improve their mastery of art and design techniques, including <b>drawing sculpture and painting</b> with a range of materials					
Y 4	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.						
	Frida Kahlo	Frink	Klimt	<u>Blossfeldt</u> (sketchbook)	Roman Art (Jon the Potter)		
	Anglo Saxons	From Source to Sea	Rainforests	The Tudors	<b>Crime &amp; Punishment/ Moving On</b>		
	<b>Drawing &amp; line</b> to create sketch books to record their observations and use them to revisit ideas <u>sketchbook module</u>	<b>drawing:</b> pattern and texture- close observation of W Morris prints  <b>Printing</b> – make printing blocks and explore techniques for designing <u>WMorris</u>	<b>Texture/ collage and mixed media</b> : revisit colour wheel Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft &design. <u>Sketchbook module</u>	<b>Painting – colour – explore portraits of the <u>tudor period</u></b> to improve their mastery of art and design techniques, including painting with a range of materials	<b>Sculpture:</b> 3d form & shape - to improve their mastery of art and design techniques, including <b>drawing and sculpture</b> with a range of materials (clay/ wire)		
<b>Paint:</b> develop their techniques, including their control and their use of materials, with creativity, <u>experimentation</u> and an increasing awareness of different kinds of art, craft and design. ( <u>illuminated</u> letters)	<b>Drawing &amp; line:</b> to create sketch books to record their observations and use them to review and revisit ideas						
<b>Artists: Lindisfarne Gospels</b>	<b>Artists: William Morris</b>	Rousseau			great royalist paintings (Tudors) Holbein	<b>Artists: Calder/ Henry Moore/ Anthony Gormley</b>	





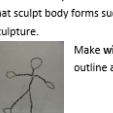

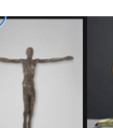


Our knowledge organisers show the key knowledge and prior learning for each unit. They have been carefully matched to our sequences of learning for each term.

Here are some examples of our KNOWLEDGE ORGANISERS in ART: (see also class pages on the website for each term's overview)

Meadows First School Knowledge Organiser	ART	Year 3 Autumn 1	Focus: (Pastel) Drawing & Line												
<b>Key skills &amp; techniques</b> <b>Pastel drawing</b>  Blending  Hatching  Broken lines  Blocking  Oil pastels  Chalk pastels		<b>Key Vocabulary</b> <table><tr><th>Word/ term</th><th>definition</th></tr><tr><td>Pastels</td><td>- small sticks of different coloured pigments (colours) that are used for drawing pictures. They can be oil or chalk based.</td></tr><tr><td>Blending</td><td>- mixing two or more colours to soften lines – can be done using fingers or with a soft cloth/ cotton wool</td></tr><tr><td>Blocking</td><td>- simple "blocks," or shapes, of colour.</td></tr><tr><td>Hatching</td><td>- an artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines (this will be explored in more detail in summer term)</td></tr><tr><td>Self portrait</td><td>A drawing / painting of yourself</td></tr></table>		Word/ term	definition	Pastels	- small sticks of different coloured pigments (colours) that are used for drawing pictures. They can be oil or chalk based.	Blending	- mixing two or more colours to soften lines – can be done using fingers or with a soft cloth/ cotton wool	Blocking	- simple "blocks," or shapes, of colour.	Hatching	- an artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines (this will be explored in more detail in summer term)	Self portrait	A drawing / painting of yourself
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Explore charcoal/chalk pastels on sugar paper – experimenting with lines/ shading/ blending and blocking and hatching Explore (and notice difference of using oil pastels)															
<b>Key knowledge &amp; artists &amp; key questions</b>  <b>Frida Kahlo:</b> "I never painted dreams. I painted my own reality." Mexico 1907 – 1954 • She had polio when she was six years old & it left her right leg shorter than the left. • She was married to fellow artist, Diego Rivera. • She enjoyed taking care of her pets and her garden. • Her art features symbols of Mexican folk culture. She was a Mexican painter, known for self-portraits/use of bright colours. <b>Stone Age cave paintings:</b> Most cave paintings were of animals or hunters. A cave could be full of many paintings by many different painters. They used natural colours from mineral pigments. Lascaux Cave: located in France, discovered by children in 1940. Cuevas de las Manos (Cave of the Hands) in Argentina: Cave paintings around the world often include hand stencils, impressions left by blowing paint around a hand. <b>Key Questions: (use this knowledge organiser to help you find the answers)</b> 1. Name the artist looked at this term? 2. What is a self-portrait?		<b>Prior learning</b> <b>Drawing:</b> In Y2 children will have explored mark-making with the following media (explore papers) pencils /Charcoal/ Wax crayons chalk pastels / Oil pastels Coloured pencils. Experimented with the visual elements; line, shape, pattern and colour. Explored clear lines and smudged lines with charcoal. Made tones of grey. <b>self portraits</b> (both in EYFS & Y1) <b>Previous artists:</b> for drawing (EYFS Picasso and Van Gogh/ Y1 Picasso & Lowry/ Y2 looked at Cezanne For Portraits (Y2 looked at queens and Andy Warhol)													

Meadows First School Knowledge Organiser		ART	Year 4 Autumn 1	Focus: Line, pattern (sketchbook)										
<b>Key Skills &amp; Techniques</b>			<b>Key Vocabulary</b>											
 <p><b>Tonal shade</b> Produce a range of tones by varying the pressure and layering – consider using softer pencils for darker shades</p> <p><b>Alternative shade techniques</b></p> <div><p>Cross hatching      Hatching      Contour lines</p><p>Stippling      Scribble      Pattern</p></div>			<table><tr><th>Vocabulary</th><th>Definition</th></tr><tr><td>tone</td><td>The lightness or darkness of something (by shading – such as hatching and cross hatching)</td></tr><tr><td>hatching</td><td>Technique used to add texture or tone (eg cross hatching)</td></tr><tr><td>calligraphy</td><td>A fancy style of writing using pen and ink</td></tr><tr><td>Lindisfarne Gospels</td><td>Manuscripts from Lindisfarne (Holy Island) that show illuminated lettering dating back to Saxon times</td></tr></table>		Vocabulary	Definition	tone	The lightness or darkness of something (by shading – such as hatching and cross hatching)	hatching	Technique used to add texture or tone (eg cross hatching)	calligraphy	A fancy style of writing using pen and ink	Lindisfarne Gospels	Manuscripts from Lindisfarne (Holy Island) that show illuminated lettering dating back to Saxon times
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<p><b>drawing:</b> Explore <b>lines</b> and <b>patterns</b> in Saxon illuminated texts – try with pens/ inks/ pencils/ - use <b>calligraphy</b> Further explore the use of shading to create shadows and <b>form</b> Build up <b>textures</b> and <b>patterns</b> with layers of marks Explore a range of media for their contrasting expressive effects eg heavy, dense marks – delicate light marks.</p> <p><b>Painting:</b> Practice fine control with small pointed brushes and water colour or inks &amp; fine brushes. Build up layers of marks, colours and textures working on a painting on several occasions. For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.</p>														
<b>Key knowledge and artists &amp; key questions</b>			<b>Prior learning</b>											
<p>The <b>Lindisfarne Gospels</b> have long been acclaimed as the most spectacular manuscript to survive from <b>Anglo-Saxon England</b>. It is a copy of the <b>four Gospels</b>, the <b>biblical books</b> recounting the <b>life of Christ</b>, along with the <b>associated texts</b> that typically form part of <b>Gospel-books</b>, such as <b>chapter lists</b> and <b>letters</b> written by <b>St Jerome</b> (d. 420).</p> <div></div> <p><a href="https://www.bl.uk/collection-items/lindisfarne-gospels">https://www.bl.uk/collection-items/lindisfarne-gospels</a> <a href="https://lindisfarne.org.uk/gospels/">https://lindisfarne.org.uk/gospels/</a></p> <ol style="list-style-type: none"><li>1. What are the name of the gospels that have beautiful manuscripts within them?</li><li>2. How can we create 'tone'?</li><li>3. What is a 'textile'?</li><li>4. What is 'calligraphy' the art of?</li></ol>			<p>In Y3 children will have:</p> <p><b>Drawing:</b> Tone: Experimented with different grades of pencil and other implements to achieve variations in tone, used oil/chalk pastels/ (stone age cave drawings/ <b>Frida Kahlo</b>) Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><b>Painting:</b> pattern &amp; colour, collage (<b>Klimt</b>) Mixed colours and a more developed knowledge of which primary colours make secondary colours Mixed and used tints and shades to make tones of one colour (lightness – darkness) Used black and white for grey tones and black, white and another colour. Experimented with paints and marks on a variety of <u>papers</u>.</p>											

Meadows First School Knowledge Organiser ART		Focus: drawing/ painting - Picasso									
Year 1 Autumn 1											
Key Techniques - Line drawing & painting		Key Vocabulary									
<p><b>Drawing:</b> <u>self portraits</u> using mirrors (notice detail and features from real life not imagination) Explore with chalk/ charcoal/ pencils for line drawings of self portraits</p> <p>Features - Focus on detail - one part of the face (eyes/ nose or mouth etc)</p>    <p><b>Painting</b> – Children should be developing paintbrush control and use of colour. They know and can name primary colours: red, blue, yellow and know how to mix secondary colours of orange and green and purple. They may explore water colour paints to create a <b>wax resist</b> effect.</p>		<table><tr><td><b>Portrait:</b></td><td>a painting or drawing of a person's face</td></tr><tr><td><b>Self-portrait:</b></td><td>a painting or drawing that the artist makes of themselves.</td></tr><tr><td><b>Abstract art</b></td><td>is modern art which does not represent usual images of our everyday world. They are 'distorted' or altered It has colour, lines and shapes (form)</td></tr><tr><td><b>Wax resist</b></td><td>A technique where water colour paint avoids (or 'resists') going where the wax is</td></tr></table>		<b>Portrait:</b>	a painting or drawing of a person's face	<b>Self-portrait:</b>	a painting or drawing that the artist makes of themselves.	<b>Abstract art</b>	is modern art which does not represent usual images of our everyday world. They are 'distorted' or altered It has colour, lines and shapes (form)	<b>Wax resist</b>	A technique where water colour paint avoids (or 'resists') going where the wax is
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Key knowledge/ artists & 5 key questions		Prior Learning									
	 <p>Pablo Picasso (a long time ago) <b>1881 – 1973 (Spanish)</b> <b>Famous quote:</b> "every child is an artist" <b>Picasso The Weeping Woman 1937</b></p>	<p><b>Drawing:</b> children will have drawn <u>self portraits</u> (and made them from collage). They will have looked at <b>Van Gogh</b> as an artist for <u>self portraits</u>. They should be more in control of detail (line and shape) and adding features</p> <p><b>Painting:</b> children will have experimented with paint and mixing – they will also know how to make green and orange. They will have some concept of the primary colour wheel – but this will be introduced next term in Y1. They will wash a brush in water to keep it clean Can children recall name of the artist?</p>									
<p><b>Key Questions: (use this knowledge organiser to help you find the answers)</b></p> <ol style="list-style-type: none"><li>1. What is the name of the artist we are looking at this term?</li><li>2. What is a portrait? A <u>self portrait</u>?</li><li>3. Can you name the 3 Primary colours? – red blue yellow</li></ol>											
Meadows First School Knowledge Organiser		ART									
		Focus: drawing (line) into sculpture (form/shape)									

<b>Meadows First School Knowledge Organiser</b>		<b>ART</b>	<b>Focus: drawing (line) into sculpture (form shape)</b> <b>Dame Elisabeth Frink</b>
<b>Year 3 Autumn 2</b> Key skills and techniques - <u>sketching techniques</u> into sculpture (looking at body form)		<b>Key Vocabulary</b>	
	Building on from last term's pastel sketching, now use charcoal and chalks on brown/ buff paper to look closely at drawing body form/ hands etc – put into sketchbook	<b>Vocabulary</b>	<b>Definition</b>
	Look at shading techniques- use hatching and cross hatching <b>Experiment</b> with adding chalk/ charcoal to add shadow/ lighter tints	sculpture	Art that is made through changing wood, metal or other materials
	experiment with chalk and charcoal to create form	sculptor	A person who makes a sculpture
<b>Sculpture:</b>	Move the study from drawing to looking at form and sculpture – artists that sculpt body forms such as <b>Anne Vrielink</b> / <b>Elisabeth Frink</b> – bronze sculpture.	3D art	Art that you can hold and see all around
	Make <b>wire armatures</b> (pipe cleaners of simple body outline and cover in mod roc/ clay/ foil)	armature	Wire frame upon which you sculpt / build up layers of clay etc
		shading	Use of medium to create darker tones
		tones	Adding shadow – darker colours or cross hatching
		tints	Adding light to a drawing (lighter or no shading) or use white chalk
<b>Key Knowledge &amp; artists</b>		<b>Prior Learning</b>	
			
<b>Anne Vrielink (1966- current)</b> (Belgium) <a href="https://www.artsper.com/en/contemporary-artists/belgium/4413/ann-vrielink">https://www.artsper.com/en/contemporary-artists/belgium/4413/ann-vrielink</a>	<b>Dame Elisabeth Frink (B1930-1993)</b> (English)	Building on from Year 2: <b>Drawing:</b> Children will have looked at <b>artist Cezanne</b> – and studied <b>tone</b> using simple shading and hatching methods <b>Sculpture:</b> Children will have studied the <b>artist Calder</b> and made a wire sculpture of a fish for form and shape adding patterns and texture Understand that this is 3D Understand the term 'malleable'	

# Art & Design

*At Meadows First School, we believe in providing the children with rich opportunities for exploring the Visual Arts. We believe strongly that Art stimulates children's creativity and imagination by providing visual, tactile and sensory experiences and a uniquely personal way of interacting with and responding to the world.*

*Through the study of art children develop their understanding of colour, form, texture, pattern, line and their ability to use materials and processes to communicate ideas and feelings.*



Artsmark  
Gold Award  
Awarded by Arts  
Council England



Art & Design is carefully sequenced across the school, building on prior knowledge as well as making links to themes that the children cover in their year groups. E.g Reception explored colour and textiles in their theme of 'countries around the world'. They made this beautiful back drop using tie dye techniques.



We aim to explore whole school collaborative art projects with an artist in residence. Here is a huge dragon we made with a wire sculptor, Kate Risdale. All of the children participated in this giant weaving of 'Blaze' our dragon.

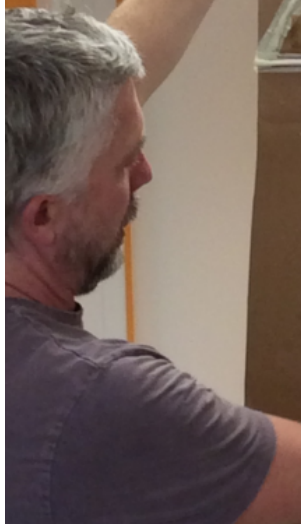


Children will explore their own ideas along with those of artists, craftspeople and designers. They will have the opportunity to explore the work of artists, as well as having the chance to work alongside local crafts people.

Jon the Potter has worked with us over a few years on lots of clay projects around the school. Have you seen our fabulous clay book panels as you walk into school? Or our wonderful poppy display? We have even designed a totem pole for our well being garden!



The artist, Darrell Wakelam, worked with children from all year groups to design and make these paper sculpture panels based on children's rights.



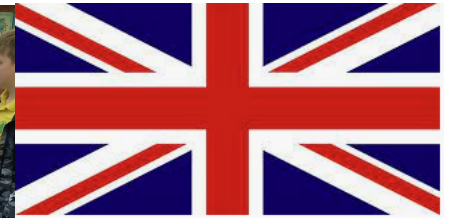
We have an Arts week every year, where classes go 'off timetable' to explore different aspects of art. They work both inside and outside the classroom. Art Lead, Mrs Dwyer works with all of the classes during this week, as well as working with parents in school for the 'big draw'. Each year we produce some amazing work that we exhibit in Worcester Cathedral during 'Voices and Visions' week.



# Voices & Visions

# The Big Draw

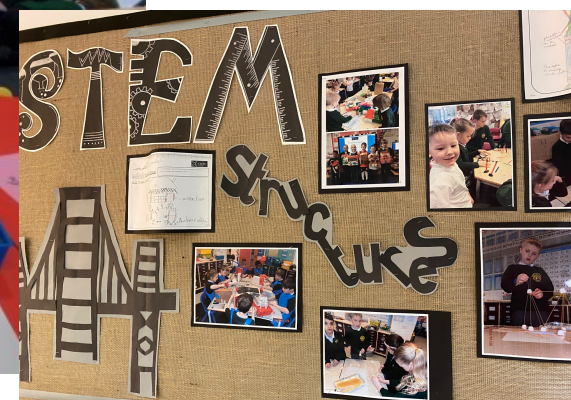
Every year, we hold a 'BIG DRAW' event, where families are invited to come into school and work with their children in class. Every morning before school art rich activities are on offer to explore.



We also put ART in the middle of our STEM activity weeks – ‘STEAM’ Art is very much at the heart of lots of cross- curricular and enrichment opportunities.



Here are some children working with their parents during STEAM activity weeks.



We used to work very closely with the ‘ARTRIX’, our local theatre and visual arts company to produce some amazing art work. This has now very sadly closed. We have made hangings for our school corridor and our year 2 children produced a pirate dance and made masks, they then performed this in front of their families and friends Every year we make lanterns with the ARTRIX and we join in with the whole Bromsgrove community to celebrate our ‘Festival of Light’.



These are just a few of the ways we celebrate and explore Art at Meadows First School. We are sure you will be wowed by the art work on display around our school. Come and take a look!



Artsmark  
Gold Award  
Awarded by Arts  
Council England

We are so proud to have attained Artsmark Gold for our commitment to the ARTS in school. **Here is the report from our Artsmark Gold Award.**

**We are so pleased that our hard work has been recognised.**

'The values and ethos of Meadows First School's clearly place a premium on the Arts and the importance of imagination and curiosity in learning. This is the foundation on which the curriculum is built and allows your commitment to the Arts to be further developed. You were recently judged to be outstanding by Ofsted and are a Platinum Rights Respecting School. The three action points driving your curriculum are conducive to arts learning: deepening an awareness of diverse culture; learning something new and children taking a greater lead. Your thematic approach to learning creates modules which are arts rich for every year group and which are linked to artists, different historical periods and diverse cultures. You have invested in arts materials and musical instruments, showing a long-term commitment to these forms of learning. Your response to Covid has been impressive. You have pointed to the many challenges but found solutions wherever you could. The staff are thinking more creatively, e.g. using outdoor spaces to ensure that drama, music and art can still be embedded within the curriculum. The range of activities you were able to continue with is very impressive. Your plans for the future are all excellent 'next steps' as you move to become a local arts hub within your community. Do strive to forge links with other schools and as Covid pressures reduce your idea of opening up your space to be a performance venue or gallery space will certainly help with that. Your parents are actively involved and levels of commitment to your way of doing things seems very strong. It would also be good, as you continue your journey, to build up a discourse that describes your way of working and approach. This will serve you well as you appear to have potential to be a champion for the Arts in the future.'



<https://sirkenrobinson.com/pdf/allourfutures.pdf> -

**All Our Futures: Creativity, Culture and Education**

*"It is through the arts in all their forms that young people experiment with and try to articulate their deepest feelings and their own sense of cultural identity and belonging"*

'Art is not what you see, but  
what you make others see' Edgar Degas



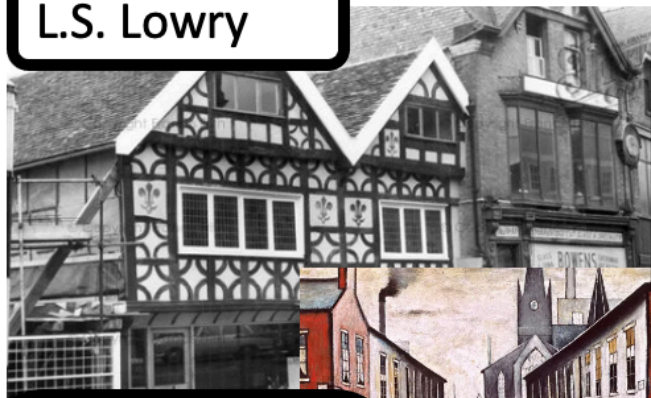
# Vincent Van Gogh

**Autumn 1** - exploring colour and experimenting with mixing colours – carefully using paintbrushes and painting from observation – Reception planted sunflowers in their garden and painted these by looking at them directly. They also explored the seed heads and the roots of the plants.



Reception explored colour and colour mixing of primary colours to make orange and green. They also explored 'impasto' by adding flour and sand to paint to make it thicker....

L.S. Lowry



Year 1 went on a walk around Bromsgrove to look closely at the buildings and architecture.

They looked closely at the patterns and lines. In their sketchbooks they recreated the lines and patterns



They explored with pencils, charcoal and chalk pastels...



Jackson Pollock

Nursery have been exploring the works of Jackson Pollock – the messy painter!!!!

