Ellison Key Art & Design Concepts

At Ellison Primary Academy the children learn 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 Ellison Primary Academy focus upon in Art and Design and our reasoning behind their choice.

Concept	Why learn about this concept?	Year group studied (though may be referred to within other year groups).
Colour	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 Ellison Primary Academy 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.	EYFS Year 1 Year 2 Year 6
Pattern	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.	EYFS, Yr4 , Yr6
Texture	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 Ellison will explore, comment upon as well as create texture within their own artwork. Within KS1 they will explore ceramicists use of texture on pottery as well as experience the texture of artists printed work such as Andy Warhol. As they progress into KS2 the children will explore the actual texture of the Lascaux cave painters and their important use of texture to communicate through mark making as well the actual texture of the Anglo Saxon metalwork and within the frescos of 'The House of Livia'. In contrast to this they will also explore and practise the art of implied texture whilst studying artists such as Salvador Dali and Monet in which they will use a range of medias to create the look of texture within a painted or drawn surface.	Yr2, Yr5

Line	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 Ellison 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. Our pupils at Ellison 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.	Yr1, Yr3, Yr5, Yr6
Shape	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. The pupils at Ellison 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 with influences from; local ceramists 'Clarice Cliff', metal work craftsmanship of the Anglo Saxons, experimentation of shape within Salvador Dali's paintings as well as exploring the significance of the Geometric Islamic patterns. 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.	EYFS, Yr2, Yr3, Yr4, Yr6
Form	Form is sometime used to describe a shape that has been implied as a three-dimension subject within artwork.	Yr1, Yr2, Yr3, Yr4, Yr6
Space	The Element of Design 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.	Yr3, Yr5, Yr6
Expression	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.	EYFS, Yr1, Yr2, Yr4, Yr 5 and Yr 6

Communication	The children will learn to comment and ask questions within our Art and Design lessons when observing their 'Great Artists' work. They will discuss and communicate using visual language and reasoning.	EYFS, Yr1, Yr3, Yr4, Yr 5 and Yr6
Interpretation	Interpretation in art refers to the attribution of meaning to a work. A point on which people often disagree is whether the artist's or author's intention is relevant to the interpretation of the work.	Yr 1, Yr 2, Yr 3 and Yr 4
Similarities & Differences	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 outputs of a creative mind. However, there is a distinct difference between each artist, style and technique.	EYFS, Yr1, Yr3, Yr 4, Yr 5 and Yr 6.